



REPORTER

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ANNAPOLIS, MARYLAND • SANTA FE, NEW MEXICO

SUMMER 1998

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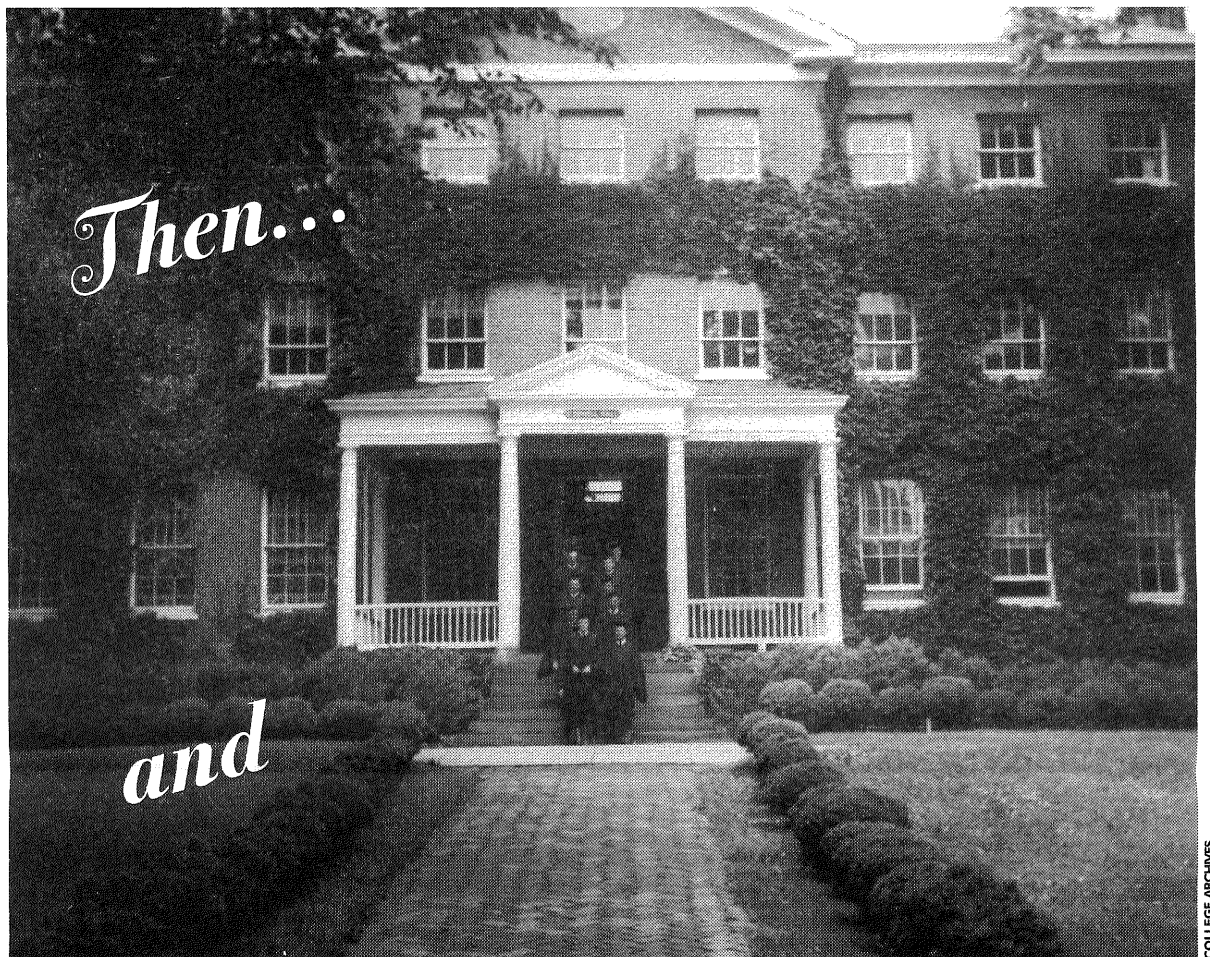
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ST JOHN'S COLLEGE

ANNAPOLIS • SANTA FE



COLLEGE ARCHIVES



JOHN BILDARL

In 1947, a neat and tidy row of formal hedges lined the walk leading to McDowell (top). That was then. Today (lower photo), a landscaping plan that re-introduces native plants to the 250-year-old campus gives the grounds a less regimented look and will develop over the next century into a natural setting. See "The Campus Primeval" on page 12.

From the Bell Towers...

THE GOOD-BYE GANG!

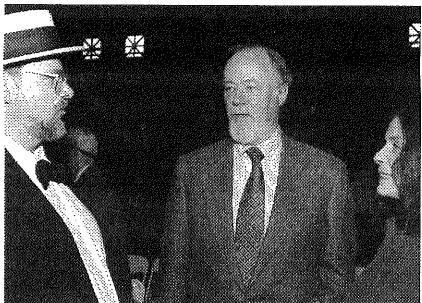
Tutors and staff who have contributed 140 years of experience to the college retired this spring in Annapolis. Tutors Chaninah Maschler, Robert Williamson, and Ben Milner, plus librarian Kitty Kinzer and registrar Nancy Lewis were feted at a gathering of students, tutors, and staff held in the gym (rained out from the President's house), where their contributions were honored with speeches and the crowd was entertained by the Coney Island Tooters (a tutor barbershop duodecet) and by lots of food.

Tutor emeritus Curtis Wilson spoke about Chaninah Maschler, who has been teaching at St. John's since 1976, recalling the way she would always challenge easy assumptions. Tutor Mera Flaumenhaft told stories about librarian Kitty Kinzer (herself a great storyteller), including one



From left: Chaninah Maschler, Nancy Lewis, Kitty Kinzer, Mary Jane Milner, and Ben Milner (above). Jon Tuck with Robert and Marilyn Williamson (below).

about her interview to become assistant librarian in 1969 with then-dean Robert Goldwin—held with both lying down flat on the floor because of Goldwin's back pain. Kinzer became librarian in 1981. Tutor George Doskow spoke about Ben Milner, who came to join the faculty the same year as Doskow, in 1965. He described Milner's independent and strong-minded personality and recalled his fiercely held but not dogmatic convictions. Registrar Nancy Lewis, the "meticulous guardian of college records," was praised by tutor Eva Brann, who also talked about Lewis' devotion to foreign students and the postcards she received from all over the world. Tutor Malcolm Wyatt talked about Robert Williamson, who joined the faculty in 1960. He mentioned Williamson's respect for student learning, his aversion to Baudelaire, the work he did in formulating the freshman Greek manual, and the "many elegantly crafted masks with which he entertained us." ●



KEITH HARVEY

A WELL-READ GIFT

Every spring, a new batch of seniors walks away from St. John's with diplomas in their hands and four years of study under their belts. They leave behind a world of seminars, waltz parties, Reality skits, and Friday night lectures. And, since 1992, graduating classes in Annapolis have banded together to leave something else behind: a class gift.

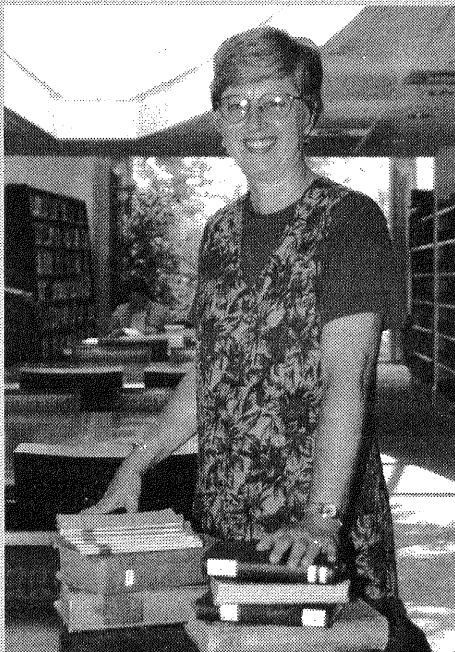
Senior class gifts have included endowments for a scholarship, the Friday night lecture at Homecoming, and a jazz concert. The class of '97 started a fund for a portrait of Eva Brann. This year's senior class has given the college a library book fund with an ingenious design that addresses the needs of Johnnies whose thirst for knowledge surpasses their bank balances.

The fund will be used to buy class copies, the books that the library holds in quantity so that students may borrow their readings rather than purchase them. The concept of class copies is already a clever St. John's innovation, but the class of '98 has developed two principles that will make the books that their fund buys even more valuable to the students who will use them. The first principle is that end-of-year readings should take top priority in purchasing decisions, for the simple reason that students have less money in May than in September. The second principle requires that books from the senior year are purchased first, followed by junior, then sophomore, and then freshman readings. Nicole Page (A98), who thought up the gift and was a major force in its success, explains the reasoning behind this: "Freshmen have three years of students above them to borrow books from, but as you go through the program there's less opportunity to borrow, and when you're a senior, there's no one to borrow from."

Librarian Kitty Kinzer is delighted that the seniors chose a book fund for their gift. "We're very grateful for the students' interest in the library and welcome their suggestions," she says. Kathy Dulisse, assistant director of annual giving, helped the seniors develop their class gift. She says that 62 seniors have contributed a total of \$4655.89, and that several others have made pledges to the gift.

Graduating seniors can contribute to the class gift in several ways: they can donate their caution fee, give a gift outright, make a pledge, or contribute any time before their five-year reunion. ●

—Suszan Borden



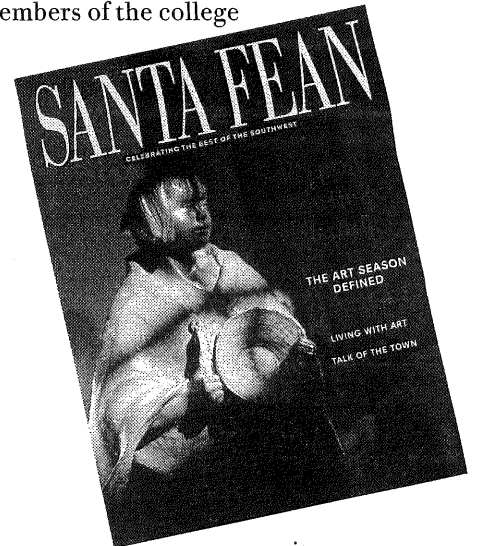
Assistant Librarian Vicki Cone, A68, with some class copies.

JOHN BUDAH

A SUBSCRIPTION TO SANTA FEAN MAGAZINE CAN HELP ST. JOHN'S

Santa Fean magazine, which covers the fine arts, beautiful homes, fine cuisine, events, culture, and history of Santa Fe, is making it possible for subscribers to help St. John's College while helping themselves to one of the premier magazines in the Southwest. The magazine, published by Luther Hodges, a friend of the Santa Fe campus, "captures the spirit, the culture, and the history that is only found in Santa Fe," says Rob Ettenson, the magazine's associate publisher.

Because St. John's is such an important part of the Santa Fe community, Ettenson wants to see more members of the college



community become subscribers to *Santa Fean* magazine. To encourage this, he and Hodges have offered to give the college \$5 for each new subscription from members of the St. John's College community.

The annual subscription rate for the magazine, which comes out ten times a year, is \$24.95. Each issue focuses on a different aspect of Santa Fe's lifestyle or culture, but in the magazine's pages, readers can find stories about the Santa Fe Opera, the annual Buckaroo Ball, regional homes and furnishings, the art gallery scene, Southwest food, and occasionally about the college. "The magazine regularly features a calendar of arts, cultural and social events going on in the area, which can help people who don't live here more effectively plan their trips to Santa Fe," Ettenson says. "It can really be a great resource." Those interested in subscribing to *Santa Fean* magazine may call 800-770-6326. Please be sure to mention the code "QSTJON" so that the college will benefit from your subscription. ●

From the Bell Towers...

ELIZABETH SKEWES, ALUMNI DIRECTOR, LEAVING TO STUDY MEDIA ETHICS

Elizabeth Skewes, the Santa Fe campus' director of alumni relations and parent activities for the past three years, has decided to leave St. John's to enter a Ph.D. program at Syracuse University in mass communications, with a concentration in media ethics and media responsibilities.

"Some people say that 'media ethics' is an oxymoron, but it's not," says Liz. "People go into journalism with high ideals, but they get lost somewhere along the way. With the media—not just press but also television and movies—there's a lot of freedom. I firmly believe that with that freedom comes responsibility. The media has been neglecting that responsibility for a number of years now, partly because of market pressures and public tolerance for mediocrity." Liz thinks she can help to change that loss of ideals through education. She aspires to teach journalism full time at a college or university. "Students still live in a world of ideas, a world of hope," she says. "With students, there's still the sense that the world can be improved upon. Most of the time people in the workplace are dealing with what is, not what can be improved."

Under Liz's care, the Alumni Office in Santa Fe has made great strides. As new Alumni Board president Allan Hoffman, A49, says, Liz's transition into office was seamless. "Liz has the unusual capacity of being both well-organized and imaginative," he says. "That combination is essential for this job." Hoffman

adds that quietly, gradually, Liz made small but crucial changes to the way the Homecoming and Summer Alumni programs were produced. The response from the alumni has been positive. More people have been coming to events, and they have been happier with their experiences.

Liz is known for her ability to grasp the nuances of a St. John's education and to deal effectively with Johnnies. As Barbara Lauer, SF76, Alumni Board vice president remembers, "This year's Homecoming announcements were round, shaped like globes. Liz had mailed them out in specially ordered square envelopes." The question came up: Where would people find square envelopes to return the last pages—the registration forms? "Liz very patiently explained to all of us Johnnies that if we would fold the pages in half, they would fit neatly into a standard envelope." Perhaps the highest praise from the Alumni Board came from the immediate past president, Sharon Bishop, A65: "You can't tell from the way the office runs that she is not an alum."

Liz admits that she will miss the alumni, but has learned from her time at St. John's that she wants to go back to school and spend the rest of her life teaching. In fact, Liz's time at St. John's was a springboard for graduate school in a couple of ways. First, she began to realize how much she likes students. Second, she considered attending the Graduate Institute. This helped her to make room in her imagi-

nation for the possibility of going back to school, and to begin to think about what she really wants to do with her future.

"With teaching," she said, "some people go through a semester entirely untouched. Some students just don't 'get it,' and others who are strong writers already will develop only slightly. But then there are those who, over the course of a semester, begin to see why it matters, why it's important to be able to articulate clearly, why it's important to be good rather than just good enough. If you teach one or two people like that in a semester, over the course of a lifetime you are helping to create a better, more educated, more informed society."

Liz acquired teaching experience as a writing instructor at Santa Fe Community College during her three years here and at a community college in Pennsylvania for five years previously. Along with teaching writing, she has held jobs in journalism, first as a reporter for eight years, and then as a magazine editor at Dickinson College before coming to St. John's.

Liz will be missed. Santa Fe President John Agresto says, "If I had to put together my A-team of colleagues, she would be right there at the top. She does the hardest jobs with the cheeriest manner, making the impossible seem effortless. The world needs more great alumni directors, not more Ph.D.s!" ●

—Kathy Pluth, SF99

RARE BOOKS

DONATED TO SJC

A local philanthropist recently enhanced the libraries of four Santa Fe institutions, including St. John's College. Gladys Heldman donated a rare edition of St. Augustine's *City of God* to the college. Currently on display in the Ault-Evers Room of the Meem Library are this book and the five other rare books which Ms. Heldman gave to other institutions: the Santa Fe Symphony, the Santa Fe Opera, and the African Medical and Research Foundation. The books include a first edition, 1595 copy of Tycho Brahe's "Astronomiae Instauratae Mechanica" and an 1876 edition of *The Adventures of Tom Sawyer* by Samuel Clemens.

The volume donated to St. John's is a 15 3/4 "x 11" leather-bound book with illuminations by a Venetian artist. Printed in 1470, the volume is the first Venetian edition of *City of God*, and only the fourth book

printed in Venice. It was made by typesetters Johann und Wendelin de Spira, who had exclusive printing rights for a short time.

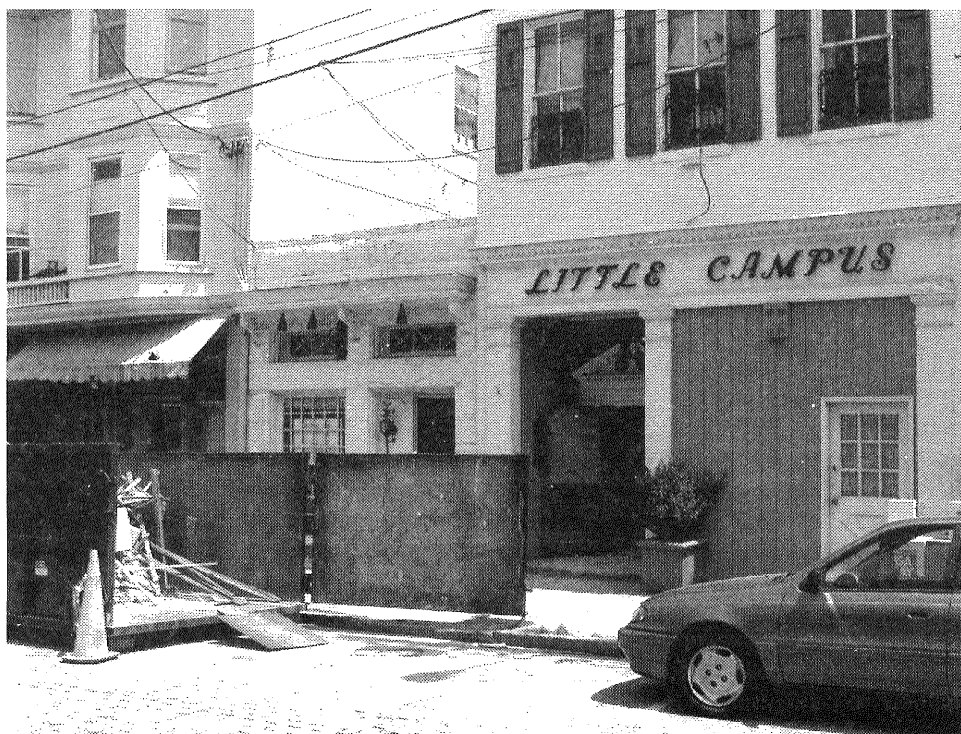
Ms. Heldman has been a friend of St. John's College for a number of years as well as being active with various other organizations in Santa Fe. She is a collector of rare books who wanted to share part of her collection by making donations to some of these organizations. ●

—Laura J. Mulry

Bad news on Maryland Avenue:

There's no easy way to say this: The Little Campus is no more. The long-time haunt of St. John's students, tutors, and alumni closed its doors on Maryland Avenue on July 3. Dimly lit smoky bar with maroon leather seated booths—gone. Miss Peggy, the tiny waitress who's served politicians, Johnnies, and other local patrons since 1957—gone. Drafts after seminar—gone. Drafts instead of lecture—gone. Owner "Angy" Nichols, retiring after 40 years—gone. The Little Campus was founded in 1924 and has

been in the Nichols family ever since. While the fern bars came and went on the dock and Main Street, the Little Campus offered that best of all American traditions, the neighborhood place where everyone



knew your name, or no one did, if you didn't want them to. The restaurant space has been leased to Virginia businessmen who plan to transform it into an Irish pub, according to the Washington Post. ●

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From the Bell Towers...

TUTOR NEWS

Santa Fe faculty member **Peter Pesic** has edited a new book, *Max Planck, Eight Lectures on Theoretical Physics*, published by Dover for \$6.95. In 1909 Max Planck gave a series of eight lectures at Columbia University presenting the accounts of various experiments he did, including his work with quantum hypothesis. Planck discovered quantum theory in 1900 and played a leading role in redefining the world of physics. His lectures range from the scientific to the mathematical to the philosophical; they give the reader a chance to follow Planck's thought processes on these different levels.

The book is introduced and annotated by Pesic. His observations and notes help the reader to find a historical placement for Planck's work and that of his contemporaries. The volume should be of interest to students of modern physics, philosophy, and the history of science.

Annapolis tutors **Laurence and Gisela Berns** will teach at The Clearing, a rustic folk school in Ellison Bay, Wisconsin, this summer. Mr. Berns will use *The Language Instinct* by Steven Pinker as his text and will explore the biological and instinctual basis of speech and its connection to and dependence on the mind. Using illustrations as varied as New Guinea tribes, teen-age gangs, Mark Twain, and Groucho Marx, Pinker makes the fundamental unity of humanity the theme of the book.

Mrs. Berns will study George Eliot's *Middlemarch*, focusing on the characters of Dorothea Brooke and the young doctor Lydgate. ●

Requiem for a Carp

Notre Dame has the Fighting Irish Leprechaun, Annapolis has its Liberty Tree.

Santa Fe had Stan the Carp, but that was yesterday, and now he is gone.

Stan lived for at least 20 years in the pond on Peterson Placita. "He has always been there," says Kathy Mizrahi, director of residential life, "and I came in 1978." But some of last year's freshmen didn't even know there was a Stan until the mourning began. "All I remember about Stan is when he died," says Carlo Santiago, '01. "Everyone got very sad. It was nice to hear everyone reminisce." Other students' memories of Stan were personal and immediate. Amber Boydston, '99, says, "You always knew it was a lucky day when you'd walk by the fishpond and without having to look hard you saw that shiny fin on the surface of the water."

According to his Albuquerque taxidermist, Stan died by choking on a stone. Apparently, carp clean their mouths by swishing rocks around them. Judging by the size of the rock left in his mouth at the time of his taxidermy, Stan, who was 26 inches long, had taken on a larger rock than he could safely handle. Jacob Keller, '98, found him washed up on the edge of the pond.

In his obituary of Stan in *The Moon*, the Santa Fe campus newspaper, Keller called Stan a "mascot." This begs the question: What does it mean that we choose as our mascot a creature with no outstanding quali-

ties but being a big fish in a small pond? "We admired him for doing so much with so little. To grow to that size in that little place was certainly an accomplishment," suggests Annapolis tutor Nancy Buchenauer. Stan had to be tough as well as big.

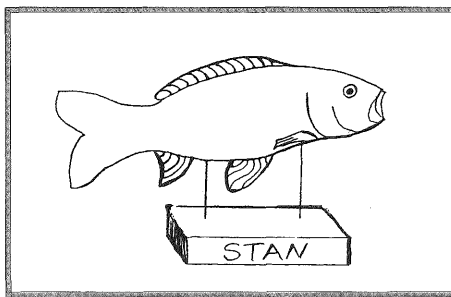


ILLUSTRATION BY TAYLOR WATERS

"One year the students burned a papier-mache statue—I think it was of Aphrodite—on the placita during Reality Weekend," recalls Santa Fe Dean James Carey. "It fell into the pond and killed all the fish but Stan."

Stan provided, in his passive, nearly inert way, a rallying point for the community. Natalie Arnold, '94, former assistant director of admissions, describes her feelings about Stan this way: "He's like the one consistent thing at this place in the last eight years. Almost every time I passed by I looked for him. I was so upset when he died."

The greater St. John's community also found meaning in Stan's presence among us. Lisa Carey, wife of the

dean, says that she knew Stan primarily through her children, because nearly every visit a child makes to campus includes some time at the pond. "I remember the first time each of my three children saw Stan," she says.

Perhaps one secret to Stan's longevity was cafeteria food. Rachel Vedaa, '99, says, "Sometimes I would lie outside and people would feed him bread—and his big mouth would open to get the bread." (Rachel opens her hands in an open-carp-mouth demonstration.) According to Mike Rozak, '01, Stan liked Swiss cheese and lunch meat.

Following taxidermy, the matter—if not the form—of Stan accompanied Jacob Keller and Steve Conn, '98, on their post-graduation Spaziergang through the Southwest. Stan was seen at several major tourist spots, including the Grand Canyon and Venice Beach.

The Campus Planning Committee has approved the display of Stan's considerable body in the cafeteria, though it remains to be seen whether students on the meal plan will also approve. "He's gone to his eternal reward," says Santa Fe president John Agresto, who, as it happens, contributed half of the money for Stan's taxidermy. "Not bad for a bottom feeder." ●

—Kathy Pluth, *SF99*

GREAT BOOKS, NEW GYM

Until now, when someone mentioned "student activities" on the Santa Fe campus, the first picture that came to mind was a small room in the basement of ESL. This is where the Student Activities Office has been housed for the past 30 years. Any SAO worker can attest that a new building is needed. Those dark, dank rooms, overcrowded storage spaces, and outdated weight equipment do not inspire student activity. In the bowels of ESL our dreams of a bright new gym, plentiful storage and office space, and actually seeing the light of the outside world are on their way to being fulfilled.

On Sunday, June 21, the Santa Fe campus held the groundbreaking ceremony for its new Student Activities Center. The site for the facility is next to the soccer field and behind the tennis court. Down the bumpy, rocky dirt road to the field, a small "Mustang" front-end loader bounced to dig the first hole for the new 45,828 square-foot complex.

The Student Activities Center will be built in stages. The first phase will include a gymnasium, two racquetball and squash courts, a fitness room, locker rooms, and showers. This \$3.7 million building is slated to open in late 1999. The Student Activities Office will also move there with all of its equipment, freeing more space for the laboratories. Hans Von Briesen, director of laboratories,

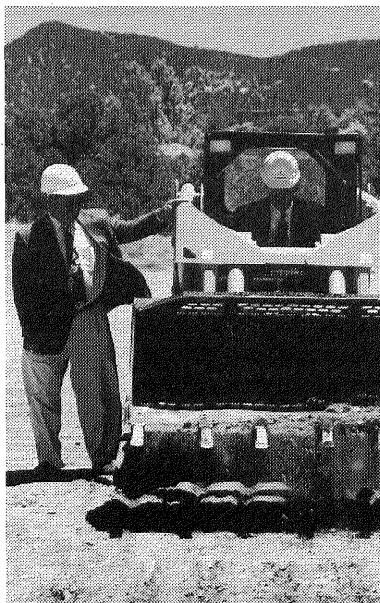
spoke at the ceremony and expressed his own excitement at the imminent relocation of SAO which has been encroaching on "his" space for so long.

When finished (final completion date to be determined), the \$8 million center will provide rooms for drawing, pottery, and photography, as well as space for the Search and Rescue Team, and, finally, a pool.

Other speakers at the groundbreaking were President John Agresto, Mark St. John, director of the Student Activities Office, and John Balkcom, a member of the Board of Visitors and Governors. Amber Boydston, representing the students, spoke of her own and others' needs for a place to exercise, work and play. Lorn Tryk, vice president of Lloyd and Tryk Architects, and Barbara Lauer, vice president of the Alumni Association, also offered their comments in support of the new building.

Finally, Joyce Rumsfeld and then John Balkcom took a turn in the front-end loader to dig the strip of land marking where construction of the center will begin. The groundbreaking was held on the last day of Homecoming, so many alumni were on hand to express their delight at the beginning of a project they did not have the opportunity to enjoy as students. No longer can anyone joke "Great Books, No Gym." It will soon be "Great Books, New Gym." ●

—Blythe Boyer, *SFoo*



John Balkcom drives the Mustang to break ground for the new Student Activities Center.

From the Bell Towers...

SEARCH AND RESCUE TEAM RECOGNIZED

The St. John's Search and Rescue Team recently received the 1998 Distinguished Service Award from the Santa Fe Downtown Rotary Club. Every year the Rotary Club recognizes an individual or organization for outstanding community service. This recognition is of great value to the members of the Search and Rescue Team because public appreciation is the best reward for the dedication and effort each member volunteers.

The idea of a St. John's Search and Rescue Team originated with 14 eager Johnnies taking a first aid class in the early '70s. The students thought a Search and Rescue Team would be the perfect opportunity to apply their newly learned medical skills. With permission from the president of the college, the students and their instructor, Herb Kinsey, created the Search and Rescue Team.

In the early years there was a minimal amount of public recognition. Local police were at first unaware of the potential resources the team could provide perhaps because team members would participate in searches dressed in bell-bottoms and love beads. After the first few missions, however, the police realized the team's potential, as well as its skill.

Now the team participates in missions all over New Mexico and on out-of-state missions as well. The success of the team is due to the continuous training all members receive and their strong commitment to quality. Two decades after its inception, membership has grown to more than 120, including both Johnnies and "townies." Town residents began to join when they realized that the team disbanded over school holidays and summer vacation. These "townie" members form a stable foundation. Since new Johnnie freshmen join the team every year, training is available regularly and is open to everyone. In the words of the chairman of the Rotary committee, 10th Circuit Judge Paul Kelly, Search and Rescue is "a 'team' in the true sense of the word."

The award ceremony was held on June 11 in downtown Santa Fe. 10th Circuit Judge Paul Kelly, himself a volunteer with Hondo Fire and Rescue, presented the award to St. John's on behalf of the Rotary Club. There to receive the award for St. John's was Tom Rushton, one of the 14 Johnnies who started the team; John Tull, a townie whose effort and dedication has helped lay the foundation of the team; and Liz Trice, a St. John's graduate and the current vice president of the team. ●

—Matthew Burritt, SFor

New on the Web

It's not flashy. There's no animation, nothing lights up. Students do it all with HTML code. It has too much text for a website. The navigation bars are really clunky-looking. But it contains lots of information. Check out the St. John's Annapolis website at www.sjca.edu. (Comments and ideas encouraged. E-mail bogoyette@sjca.edu.)

▼ Tutor Bill Pastille's address at commencement: www.sjca.edu/campus-events/commence-address.html.

▼ More than 100 alumni admissions representatives' short bios with e-mail links (so that telephone-shy prospective students can ask questions about the college): www.sjca.edu/admissions/representative.html.

▼ Homecoming information (under construction at press time): www.sjca.edu/homecoming.html.

▼ Placement office job postings for Johnnies from any era: www.sjca.edu/placejob.html.

▼ Advancement and giving information (in case you don't get enough letters about this in the mail): www.sjca.edu/advance/.

▼ This year's seminar reading list, week by week: www.sjca.edu/college/semnow.html.

▼ The Santa Fe campus put in a new line and server this spring, so the website at www.sjcsf.edu will be expanded and updated soon.

Wine, Wisdom, and Song: Annapolis Homecoming '98 — October 2 - 4

Homecoming in Annapolis kicks off Friday evening (Oct. 2) with the Class of '94 Homecoming Lecture: "Is America an Experiment?" given by Bill McClay (A74). Mr. McClay is the author of "The Masterless: Self and Society in Modern America," and currently holds the Royden B. Davis Chair in Interdisciplinary Studies at Georgetown University. After lecture, the great conversation continues in the dining hall with wine, coffee, and dessert. Those who prefer body language should head for the coffee shop party. Eric Lyon (A91) will be spinning the disks and taking requests for favorites from way-back-when. Please contact the alumni office as soon as possible with a list of your favorite dance tunes—we'll start searching for them now.

On Saturday morning, the Alumni Association will have its annual meeting, which will include memorials for Michael Littleton, who died on February 8, and Bryce Jacobsen, who died on May 31.

Saturday lunch is available for all alumni, with special luncheons for reunion classes. G.I.s will have a pizza party in the Coffee Shop, senior alumni (pre-new program) eat in the Mellon Conference Room, alumni from the forties in the Boathouse, and the classes of '53 and '58 in the Conversation Room. The class of '63 is invited to Mary McCutchan's (A63) house on Randall Court, the class of

'68 will eat in the private dining room, the class of '73 will gather in the Chase Stone common room, the class of '78 is invited to lunch at the on-campus

apartment of Leo Pickens (A78) and Valerie Pawlewicz (A89), and the classes of '83, '88, and '93 will picnic on back campus.

In the afternoon, alumni will have fourteen seminars to choose from, led by Michael Dink, George Doskow, Robert Druecker, Harvey Flaumenhaft, Barbara Leonard, Nicholas Maistrellis, Leo Raditsa, Beate Ruhm von Oppen, Brother Robert, David Stephenson, David Townsend, John White, Curtis Wilson, and Malcolm Wyatt. Senior alumni (from the old program) will

gather in the General Hartle Room for coffee, dessert, yearbook-inspired nostalgia, and a screening of "Annapolis Salute."

The alumni soccer classic, scheduled for 4 p.m., will, as always, pit speed, agility, and athleticism against wisdom, wiliness, and knee braces. Meanwhile, also at 4 p.m., the bookstore will host an autograph party featuring alumni authors

Anthony Chiffolo (AGI84), Glenda Eoyang (SF76), Mark Fabi (A76), and Paul Stiles (AGI96). Rumor has it that program author

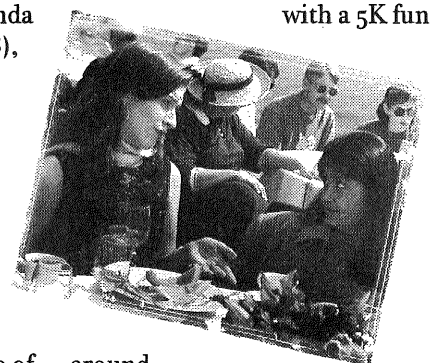
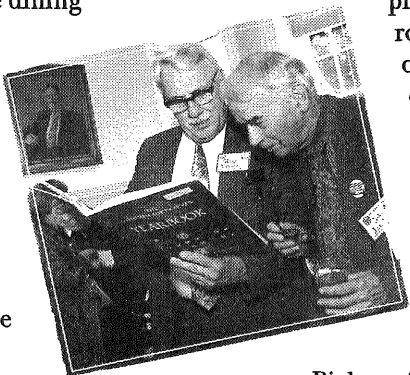
Plato will make an appearance.

The Great Hall will be the site of musical merriment featuring the Coney Island Tooters and Freshman Chorus Revisited. First, St. John's esteemed barbershop duodectet of tutors will charm the assembled horde with a cavalcade of their greatest hits, including "Goodbye My Coney Island Baby" and other tunes from the classical repertoire. Immediately afterward, Elliott Zuckerman will lead former freshmen in a reprise of freshman chorus's greatest hits (including

"Wachet Auf," "Ave Verum," and "The Heavens are Telling").

Following a late afternoon cocktail party, a gala Homecoming Dinner will feature Alumni Association Awards of Merit presented to Stewart Greenfield (A53) and Tom Geyer (A69). Connie Greenfield, Chaninah Maschler, and L. Harvey Poe will become honorary alumni. A waltz party in the Great Hall will top off the evening.

Sunday morning starts with a 5K fun run



COMMENCEMENT '98 *Annapolis*

Commencement addresses stress the glories and importance of befriending ideas and the inherent dangers of knowledge.

By Barbara Goyette

Anthony Kronman, dean of the Yale Law School, and tutor Bill Pastille spoke in contrasting and yet complementary ways to the 116 undergraduates and 37 masters degree candidates at the 206th commencement held under the Liberty Tree in Annapolis on May 17. Kronman talked about what St. John's students learn; he stressed the importance of the dual experience at St. John's—reading and studying the texts, and entering into conversation with them and about them. Pastille, who taught many in the graduating class and served as assistant dean during their tenure at the college, talked about what students should do with what they learn; he urged them to live fully in the present and to be wary of the power of knowledge.

Kronman began by quoting Hannah Arendt's description of a cultivated person as one who "knows how to choose his company among men, among things, among thoughts, in the present as well as in the past."

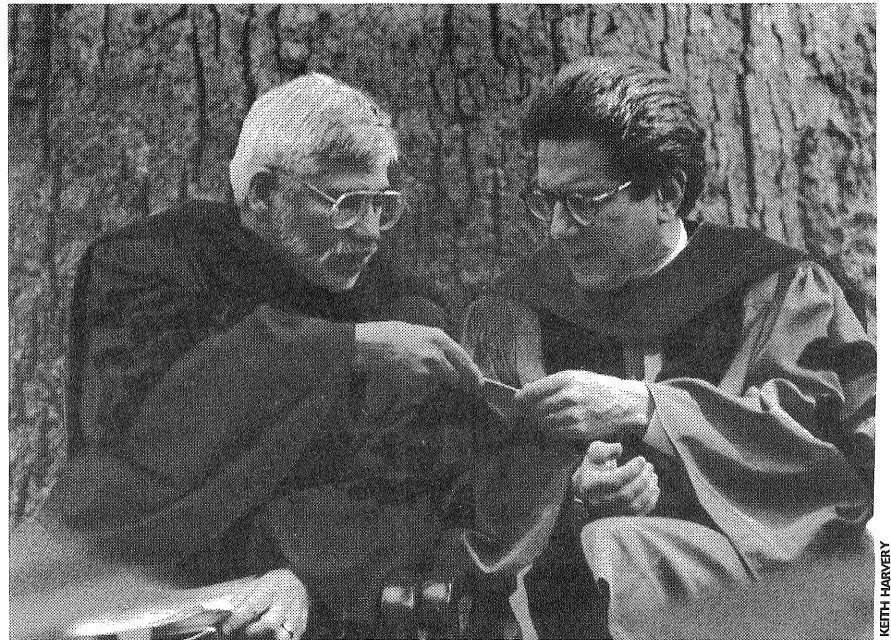
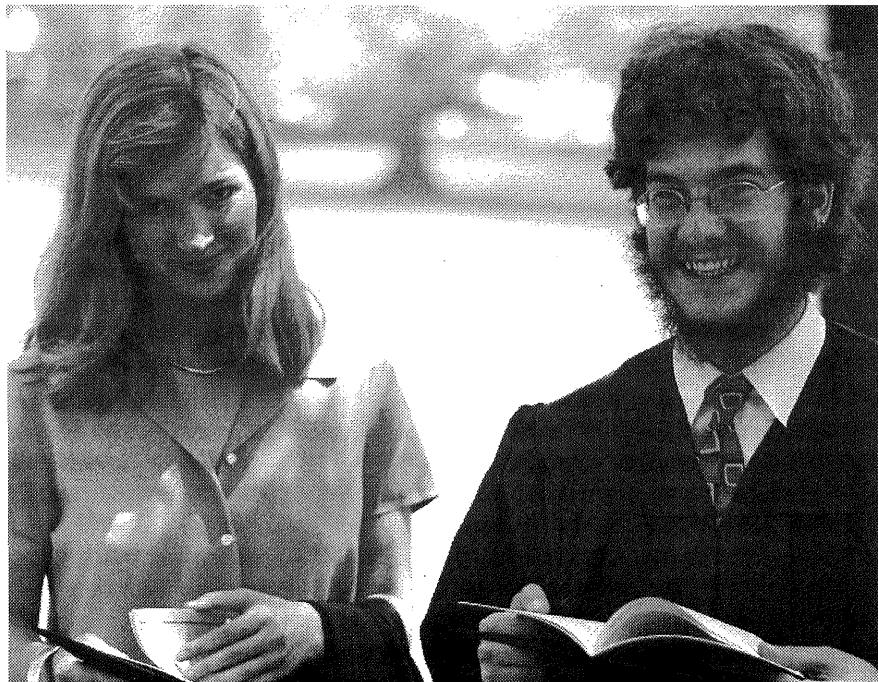
It is important to take care in choosing our company among thoughts, said Kronman. A thought survives the moment of its expression only by being written down. To acquire a thought as a companion, one must therefore begin by making some written text a friend—by reading it. To develop a conversational relation with the text, to approach it in a spirit of reciprocity,



Dean Harvey Flaumenhaft confers with Anthony Kronman (above). A graduate receives congratulatory hugs (left). Graduates Alexandra Mudd and Will Gorham before the ceremony (below). A resourceful solution to May sunshine (right).

is to allow it sink down into one's soul and perhaps even to change it, as every friendship has the power to do, he said.

The art of befriending books is dying away, Kronman pointed out, even in the midst of our glittering civilization with its immense stockpile of technical knowledge. He cited several reasons for this: first, the specialization of work means that some reading is to keep up with developments in our separate fields; second, the increase in general public information and its quick availability encourages the view that reading is essentially an information-



gathering activity; third, in the critical review of the canon, a skepticism arises about whether some books can be judged as greater than others. St. John's College, he said, devotes itself to the art of befriending books and draws students into the conversation of ideas.

Kronman went on to examine one of the questions in the great conversation—the uncertain relation between the two great strands of our inheritance, the Greek and the Semitic, between Athens and Jerusalem.

The Republic expresses some of the profound assumptions of Greek thought: that there is a rank order of souls discernible to the mind's eye, that we each belong somewhere in the overall scheme of things, a destiny not a choice; that politics should conform to nature and be guided by it; that justice and beauty are convergent and in the end the same. On the other hand, the Jewish prophets and Jesus assumed that the true worth of every human soul lies in the realm of conscience, commitment, and faith; that all possess the capacity for righteousness regardless of earthly station; that justice is above beauty.

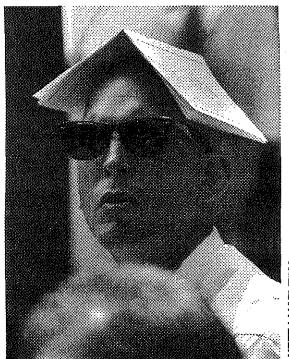
Examination of this question provides the key to understanding both the triumphs of our modern world and its most profound limitations, said Kronman, and St. John's graduates have received the gift of the opportunity to explore it fully.

Love and Strife

"At every moment, Life demands that we choose between Love and Strife, between the powers that bind and those that loose," began Bill Pastille. His heartfelt address to students defies summary—like Ecclesiastes or other poetic renderings of advice mingled with life-enriching cautions, it can best be read for itself (see page xx). The address completed that of Kronman by its insistence on the personal responsibility students need to adopt in their relation to knowledge. "Among the falsehoods which we have given you to believe far too easily is this: that knowledge is an unqualified good. It is no such thing. For insofar as knowledge is power, it corrupts as power corrupts; and insofar as it is taken to be an unqualified good, it corrupts surreptitiously," he said.

Commencement Festivities

Building up to the Big Moment when graduates received their diplomas, the college scheduled a number of other activities for seniors, Graduate Institute students, and their families. Some were traditional—the President's cocktail party and dinner, Class Day Exercises, and the Baccalaureate service (with moms and dads as officiants). And replacing the usual softball game, for which faculty support had waned in recent years, was a Saturday afternoon senior-faculty croquet match on front campus. With a Hegelian twist the teams were dubbed Being and Becoming; Becoming, needless to say, won handily. The after-Commencement reception on the lawn featured hundreds of friends and family members mingling with graduates. ●



Santa Fe

*Columnist John Leo has one last lesson for graduates:
Hold on to your moral values "and don't be afraid to fire."*



by Elizabeth Skewes

In the national conflict between rugged individualism and social values, St. John's graduates may have an edge. If so, said John Leo, a columnist for *U.S. News and World Report* and the speaker at Santa Fe's commencement in May, then they must take the values they learned at St. John's into the world and proudly proclaim them.

Leo, who spoke to the college's 110 graduates—68 from the undergraduate program and 42 from the Graduate Institute—said that too many students are going out into the world fearful of judging or criticizing the

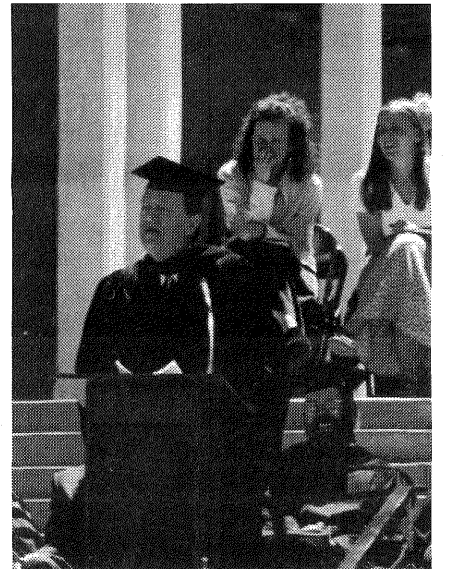
ideas of others. The result, he said, is moral chaos. At Hamilton College (in New York), for example, students in one class wouldn't go on the record to say that the killing of six million people during the Holocaust was wrong. "I can't imagine it is much of a problem on this campus, but overdosing on non-judgmentalism is a growing phenomenon," Leo said. "I think it is the result of an empty tolerance born of the collision between our fierce individualism and the spreading phenomenon of relativism."

The problem isn't isolated to one college campus in upstate New York. Leo cited another example from California where students at Pasadena City College were reluctant to say whether the killing of a woman as a sacrifice to help the crops grow in Shirley Jackson's short story, "The Lottery," was right or wrong.

The dilemma, Leo said, is that "basic human values are being privatized and reduced to personal preferences, as unsuited for criticism or argument as personal decisions on pop music or clothes."

The lesson for St. John's students, he said, is to "be clear what your values are, and speak out for what you believe. Do not glide along with the conventional wisdom. Don't let people intimidate or silence you by saying you are divisive, intolerant or attempting to impose your views on other people. These are the catchwords of a demoralized, privatized non-society, one willing to settle for a no-content form of tolerance that really amounts to a repeal of practical moral concern.... The lesson is to keep your morals loaded and don't be afraid to fire."

"Years from now...you will realize that in a sense you have not really left St. John's, for college is not just buildings, bricks and mortar, beer riots, sexual harassment hearings, and learning the meaning of 'hegemony' so that the white males in your class can be accused of it. It is all that, of course, but much more. It is a set of values. If I may say so, you are embarking on the first of an endless series of connecting flights we call life," Leo said. "...Remember, since baggage has a way of getting lost on almost every flight, may you keep these values as close to you as carry-ons." ●



Tutor Bruce Perry congratulates GI James Petcoff (top left). Rebecca Nelson takes the last difficult steps of her St. John's career (left). John Leo addresses the graduates (right).

Awards and Prizes

Annapolis

To the members of the Senior Class who have written the best senior essays, offered in memory of Simon Kaplan, Tutor Emeritus, by his widow, Mrs. Kaplan: Aaron John Pease. Offered in memory of Susan Irene Roberts, of the Class of 1966, Danielle Letitia Tabela.

To the member of the Junior Class who has written the best annual essay, offered by Mrs. Leslie Clark Stevens in memory of her daughter-in-law, Kathryn Mylorie Stevens: Deborah Jean Carlos.

To the member of the Sophomore Class who has written the best annual essay, offered under the will of the late Judge Walter I. Dawkins, of the Class of 1880: Michael Thomas Goodrum. Honorable Mention: Mark Vinzenz Alznauer.

To the member of the Freshman Class who has written the best annual essay, offered in memory of Jacob Klein, Tutor Emeritus, and his wife, Else, by the Dean: Matthew Walcott Holloway.

To the member of the January Freshman Class

who has written the best annual essay in the 1996-97 academic year, offered in memory of Elizabeth "Betsy" Marta Smith, of the Class of 1993, by Robert Clinton Nease, of the Class of 1992: Jason Edward Derleth.

To the Graduate Institute student who has written a distinguished preceptorial essay, offered by the Alumni Association: Matthew D. Ehret; Honorable Mention: Michael Colin Cain, David M. Longinotti.

To a member of the Senior Class, for excellence in speaking, offered in memory of Senator Millard E. Tydings of Maryland: Christian Will Van Sant.

To the student who submits the best English version of Greek text, offered in memory of John S. Kieffer, President Emeritus: Samuel Joseph Garcia; Honorable Mention: Adelle Allison Fay and Erik Dennis Dempsey (joint entry).

To the student who submits the best English version of a French poem, offered by the Board of Visitors and Governors: Lauren Connolly, James Lawler Keidel.

To the student who submits the best original English poem, offered by Dr. George Austin in memory of his brother, Henry: Alexandra Diana Elizabeth Boozer.

To the student who submits the best original musical composition, offered in memory of Mary Joy Belknap: Weldon Michael Goree.

To the student who submits the most elegant solution of a geometrical problem, offered by the Class of 1986 in honor of Bryce Jacobsen, of the Class of 1942, Tutor and Director of Athletics Emeritus: Daniel Thomas Braithwaite, Piroška Kopar, Hai Sun.

To the student who submits the most elegant proof of a trigonometrical problem, offered in memory of James R. McClintock of the Class of 1965: Daniel Thomas Braithwaite.

To the student who carries out the best laboratory project: Brian Howard Thorpe; Honorable Mention: Heather Anne Miller.

To the Senior man and woman who by their

...Continued on page 9

Choosing Between Love and Strife

Commencement Address by William Pastille, May 1998

At every moment, Life demands that we choose between Love and Strife, between the powers that bind and those that loose. If we do not hear the urgency of this demand, it is because we do not live fully in the present moment. Most of our attention streams away toward the remembered past or imagined future, relaxing our bond with the vivid Here and Now until we drift too far off to hear the voice of Life above a whisper. But today, with music, ceremony, and speeches, we try to dam the flood of inattention, to focus on the Now, on this single moment, which is both ending and beginning for all of you who are about to receive degrees. If you search your feelings in this moment, you will find two commingled emotions: melancholy—for all that is past and gone, for a way of life that can never be relived—and expectancy—for all that is yet to come, for a way of life that you are hoping to create. Please remember this composite feeling, because it is the feeling that lives in the heart of every Now. When we are not experiencing this twofold emotion, we are not really in touch with the present, but have allowed our habits of inattention to separate us from the Now. In this state of habitual inattention, we nevertheless carry on the daily work of life: people are fed, cities and empires built, careers made and unmade, children reared, and academies of higher learning established for the purpose of passing knowledge and tradition from generation to generation.

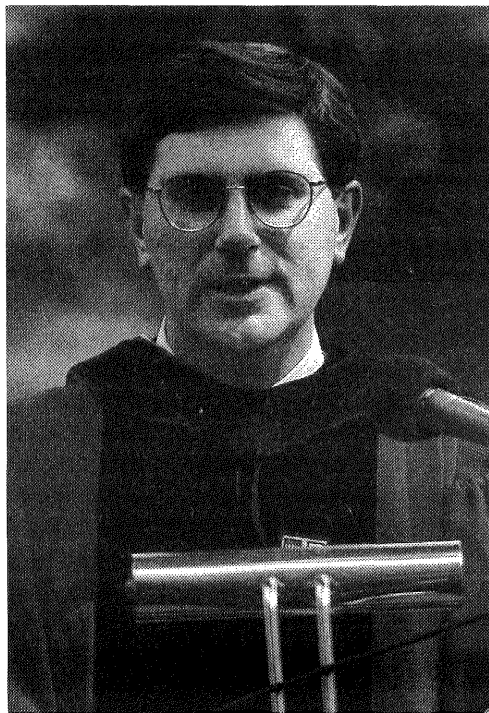
At this ceremony, and at thousands of others like it to be held across the nation today and in the coming weeks, those of us who serve and support the academy will confer upon you and upon your counterparts at other institutions the outward signs that we have discharged our duty, that you, by completing rigorous courses of study, have increased in knowledge and learning. In thousands of speeches we will extol your virtues; we will praise you for your fortitude, perseverance, and intelligence; we will encourage you to develop your talents further, and to fulfil your promise; we will impress upon you the solemn obligation that you pass the baton of learning to the next generation; and we will express our pride in your achievements, for we honor the devotion, the toil, and the sacrifice that nourished your success. It is altogether fitting and proper for us to do this.

But even on such a congratulatory occasion, a decent regard for truth and for honest self-criticism compels me to speak of failure as well as success—my failure, the failure of my generation, and of all who consider themselves teachers, mentors, and leaders in all walks of life. For the truth is that we have failed you. We have failed you because, being human, the better angels of our nature are often bested by the worse; and because, being consequently inconstant, we preach ideals that we fail to honor in deeds; and because, being consequently hypocritical, we are forced to hide painful truths from ourselves; and because, being consequently ignorant, we hand down to you truth and falsehood mixed indiscriminately in unknown proportions.

Among the falsehoods which we have given you to believe far too easily is this: that knowledge is an unqualified good. It is no such thing. For insofar as knowledge is power, it corrupts as power corrupts; and insofar as it is taken to be an unqualified good, it corrupts surreptitiously. Knowledge can ally itself with the slightest weakness of character and with any unexamined prejudice, transmuting unjust, intolerant, or self-centered attitudes into the figures of intelligence and ignorance: a latent racism, sexism, or class prejudice can manifest itself as an empirical observation that this or that individual is just not as intelligent as we. Egotism, above all, joins readily with knowledge, leading to the empirical observation that no one is quite as intelligent as we, and to the logical conclusion that everyone needs to be inoculated with ample doses of our own personal wisdom.

You have witnessed something of this here, in the microcosm of the classroom, whenever I or one of my colleagues have used our familiarity with the books on the program or our knowledge of other sources as unfair advantages to attain a position of power in discus-

sion, or to maintain a tenor of authority, or to sustain our own sense of intellectual superiority, perhaps going so far as to be dismissive, even rude, to students or to other tutors whom we regard as less knowledgeable, less experienced, or less sagacious than ourselves. Such behavior clearly creates estrangement and disaffection, scattering seeds of



William Pastille, Tutor

Strife about the world; it can only be the work of our worse angels. And yet I fear that some of you admire the ability to wield knowledge as a form of power, and are planning to master the skill through further schooling. I earnestly hope that my fear is misplaced; I hope all of you understand that having and using such a skill is not worth the risk of planting a single seed of Strife in a single human soul.

If the temptation to brandish knowledge as a weapon can infiltrate even here, where we have an official rhetoric that cautions us against the danger, how much harm is it doing out there, in classrooms and boardrooms, in factories and chambers of government where no such caution exists?—where knowledge is valued precisely and only for its fearsome aspect of power? In the world in which we live, knowledge consorts with Strife; and the belief that knowledge is an unqualified good has precluded your seeking out the one force able to liberate knowledge from the dominion of Strife: Only Love can conquer Strife.

Only Love can render knowledge harmless. Only Love can transform thought and sensibility into wisdom and compassion. Only Love can bind the separate moments of existence into a whole, meaningful life. But we have become such chil-

dren of Strife that we no longer understand the universal application of Love. Because Love always involves submission to deep and overpowering feeling, we scrutinize it fearfully from within the protective cage of our current conception of rationality, which is, on the whole, a heartless, soulless intellectualism. Love requires the courage to hazard sentimentality; for the harm done by sentimentality—which can, after all, be educated, broadened, and elevated—is very light compared to the harm done by fear of sentimentality—which, like all fear, is an implacable agent of Strife. Love requires us to feel deeply, and to be carried away by feeling.

Fortunately, there is always nearby one thing—the present moment—with which we can practice our ability to love. If we can learn to love the Now, which is to live fully in the present that is always with us, then the unifying force of Love will always be close at hand to shield us from the divisive force of Strife. And we are already prepared halfway, because we know the heart of the Now, we know the twofold feeling of melancholy and expectancy. To make a beginning, we must carry the memory of that feeling with us at all times; we must cultivate that feeling until the poignancy and fragility of the moment swells in our hearts, catches in our throats, brings tears to our eyes. Then comes the hard part—we must give ourselves over completely to the feeling welling up from within and to the moment embracing us from without, until we seem almost to forget our own existence. Because this is the essence of Love: sublation of self in the enveloping presence of the beloved.

If you can love the moment intensely—as Penelope loved Odysseus, as Dante loved Beatrice, as you loved when you first fell madly in love—then your knowledge will work no injury, nor will the seeds of Strife take root in your soul; and the failings of your teachers, mentors, and leaders will be redeemed. For Love makes all hurt as though it had not been.

At every moment, Life demands that we choose between Love and Strife. For the sake of the world in which you were raised, for your own sakes, and for the sake of the world to come, which you will help to fashion: please, please, please—choose Love. ●

Portions of this address were broadcast on NPR's "All Things Considered" the week following commencement. The speech can be found on the St. John's website at www.sjca.edu/campus-events/commence-address.html.

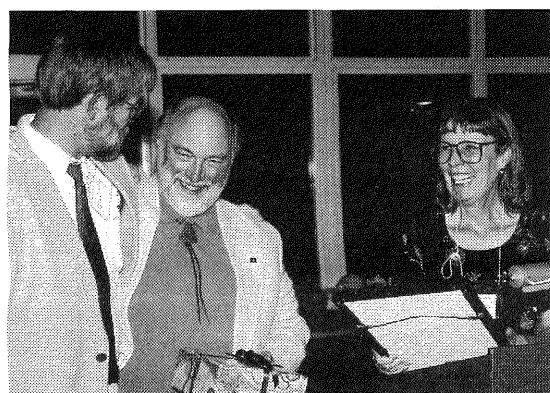
Homecoming '98 – Santa Fe

There was dinner in the dining hall, but with flowers, wine, and a waltz party afterwards. There were seminars across campus, but no one had to leave them and face don rags. There were parties and picnics and even a few events off campus to lure away some of the alumni, but no one complained.

It was, after all, Homecoming Weekend. And for the 150 or more people who came to Santa Fe for Homecoming and the Summer Alumni Program weeks June 14 through 25, it was simply a time to catch up with dear friends, brush up on waltzing, and walk up Monte Sol for another look at a place where they spent so much of their lives.

For some who came back, it was a whirlwind weekend of fitting in every last event and trying to see as many of the people and as much of the place as they could. Others could be seen sitting for hours near the fishpond as they talked with close friends, or touring the campus with a family in tow. For each, there was a different highlight, a different reason that coming back to Santa Fe made all the sense in the world.

There was the more official business—for example, making Brownie Anderson an honorary alumna of St. John's to recognize her work as a member of the Board of Visitors and Governors for the past 11 years. That happened at the Homecoming Dinner Dance, where Bob Hampton, SF73,



Bob Hampton, SF73, accepts the Award of Merit from Gerry Zollars, A65, and Barbara Lauer, SF76.

also was honored with an Award of Merit for his work as a former staff attorney working for the needy in Texas.

And at either end of Homecoming were the two Summer Alumni Program weeks. The first week, with seminars on "Fantastic Voyages," had classes led by Eva Brann and Nancy Buchenauer on *Gulliver's Travels*, and a preceptorial led by William



Always looking for new challenges, alumni experiment with the applicable value of Brendan O'Neill's (SF93) form...a wheelbarrow, perhaps?

Darkey on *Heart of Darkness*, "The Tempest," *Alice's Adventures in Wonderland*, and "The Rime of the Ancient Mariner." The second week on "An Inward Journey: A Study of Brain and Mind" had seminars and labs on Francis Crick's *The Astonishing Hypothesis* and William James' *Psychology*, the *Briefer Course*, which were led by Nicholas Capozzoli, AGI81, David Krimins, A63, Timothy Miller, and Hans Von Briesen.

As usual, both program weeks filled up quickly and lots of suggestions were handed in for next year's events. The dates and subjects for the 1999 Summer Alumni Program will be decided soon. Watch *The Reporter* for information on the Summer Alumni Program and Homecoming Weekend. ●

—by Elizabeth Skewes

Awards and Prizes ...Continued from page 7

participation, leadership, and sportsmanship have contributed most to the College's athletic program, special blazers, offered by the Alumni Association of St. John's College: Aaron John Pease, Leigh Henshaw Fitzpatrick.

To a member of the Senior Class who has contributed outstanding service to the Greater Annapolis Community, offered by the Caritas Society of St. John's College: Heather Christine Deutsch.

To a member of the Senior Class who has demonstrated the greatest care for and service to youth residing in the City of Annapolis, offered by the friends and family of Marvin B. Cooper, of the Class of 1969: Rebekah Grace Jongewaard, Larry Clay McNeely II.

To a member of the Senior Class who submits the best work of visual art to the Community Art Exhibition, the Charles Vernon Moran Prize: Sarah Elizabeth Ludwig; Honorable Mention: Travis Paul Dunn.

Walter S. Baird Prize—for a Senior who has demonstrated excellence in the arts, literature, or sciences: Alexandra Diana Elizabeth Boozer.

National Security Education Program (NSEP) Scholarship: Kristopher Wayne Wackerman.

Fulbright Grant for study and research in Hungary: Daniel S. Lee.

Fulbright Grant for teaching English in Germany: Ellwood Holler Wiggins, Jr.

Dow Jones Internship: Nelson Gustavus Hernandez, Jr.

Howard Hughes Medical Institute Summer Undergraduate Research Fellowships in Biological Sciences: Shelby Alexander Blythe, Samuel Bryant

Davidoff, Piroška Kopar, Eowyn Archangela Levene, Christian Michael Moser. Alternate: Robert Pickett Dickson.

Santa Fe

Offered by the Board of Visitors and Governors to a senior, the Medal for Academic Excellence: Seth Dickson.

To the Senior who has written the best senior essay, the Richard D. Weigle Prize: Alexander Everett, Joshua Pazour.

To a deserving student to help with the continuation of work at St. John's College through the cultivation of the liberal arts of thinking, the Robert Neidorf Memorial Scholarship: Benjamin Shook, Class of 2000.

To members of the Freshman, Sophomore, and Junior classes in recognition of academic achievement and constructive service to the college community, the St. John's College Community Scholarship provided by faculty, staff, and students: Carisa Armendariz, Melissa Miller, Class of 1999; Heather Moore, Class of 2000.

To a member of the Senior Class for excellence in public speaking, the Senator Millard E. Tydings Memorial Prize: Michael DiMezza.

To the Graduate Institute in Eastern Classics student who submitted a distinguished preceptorial essay in 1996-97, offered by the St. John's College Alumni Association: Bryce Ferrie.

The Thorne Endowment Scholarship for summer study in preparation for medicine: Benjamin Hance,

Class of 1999.

To a member of the Senior Class who has demonstrated achievement in the arts, literature, or science, the Walter S. Baird Prize: Jacob Keller, Eileen Shin.

To the Graduate Institute in Liberal Arts student who submitted a distinguished preceptorial essay in 1996-97, offered by the St. John's College Alumni Association: Amanda Murphy Proietti.

The Goldwater Scholarship to enable students to pursue careers in science, mathematics, and engineering: Abigail Weinberg, Class of 2000.

Acknowledgements of Excellence -Santa Fe

For their Junior essays: Maureen Gallagher, Benjamin Hance.

For her Sophomore enabling essay: Caroline Knapp.

For their mathematics essays, Andrei Israel, Tobin Shulman.

For her translation from the French of the original of Valéry's *Naissance de Venus*: Eileen Shin.

For his fiction: John Carone.

For his poem: Matthew Boswell.

For his sonnet: Aaron Velasquez.

Honorable Mention for her poetry: Lucy Bingham.

For his essay: Ashish Patwardhan.

For outstanding performance in athletics: Rebecca Nelson, Class of '98.

For outstanding contributions to the college community: Matthew Johnston, Michael DiMezza, Class of 1998; Abigail Weinberg, Class of 2000. ●

The Writing Life

St. John's is a talking college, not a writing college—students are judged on their ability to analyze in seminar more than on their ability to express their thoughts on paper. Although the annual essays are important, the day-to-day classroom undertaking of talking through the material is the primary St. John's experience. But despite a lack of formal classes in writing or guidance in terms of style and structure for composition, Johnnies do find themselves living the writing life—as journalists, poets, novelists, technical writers, screenplay writers, playwrights. There's the additional psychological hurdle of having spent four years with the greatest writers and considering one's own writing in the light of what the great books authors produced. Here are three stories of St. John's people who made it as writers.

Living in a World of Words

Can a philosophy-laden St. John's graduate find happiness as a poet?

Liz Waldner (A85) proves the point.

by Sus3an Borden

In the winter of 1991, a mistaken medical diagnosis led Liz Waldner (A85) to spend six weeks believing that she would soon die of cancer. Thrown into this dramatic life evaluation scenario, Waldner, then a graduate student at the University of California-San Diego, realized that what she really wanted to do was write poetry. Once the medical confusion was cleared up and she was given a clean bill of health, she decided to pay attention to her hazardedly-won moment of clarity. Since then, she has published over 50 poems and won more than a dozen awards, fellowships, grants, and artist residencies. For the past eighteen months, her pursuit of poetry has taken her all around the continent (as well as to Hawaii) where she has done artists' residencies, house-sits, and readings.

This summer finds Waldner at Centrum, an artists' residency in Washington state, where she is revising a poetry collection that was a National Poetry Series finalist last year. Four different manuscripts have made her a finalist four years in a row, no small feat in a competition where there are about 1700 manuscripts entered and only 35 finalists chosen. In addition to revising the manuscript, Waldner is working on a libretto for an opera, creating covers for two chapbooks of her poetry, and leading a number of community writing workshops focusing on the idea of place.

Although Waldner now lives in a world of words, she had done no writing and read few poems before she went to St. John's. "I went to public school in Mississippi during segregation, which meant a whole lot of sitting in the gym and not much in the way of classes. The admission essays were the first essays I ever wrote," she says. "And I knew nothing about poetry except what I encountered at St. John's.

"I loved my language tutorials and I was lucky in most of my tutors, given that I did have this latent lust for poetry. I had the great good fortune of having David Stephenson for a French tutorial and we read Rimbaud and Baudelaire and St. John Perse and Racine. It was in large part because of my language tutorial junior year that I fell in love with poetry. I also had a preceptorial with Jim Beall on Wallace Stevens, whose work I had discovered in a Goodwill and who may have been the only English poet later than Milton who I had ever read. We inhaled Wallace Stevens. I was so full of the language, so saturated in Wallace Stevens, I wrote a little poem, a very tiny something."

Upon graduation, Waldner went to Middlebury to study French. There, in the college library, she found the first poetry journal she ever looked at—an issue of *Shenandoah*. She sent them her poem (which she refers to as "my Wallace Stevensness") and then-editor Richard Howard published it.

After Middlebury, Waldner went to the Writers Workshop at Iowa, a school she discovered because it was mentioned in a book of Flannery O'Connor's letters that tutor Bill O'Grady had given her for Christmas. There, along with her study of poetry, Waldner was given a teaching fellowship. "My first assignment was in the rhetoric department. I knew rhetoric as the evil Gorgias making the better case to appear the worse, or the other way around. So I bombed, basically," she says. "I also didn't know anything about other colleges, and I went in with my happy St. John's approach, asking open-ended questions to a bunch of starters for the Hawkeye football team and they hated

me, they absolutely hated me. And I was miserable. The building that class was in was a red brick building with big, big steps in front. Some mornings I would get to the bottom of the steps and have to talk my way up, step by step."

Despite this poor beginning to her teaching career—or perhaps because of it—Waldner became interested in teaching, and in particular, she says, "in the ways in which a classroom community is connected to and furthers the aims and projects of communities outside it." After Iowa, Waldner pursued this interest, returning to Mississippi to teach at Millsaps, a small liberal arts college. At the end of her first year, the dean asked to see her. "I thought I was being called onto the carpet, because," she explains delicately, "I had unusual teaching methods." Instead, it turned out, her course evaluations had been so good that the dean just wanted to hear how she had run her classes. "And my pay—this will give you an idea if you don't know the world of adjuncts—my pay was raised from \$1500 a course to \$2500, which put my income up to something like eight thousand dollars a year, maybe even nine."

It was around this time that Waldner realized that other people in her department were making three and four times as much money as she was, while she was stuck teaching composition—a course she enjoyed, but that no one else wanted to teach because of the amount of work involved. "I thought, okay, fine. I need a PhD," she says.

Waldner found what she describes as "a kind of lefty communications program" at the University of California-San Diego, which connected to her interest in community in the classroom. The question she set out to answer there was: "How are students encouraged to become consumers of other peoples' meanings?"

"I wanted to work with video and I elaborated this enormous (as is my wont) interdisciplinary project. Then I got there and found out that the guy that I wanted to work with was retiring that semester and they decided to no longer let grad students work with video and there was a housing disaster and I ended up moving from illegal student housing sublet to illegal student housing sublet. I got hit on my bicycle, I lost fifteen pounds for reasons nobody could ever ascertain—it was just not a good time. In the middle of it I got the mistaken medical test but I didn't know it was a mistake because it was from a student health lab that closed over Christmas break." Waldner was finally retested and her results were fine, but, she says, "for six weeks over winter break I lived with the possibility that I had far advanced cancer. I did one of those reevaluation of values and decided that, really, I'd prefer to be writing, thank you very much. So I took a year's leave from my program and did exactly that. I wrote."

The result of that first year's writing is *Homing Devices*, published in 1998 by O Books in Oakland. As the title suggests, home plays a role in Waldner's work, as well as in her life. "At the moment," she says, "I'm up to seventy-something addresses, not counting anything under four weeks and considering only actual having-to-pack-and-move events. I have lived in so many small worlds that I have poured myself into and then have missed, really longed for deeply. The presence of absence is pretty much the movie that's been playing at all times and at all places. Having moved so much, I really felt I inhabited this immense universe of loss and longing, all these little worlds all over the continent full of people I cared about but wasn't with any-



Liz Waldner

more. That Baudelaire poem, "Le Cygne," with Andromache wandering around hunched over—I can see it. Because absence is so present to her, it really rang with me. And that echoes throughout the book."

Another theme in Waldner's poems is St. John's College. She has manuscripts called *Saving The Appearances* and *A Point Is That Which Has No Part*. In "Time Trials," a poem about time and memory, a line reads: "She was rewarded for knowing the answer to why there couldn't be a future subjunctive in Greek." She recites a line from another poem: "To those who all Baconian tortured them into speech." In *Homing Devices*, Apollonius makes an appearance, and there's a thread of Dante that

Can The Regime Of Meaning Be An Extension Of The Regime Of Truth?

Fool: The reason why the seven stars are no more than seven is a pretty reason.

Lear: Because they are not eight?

Do cells in their bloodstream dream?
Do they know one another like fish in a school,
like starlings in their dark armor that,
as one, at once, dip the right wing
and sail and bank at once in their hundreds?

It is a secret.
I walk around with it.

Then I am back, having read the last few pages
of a novel in which a lover dies
and forty years pass and the wisteria she planted
frames the bedroom window. I know
my work is to reinterpret the world to myself.

The secret says the meaning asks, Which wing
is right?

it means: don't cry, didn't-plant-any-Where.
(My native American name.)

Can't I live in my own bloodstream?
Call me Mobius... (docket here intervenes:)

"We show that there is no decision procedure
that separates those first order
statements that hold almost always from those
whose negation almost always hold."

Shhh. Show me how—at once—to hold my head
so it dreams a window bound by streams of air.
Analogous air. So my analogs of fin and wing
home in on *How* and *Where*.

—Liz Waldner

runs throughout the book. "Every one of my manuscripts is chock full of stuff that I came across at St. John's," she says.

This fall Waldner will take a position at the College of Wooster in Ohio as, appropriate to her nomadic existence, a visiting assistant professor. Her plans beyond that are already taking shape: in the time it took to write this profile she was awarded an artist residency for 1999 by Fundación Valparaíso in Spain and received a check for the Massachusetts Cultural Council Artist Fellowship in Poetry which will pay for her travel. ●

Well-Written Fluff

January Freshman Laine Conway's melodrama produced in NM

by Kathy Pluth SF99

A January Freshman in Santa Fe can now claim credit as a professional playwright. Laine Conway, 01, wrote the melodrama *The Cerrillos Coal Mine, or The Ruined Woman's Revenge*. The play ran for seven weeks at The Engine House Theatre in Madrid, a small town about 30 miles southeast of Santa Fe.

The play's subtitle comes from a couplet by Richard Brinsley Sheridan: "A woman's ne'er so ruined but that she can/ Revenge herself on her undoer, Man." "That became a starting point for the play," Conway says. "One of the things I knew at the beginning was that I wanted the villainess to do in the villain, rather than the hero or some other character."

Conway, 34, active in melodrama since junior high school, has worked with this theatre since 1996. "When my niece came to live with me I wanted to make some new friends. There was a theater up the road and I had done a little bit about 15 years ago, so we went to them and asked if they needed any stage help. They did, so I was stage manager and my niece handled lights for all that summer and half the next."

Melodrama is a 17th- and 18th-

century literary form, Conway says, which developed into musical comedy, soap opera, and light opera. "It was extremely popular in the American west, both because it was easy to get together a touring company, and because it was simple, clean entertainment for hard-working people." Which is not to say that it need be prim. As Conway says of her play, "There's some humor that's purely from character situation, there's a little bit of slapstick, and some double entendre, both in a coarse way and in a little more subtle way. The heroine spends about half the play in drag. At one point the villainess is trying to hit on the heroine, to the consternation of the heroine and the amusement of the villain."

"Certainly it's fluff," Conway says, "but I think even fluff should occasionally be well-written and entertaining."

Conway grew up in Flagstaff, Arizona, and has lived in New Mexico for 10 years. She and her husband, Chris, first heard about the St. John's program from a friend, Roberta Barker, SF93. Chris mentally filed the information away until the day Laine would want to go back to school. When the subject next came up, he reminded her of the St. John's pro-

gram; she applied and was accepted.

Conway says that she started writing a couple of days after she started reading. For her, there was something urgent and personal about seeing words on paper. Playwriting was one of her first loves, but she had set it aside for awhile before writing her melodrama, concentrating more on short stories. A lover of all kinds of serious fiction, Conway wants to be Jane Austen or Isak Dinesen when she "grows up."

Conway has been pleasantly surprised at how much St. John's has to teach her about writing. No longer concentrating on grammar or writing mechanics, tutors expect students to learn to present arguments logically and clearly. This skill, according to Conway, is as necessary for a novelist as for a student of Euclid.

Conway also feels that one of the best ways to learn to write is by reading great books. "We sit in seminar and ask, 'Why did he say it this way?' Then we think, 'How else could he have done it?'"

Solving these literary puzzles, she says, helps a natural writer to become a better writer. For this freshman, that's an invaluable extra benefit of the St. John's education. ●

Instant Novelist

Bill Kowalski (SF94) will get his first novel published by a major house and perhaps made into a movie. How easy was it to get his first book written? Not very.

by Elizabeth Skewes

A few months after he graduated from St. John's, Bill Kowalski (SF94) started jotting down some ideas and turned out what he now says was "a very bad short story. It wasn't cohesive, it wasn't polished."

Today that short story has been polished into a gem. For several years, as he worked at odd jobs, he refined the story. As he finally began showing it to people, the revised more, and the piece grew into Kowalski's first novel, tentatively titled *Eddie's Bastard*. The novel, due out sometime next year from HarperCollins publishers, also may be turned into a film—Kowalski has been contacted by Columbia Pictures.

For Kowalski, it's been a heady time, but also a fulfilling one. "This is what I've always wanted to do—to be a writer," he says. In fact, he started his college career in a creative writing program at Emerson College. But he found that the classes weren't giving him the background he needed to become a novelist.

"I realized that I needed a really broad base of knowledge to draw from and that was my original reason for going to St. John's," he says.

While some of Kowalski's classmates and tutors may find bits and pieces of themselves in *Eddie's Bastard*, they won't find their college days relived in the novel. Unlike many first novels, *Eddie's Bastard* isn't autobiographical. "None of the events actually took place in my life," Kowalski says, "although people may recognize someone they know in each of the characters."

"*Eddie's Bastard* refers to the main character in the book," Kowalski says. "This is how he refers to himself

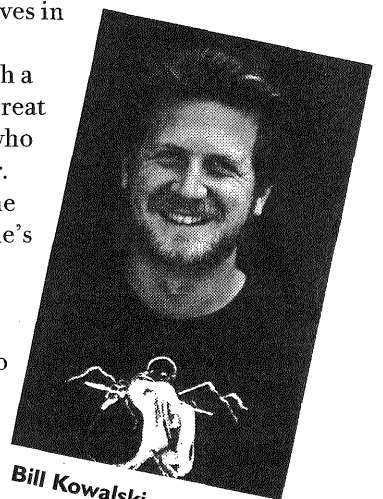
throughout the novel. His father is dead and his mother is absent. He's narrating the story in the first person."

The narrator is a member of the once-powerful Mann family, which lives in the fictional Lake Erie town of Mannville. The book began with a focus on the narrator's great-great grandfather, a Civil War hero who was the town's main benefactor. But as Kowalski worked with the story and the characters, "Eddie's Bastard" emerged as the main character.

Kowalski says advice and encouragement from those who saw some of the later drafts of the book (he went through 15 drafts before submitting to a publisher), along with a practiced regimen of writing every day, helped him finish the novel. Even now, however, it's still a work in progress. Kowalski's editor at HarperCollins has suggested some revisions.

He's also already started a second novel. And while he doesn't want to say what it's about, he does admit that "it will be totally unrelated to the first one because I don't really believe in sequels."

Kowalski plans to spend the next six months or so finishing up *Eddie's Bastard* and finishing a good draft of his second book. "After that, I'd just like to knock around for a while and gain some more experience. The future is an open book for me. It's a very exciting feeling." ●



Bill Kowalski



THE CAMPUS

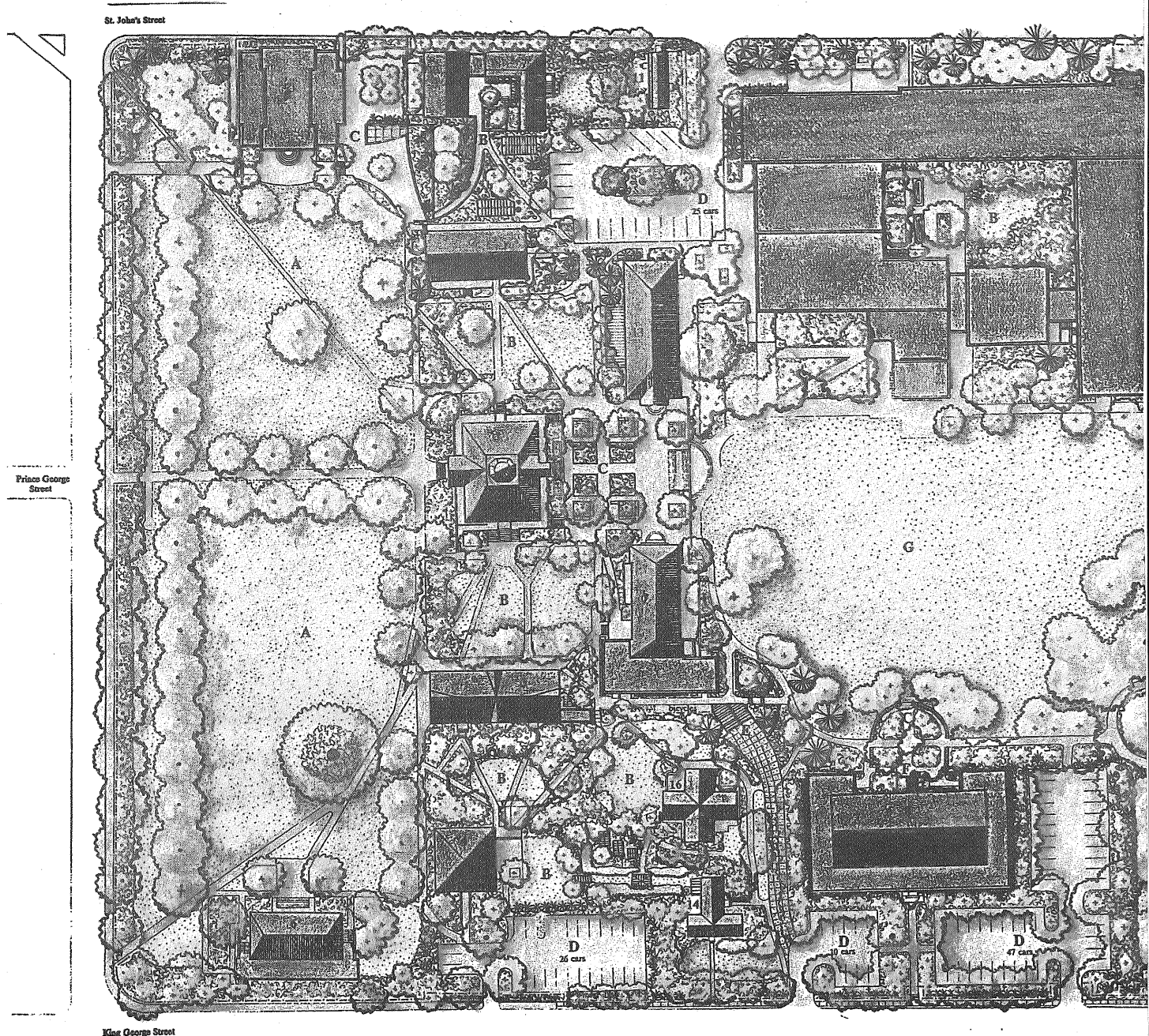
A new landscaping plan is transforming the Annapolis campus.

Four hundred years ago, the 29 acres of the planet on which St. John's sits were covered with ancient forests storing hundreds of thousands of years of genetic history. Now, except for the Liberty Tree, the thousands of former plant species are gone. For 250 years, the college has occupied this physical space, gradually adding buildings, grassy areas, parking lots, rose beds, athletic fields. In the 1850s, Annapolitans paid 50 cents a head for their cows to graze on the front campus, obviating the need for lawn maintenance. Fifty years ago, the campus showed man's attempt to impose order on his surroundings: brick walkways lined by small, neat rows of hedges (as shown on the cover of *The Reporter*) were just one example of the desire to formalize the college's landscape. Today, the college, under the guidance of landscape architect John Gutting, has adopted a different approach to the plants that form one part of the physical surroundings. A "Hundred Year Plan" with a vision of how the campus might look for its 400th birthday in 2096 is reproduced here.

In the early 1990s the college decided that the campus landscaping needed some attention. Rather than approach the problem with piecemeal solutions, Bud Billups, the treasurer, and members of the Campus Planning Committee, a group of tutors, staff, and administrators who think about what should be built and when, talked to a number of landscape architects about developing a long-range plan for the campus grounds. The group chose Gutting because "he had different ideas and we liked the other projects he had done," says Billups.

Gutting met with people at the college and asked not only about plants but about buildings as well—what kinds of facilities were conceivable? Apartments for graduate students and tutors? A swimming pool? A new classroom building? The master plan Gutting produced is very general and contains ideas for projects like these—some of which may be built and some not, depending on needs and budget.

Most of the landscaping, however, will probably come into being, and the aim is to bring the campus back into harmony with the original natural "landscape"—the coastal plain forests. "It is possible to reintroduce many plants indigenous to the region," says Gutting, whose business is located on the Eastern Shore. "Developing a landscape plan is like composing a story. The elements are buildings, bricks, plants, flowers. This system does not use plants as ornaments. Other styles are more formalized, like the hedges lining the walkways; I'm trying to tell a different story." There are four layers of plants in a natural setting,



A MASTER PLAN STUDY/GUIDELINES FOR THE FUTURE
ST. JOHN'S COLLEGE Annapolis, Maryland June 1994

John P. G.



Blythe Woods, college horticulturalist, plants ground cover.



Plantings line a new walkway behind Humphreys.

LEGEND

- A Entrance commons
- B Garden Opening/with emphasis on a continual flow of native plant communities throughout the campus
- C Sitting Plaza/McDowell plaza is reconfigured for improved circulation, seating & tree planters
- D Car Park/total increased capacity from 159 to 216
- E Existing service drive to be removed and replaced with grassed pavers; loading dock and garbage dumpsters are covered by a screening trellis
- F Iglehart Hall entrance addition and sitting plaza
- G Great Commons
- H Proposed Fitness Center/located adjacent to Iglehart Hall's gymnasium—becomes a link in the row of recreational facilities which end at the Boathouse: contains 25 meter swimming pool with glass walls facing south and opening onto campus, locker rooms, administration office, 2 squash courts, 2 handball courts, weight and exercise room, dance studio.
- I Proposed academic and dormitory facilities clustered to form courtyard

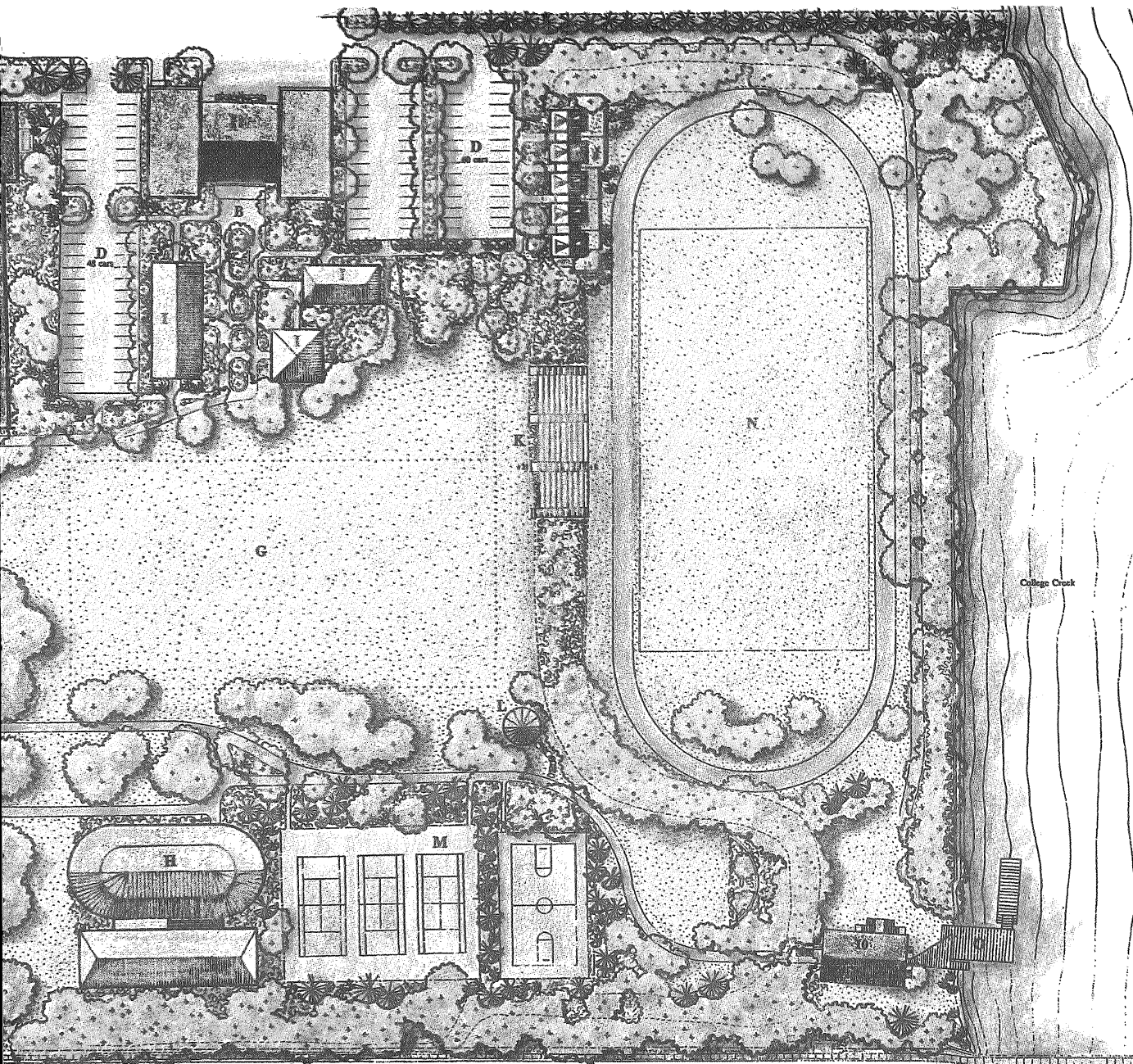
- J Graduate student
- K Hillside seating for
- L Planetarium relocation
- M Tennis and basketball
- N Multiple use athletic
- O Renovated ramp for shells to dock; waterfront

CAMPUS BUILDINGS

- 1 McDowell Hall
- 2 Humphreys Hall
- 3 Pinkney Hall
- 4 Chase-Stone House
- 5 Paca Carroll House
- 6 Woodward Hall
- 7 Randall Hall
- 8 Iglehart Hall
- 9 Greenfield Library
- 10 Boathouse
- 11 Reverdy Johnson Hall
- 12 Steam Plant
- 13 Campbell Hall
- 14 Carroll Barrister Hall
- 15a Mellon Hall
- 15b Key Auditorium
- 16 Harrison Health Center

S P R I M E V A L

napolis campus by reintroducing native species.



John Gutting, Landscape Architect Master Planning & Design of Native Places P.O. Box 205 451 Walnut Street Church Hill, Maryland 21623 410 256 6716

tutor apartments
450 spectators
ated in order to
of College Creek
ball courts
tic field and track
or moving rowing
ont sitting area

GS

1742

1837

1858

1857

1857

1899

1903

1910

1934/95

1934

House

1720

1951

1954

House

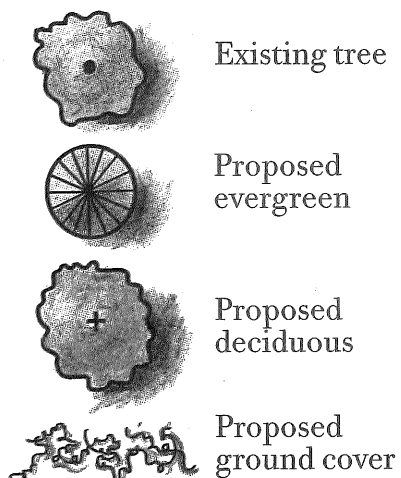
1723

1958

1958

Center

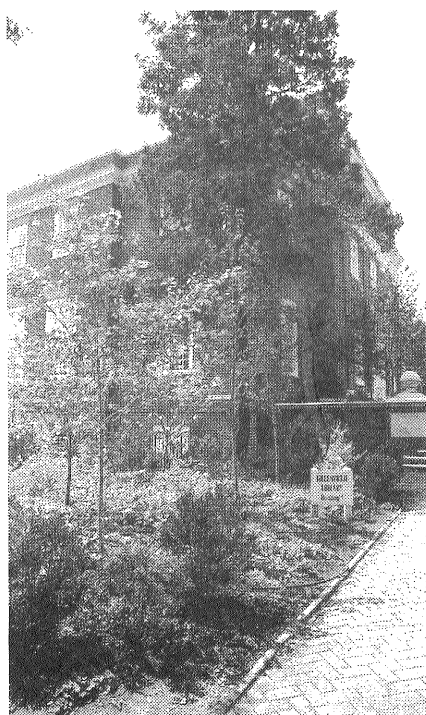
1972



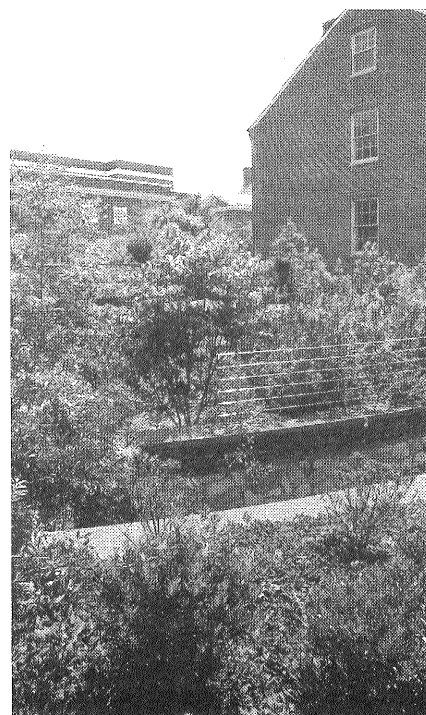
FUNDAMENTAL INFORMATION

Existing Land: 29 acres;
buildings = 3 acres, paving = 3.5 acres;
lawn = 22.5 acres.

Proposed Land: 29 acres;
buildings = 3.75 acres; paving = 4.25
acres; lawn = 13 acres, woodland or
ground covers = 8 acres.



Four layers of a natural setting at the Greenfield Library.



A new garden next to Paca-Carroll softens the landscape.

says Gutting, each with its own function: canopy trees, which are large and provide shade; understory trees, which grow 15-30 feet tall; shrubs; and ground plants. In a balanced ecosystem, the four layers work together—and that's the goal for the campus greenery. On a philosophical level perhaps there's some justice in the college that deals with original texts being located on grounds with original plants.

The plantings are being done gradually, in sections as budget allows. The most dramatic changes have occurred around the Carroll Barrister House (Admissions office), where shingle oaks and willow oaks will form the canopy, dogwoods and redbud the understory, blueberries and viburnum and inkberries (all native) the shrub layer, and ground plants will fill in with ferns, violets, golden star, and native pachysandra. A second area of change is around the Greenfield Library, where the landscaping was put in two years ago. Both places involve development of the parking lots into inviting entrances to the campus—these most mundane locations are important visually, says Gutting, because they are the first places visitors (and students and staff) see.

The new style of landscaping includes many varieties of native plants, most initially unfamiliar to the casual gardener. There are even some that are considered weeds—joe-pyeweed and ornamental goldenrod, for example. College horticulturalist Blythe Woods says, "Now that I know what these native plants are, I am seeing them in the woods—clithora, for example, which has spikes of white flowers, I see in marshy areas." Woods adds that at first she missed "the usual suspects" like azaleas and lots of perennials, but as the new areas develop she is seeing a lot of color and textures that are interesting to watch.

Shades of green from gray to almost black; leaves of many designs, some soft and fuzzy, some hard and glossy; small flowers of clear blue, white, and yellow; silver and dark red berries—all mingle in a pleasing array that complements the campus' old brick buildings, grassy quadrangles, brick pathways, and mature trees. Native honeysuckle with its delicate pink trumpets is growing over the wall behind Randall and also twines around the railing in back of the Greenfield Library. Birds find the chokeberries; butterflies find the asclepias; when the filbert bushes produce nuts, the campus squirrels will undoubtedly find them. "The native plants require a delicate balance of the four layers," says Gutting. "When they are all healthy and thriving, the plantings will be pleasing aesthetically and also have ecological results that are helpful." ●

—by Barbara Goyette

Campus Life...

UP IN SMOKE

*Is it sense vs. sensibility? Why do so many St. John's students smoke?
Will regulations help them give it up?*

by James B. Cooper, Jr., A00

The habit of smoking is going up in smoke. The federal government is preparing to settle with tobacco companies for reimbursement of government funds spent caring for smokers with lung cancer, emphysema, and heart disease. President Clinton has urged Congress and the FDA to restrict teenage tobacco use as much as possible, through mandatory identification checks up to the age of 27 and bans on cigarette advertising, as well as taxes designed to raise the price of cigarettes, rendering smoking a habit for the wealthy and foolish. But standing on the quad on the Annapolis campus after a class has ended or before a seminar has begun, you might think that St. John's is in a time warp, stuck in the bygone era of Bogey and Bacall, the time when smoking was accepted if not encouraged. Smoking is extremely popular at the college, despite the fact that it is prohibited in all campus buildings and frowned upon by a large segment of society.

Tim Freeman, A00, has smoked for three and a half years, despite almost daily reports of the chemicals in commercial cigarettes and the documented health hazards the habit presents. Freeman waxes philosophical as he justifies the habit in prime Johnny-speak: "It is because of some sort of male *jouissance*, some sort of self-destruction, or rather the pleasure of self-destruction. By fixating ourselves on the darker sides of our passions, the lightness of our lofty intellectual compulsion is nurtured. Or, in other words, deep peace."

Joe Richardson, A99, who works at The Smoke Shop on Maryland Avenue, is much more straightforward in his apologia: "I keep smoking for two reasons. I am addicted; I'm a compulsive person. And I enjoy the taste of tobacco."

No definitive figures are available on the number of smokers at the college. Some have speculated that a majority of students smoke. Most of the speculators are smokers themselves. Regardless of how many smokers are part of the community, the habit has been a part of the col-

lege since well before the founding of the New Program in 1937. In the intellectual atmosphere of the New Program, smoking became a kind of emblem, its gestures and rituals interwoven into the fabric of college life. It is difficult to find a picture of President Stringfellow Barr without a cigarette in his hand, and Jacob

cigarette smoking. The administrative council acted upon the advice of the faculty. At the faculty meeting, the motion to remove the vending machines was made by one faculty member who was trying to switch from cigarettes to pipe smoking, and it was seconded by another tutor who had a cigarette in hand.

*In the intellectual atmosphere of
the New Program, smoking
became a kind of emblem...*

Klein in his most sagacious moments always seem wreathed by the smoke from his pipe. Yet, while the popularity of smoking seems not to have diminished over the course of the past 50 years, smoking has been increasingly restricted.

A Brief History

In March 1964, the college's administrative council decided to return three cigarette vending machines to their distributor, in light of extensive new medical reports from the U.S. Health Council and Surgeon General Dr. Luther L. Terry citing the harmful effects of

Cigar smoking increased at the college shortly thereafter, though the Associated Press noted that "pipe smoking among women students is not the coming thing as reported at other colleges." This story about the vending machine shake-down was distributed on the AP wire as far west as New Mexico, Texas, and Colorado prior to the opening of the Santa Fe campus.

"It was simply felt that the college should not be in the position of itself selling cigarettes to students," said President Richard Weigel at the time. Dean John Kieffer explained that the college was not attempting

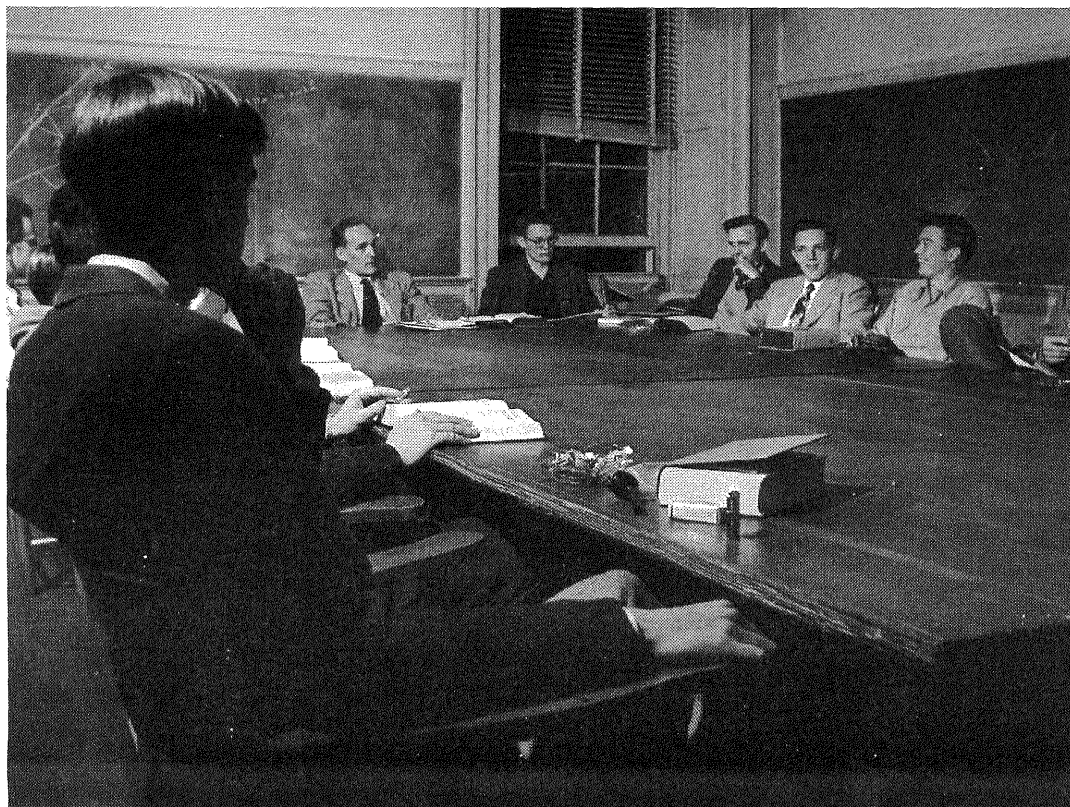
to restrict the personal habits of smokers, but that "at the same time, in view of the reports on the harmful effects of smoking cigarettes, St. John's seriously questions the appropriateness of providing the service made available by vending machines."

The students, said a *Baltimore Sun* article, were "somewhat annoyed and inconvenienced, but not up in arms." Interviews with four students revealed the mild campus mood. Britt Gilbert, a junior at the time, described himself as a devout smoker and said: "I think all it caused was trouble, but I don't think anyone feels it's worth leading a crusade over. I don't think it's helped anything." Bingham Davis, a pipe-smoking sophomore, said that he noticed no uproar among

students, but that there was "a general sort of mumbling about it." Gilbert expressed concern for female students who might run out of cigarettes after the midnight curfew. One anonymous female student said that she felt that the removal of the machines was "annoying" and that the question of to smoke or not to smoke should be left to the individual. Barbara Poeter, a junior, said that she could understand the removal of the machines and that she had no objections to it, though she was also a cigarette smoker. "A lot of students feel that it is not necessary for the administration to take a position on matters such as these, but the administration likes to express its opinions on a lot of things."

A decade later, in 1974, the Delegate Council took matters into its own hands, passing a measure asking students not to smoke in the first hour of seminar. This restriction was seen as an extension of the ban on smoking during the first hour of post-lecture question period. At this time, the college was also restricting smoking on all floors of the library save for the first.

Another restriction was placed on smoking in 1976. Bryce Jacobsen, Director of Athletics, banned smoking in the gymnasium. "The problem of smoking in the gym has

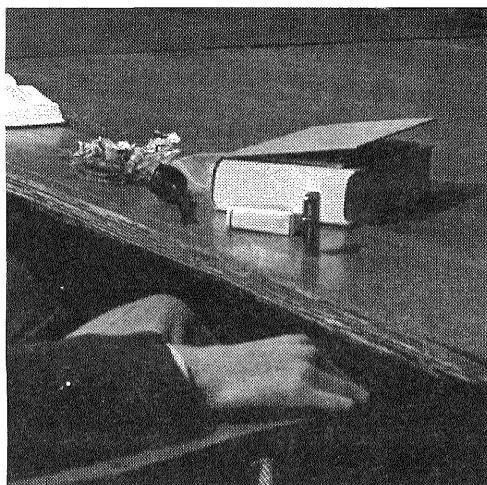


Pipes, cigarettes, lighters, matches, ashtrays—essential elements of the successful seminar for members of the class of 1952. Photo by Marion Warren from the St. John's College archives.

always been with us, but two trends have brought it more to my attention of late: the number of smokers has increased as has the number of those who object to the smoke," Jacobsen said in an announcement carried in *The Collegian* (the student newspaper of the day). "The smoke concentration has at times become a serious problem, especially for many of those who like to exercise vigorously. I understand their plight, since I include myself in that group... Somewhat surprisingly many smokers have told me that this is what should be done...Smokers also have agreed overwhelmingly that this would not significantly curtail their use of the gym." Jacobsen said that if the gym ever expanded, a room could be added for smokers.

The next major step in the prohibition of campus smoking came in 1980, when at last the college banned all smoking in classrooms and required college functions. Dean Edward Sparrow ordered the ban because of new scientific evidence that smoking could harm even non-smokers, invoking a clause in the college charter which makes the dean responsible for the health of students. Sparrow said that students had been smoking at the college since he first came 23 years before, but that students bothered by the smoking could request that it be prohibited during a certain class. Any non-smoker could go to a tutor and make the request, resulting in a ban on smoking in the class for the entire year.

Reaction to this ban was, as in 1964, mild. Sparrow, himself a former smoker, said that he thought the ban was working. He was advised in his decision by a St. John's alumnus, Dr. Peter Hamill (class of '49), a professor at the University of Maryland and scientific director of the Surgeon General's 1964 report on smoking. St. John's action attracted national attention. *The Chronicle of Higher Education* said that it knew of no other college in the country with a similar ban.



Even the faculty accepted the ban, adapting their habits. "Some tutors smoke quite heavily. They haven't said anything about the ban. That's the interesting thing. I'd like to see what they say," noted Sparrow. Tutor John Sarkissian said that he did smoke, despite the fact that "everybody says smoking is bad for you. I do smoke cigarettes, and a lot of them. Four packs, five packs a day. I haven't stopped smoking [because of the ban]. The minute class is over, I go out and smoke." Sarkissian resorted to toothpicks for the three-hour smokeless lab periods.

For Elliott Zuckerman the answer was snuff. Zuckerman said that he felt the ban was "perfectly right and I should give up smoking anyway. So this is good training."

In 1974 the Delegate Council passed a measure asking students not to smoke in the first hour of seminar...

Zuckerman had replaced cigarettes and taken up a pipe by 1980.

The classroom ban on smoking not only changed the atmospheric conditions in seminars, it also put a stop to the practice of students and tutors using ashtrays to illustrate the Platonic theory of forms. From then on, it was the eidos of table, not that of ashtray, that served as the universal example during discussions.

Smoking was relegated to the Coffee Shop during certain hours of the evening and to a restricted area of the dining hall, where

booths are now in place. The final and definitive prohibition on smoking at the college came at the hand of the state of Maryland, which in 1994 approved a measure making it illegal to smoke in enclosed workplaces unless confined to an enclosed and separately ventilated smoking room. Such a room is not allowed to be in a location where an employee is required to work. Exceptions to the rule only applied to bars and restaurants.

According to Assistant Dean Anita Kronsberg, who was on the campus planning committee at the time the state measure was passed, the college asked for a clarification from the Maryland State Attorney's Office about whether the measure applied to dormitories. The state confirmed that it did. From then on, all smokers were relegated to the outside to indulge their habit—even during rain and snow.

Plans for the Future

Assistant Dean Kronsberg says that she had no plans to change the smoking policy at the college. "If there are some problems with the rules that I don't know about, I would be willing to discuss them.

We've pretty much followed the law and the example of other institutions." Kronsberg concedes that the present policy is difficult to enforce, but the college is bound to follow the law of the state of Maryland.

As for the smokers on campus, most will agree that they

intend to quit. Freeman says, "I'll quit when I find something that I love more." Richardson says that he will have quit smoking cigarettes by the time this article is published. Other smokers just keep on lighting up and inhaling away, longing for the days of the *eidos* of ashtray. ●

James Cooper, Aoo, has been known to take a smoking break every couple of hours from his job in the public relations office. He claims he will quit when he graduates.

POLITICAL PARTIES

Continued from page 24...

the television team that's producing the show for PBS—the first time the awards will be broadcast.

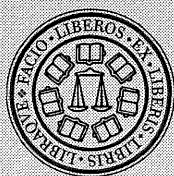
When she's not buying gifts for heads of state, planning receptions, or working with Mrs. Pataki, Wuebbels acts as a protocol advisor—a sort of Polity Hostess for the state of New York. As protocol advisor, she fields questions such as who comes first in order of precedence, a governor or a senator? (a governor), and, can the governor marry people? (he can't). To an authentic Polity Hostess, these questions might not be as engaging as appropriate waltz party attire or as critical as post-seminar coffee shop etiquette, but Wuebbels is perfectly content to have matters such as these occupy the time between galas and banquets. ●

AS YOU LIKE IT

Continued from page 24...

St. John's College, so unique was the manner in which the students involved approached the play. Memorizing lines, building a set, aiming lights, and donning costumes were only part of their expectations. The five months of rehearsals were not spent in blocking movements and running lines so much as in discussing the characters' motivations, exploring the subtleties of the text, and finding connections within the work as a whole. So when "As You Like It" was presented in May, the performance was considered by all involved as a work-in-progress. The final production was the culmination of a five-month long seminar on a piece of great literature.

With a roomful of period costumes that now belong to the college, a number of actors and technicians eager to take on new challenges, and a professional director willing and excited to tackle another classical piece next spring, the St. John's College Theater Program is already in the process of deciding on a play to perform next May. And, always being in the fundraising mode, they are still selling a limited number of Edward Gorey posters, signed by the artist, for \$25 each. Order a poster by calling 505-474-2866. ●



Alumni Association News

SUMMER 1998 ✱ ST. JOHN'S COLLEGE



Peter Huidekoper, SGI90, editor ✱ Mark Middlebrook, A83, communications committee chairman

PAYING THEIR DUES: SJC ALUMS TELL WHY

It's that time of year again.

The Alumni Association has sent out its annual "dues mailer."

By Ann Cruse, A76

Alumni dues—the heart of the Association's fundraising efforts—are what make possible activities and services such as: the Alumni Register; chapter activities including seminars, picnics and receptions; the Senior Dinners; the homecoming events on each campus; the Summer Alumni Program in Santa Fe; the two-page quarterly newsletter that appears in each issue of *The Reporter*; and a variety of other activities promoting alumni interests and helping to enhance the connection between the College and its alumni. (Dues for the Alumni Association should not be confused with contributions to the St. John's College Annual Fund. Contributions to the Annual Fund go directly to the college and are used for such purposes as general operations of the campuses and financial aid for current students.)

Why do St. John's alumni "pay their dues"? The Association Newsletter set out to answer that question by talking with alumni who are loyal dues payers.

"My close proximity to St. John's makes me want to stay involved," says Herb Taylor, A44. "I've never lost interest in what's going on on campus, I'm still intrigued with the heart of it." Although Herb attended several other schools, he says: "I feel most drawn to St. John's. I get stuff from the other places, but it's St. John's I'm most involved with."

"When I was a new graduate," says Mary McCormick Freitas, SF80, "I appreciated that the dues amount was so low. It made it easy to 'get in the habit' of paying them each year and I've just continued." Mary learned firsthand the importance of alumni involvement, particularly with the college's admissions process, when she worked as the Director of Admissions in Santa Fe. "I'm grateful alumni are out there helping students learn more about St. John's. It was an alumnus who gave me my first contact with the college. Nobody explains St.

John's better than alumni. I want to support the alumni and their relationship to the college. I know that by paying my Association dues I'm, in effect, supporting the 'core' of the college. I think the Association offers a lot."

Rodney Brimhall, AGI89, explains his support of the Association this way: "I had a thoroughly enjoyable experience at St. John's and continue to have enjoyable experiences there. I participate in weekend seminars of the Annapolis

Chapter. I just feel my time there was so worthwhile and I want to stay involved. I really enjoy the seminars." Rodney adds, "I think St. John's 'did it right' with the Graduate Institute. It could have been made into some sort of peripheral activity but I've always felt I'm a valued participant in the St. John's alumni community."

Sara Coulson Ellis, A75, has a special link with the college. Her daughter has just completed freshman year in Annapolis. "That's a big link for us" (Sara's husband is George Ellis A75). "She roomed with the daughter of another alumni couple who are friends of ours." When asked about special

memories of Association sponsored activities Sara replies, "We used to live in Chicago. They have a pretty active chapter and we took part in their activities. We especially enjoyed it when tutors came out to lead a seminar."

When asked why he keeps current with his Alumni Association dues, Jack Ladd Carr, A50, gives an emphatic response: "It's a moral imperative. I just think alumni are as much a part of the St. John's community as they are of the communities in which they live. We owe St. John's what we owe our home communities. St. John's helped form me. I continue to be a part of the St. John's community, in part through Association sponsored events and activities. In fact, I feel strongly that I'm as much a part of the St. John's community as the students who just graduated." Jack sums up his feeling by adding, "I'm pleased to pay my dues." ●

ALUMNI ASSOCIATION DUES 1993-1997

	1993	1994	1995	1996	1997
Total alumni	7,748	8,240	8,976	9,189	9,426
Total # dues payers	1,380	1,473	1,575	1,429	1,319
Percent of alumni who paid dues	18%	17%	18%	16%	14%
Amount paid in dues	\$29,885	\$30,389	\$34,064	\$34,947	\$31,057

Hosts Found!

Senior Dinners Held In Annapolis

By Peter Huidekoper

Most springs the Alumni Association Board comes to Annapolis for its quarterly meeting, and during the weekend board members host Senior Dinners at restaurants in and about the city. But as this spring's meeting was moved to Santa Fe, the Alumni Office recruited hosts from Annapolis and the surrounding area—one former board member even flew in from Chicago to host a dinner. The recruiting efforts were a success, and on April 18 the traditional Senior Dinners were held.

Eighteen hosts dined with 70 students—over 60% of the senior class—at Middleton's, the Charthouse, Harry Browne's, Treaty of Paris, Griffin's, Lowe's Corinthian, Lewne's, Cafe Normandie, La Piccolo

Roma, Vespucci's, and Northwoods. Alumni Board members used this opportunity to help soon-to-be graduates to know more about the Alumni Association and its various activities, and to share information on the chapters around the country, the Alumni Register, and contacts for career pursuits and/or moves to new parts of the country. These newest alumni were given the chance to see a variety of ways in which their participation in the life of St. John's can continue. At the same time the hosts learned a great deal about the experience the seniors have had at St. John's, about classes and tutors and the school climate, and about the seniors' post-graduation plans.

Following the Senior Dinners this spring, the Alumni Office in Annapolis conducted a survey of hosts and sen-

iors to help determine the effectiveness of the dinners. Because the college and the Alumni Association subsidize these events (a similar evening is held each winter for graduating seniors in Santa Fe), both organizations are anxious to find out if the investment is one they wish to continue. Comments were favorable, as they usually are. The key issues the Alumni Association is trying to sort out are the purposes of these evening, and whether the impact of the get-togethers justifies the costs.

For the time being, plans are to continue with the Senior Dinners in 1998-99 much as they have been in the past.

Many thanks to the hosts who made April 18 such a nice evening for all involved! ●

The Alumni Association Newsletter is published in each issue of The Reporter. We welcome letters, capsule book reviews, and article ideas from alumni. Send submissions and suggestions to Peter Huidekoper at 2395 S. Milwaukee St., Denver, CO 80210, call 303-757-1225, or e-mail peterhdkpr@aol.com.

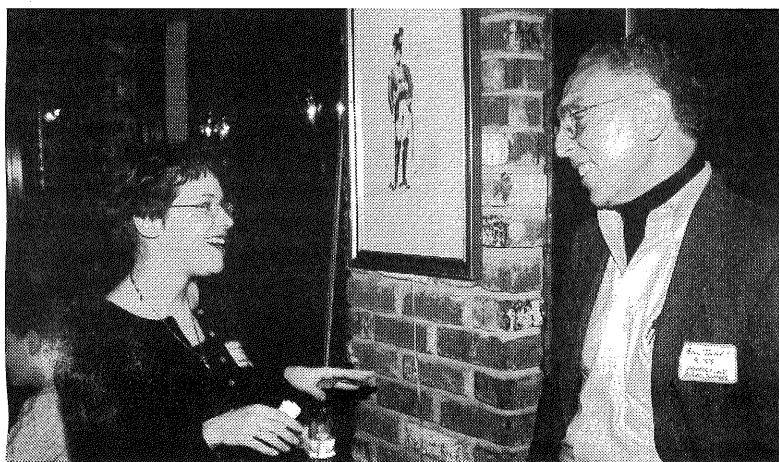
Note: The St. John's College Alumni Association will elect new directors at its annual meeting, to be held during Homecoming weekend 1998 in Annapolis. The slate of new directors was listed in the spring issue of The Reporter.

Recent Alumni Welcomed by Washington Area Chapter

By Bill Ross, Sam Stiles, and Peter Huidekoper

The second annual reception to welcome alumni to the Alumni Association and to provide opportunities for career networking and socializing with other alumni was held March 10, 1998. The get-together was held at the Blackie's House of Beef restaurant in downtown Washington. Approximately 45 recent alumni, GI's, and other alums attended, as did two seniors.

Sam Stiles, the Chapter president, welcomed the group and introduced board members. Bill Ross described the twice-monthly seminar, the principal



Bill Tiilles, A59, chats with a recent alumna.

Chapter activity, as well as other events put on by the Chapter. Everyone told a bit about themselves and their career history and/or career aspirations.

While attendance was somewhat smaller than last year, the event was highly successful with much good feeling. It lasted from 7 to 11 p.m.—the open bar and hors d'oeuvres perhaps became “dinner” for some!—with constant animated conversation between alumni of all eras. The pros and cons of various career paths were discussed. Inevitably, there was much reminiscing of the St. John's experience.

A high percentage said that they enjoyed the event and hope it would be repeated. There is already discussion about finding ways to increase attendance and expand the program next year, perhaps by inviting a well-known speaker.

PROPOSED AMENDMENT TO BYLAWS

In compliance with ARTICLE XIII AMENDMENTS SECTION I, that any proposed amendment shall be published at least six weeks prior to a meeting of the membership of the Alumni Association regular or special called for this purpose.

ARTICLE VI OFFICERS SECTION III, DUTIES OF THE EXECUTIVE VICE PRESIDENT

The Executive Vice President shall perform the duties of the President in the absence of the president, and shall perform such other duties as may from time to time be assigned by the Board of Directors. The Executive Vice President shall also be responsible for monitoring and reporting to the Board on the progress of the work of the Board Standing Committees.

SECTION III is offered for amendment to read as follows:

The Executive Vice President shall perform the duties of the President in the absence of the President, and shall perform such other duties as may from time to time be assigned by the Board of Directors.

Spring/Summer Readings: What Chapters Are Reading and Discussing

Annapolis - “Of Experience,” by Montaigne; poems by Wallace Stevens.

Baltimore - “Antigone,” by Sophocles; “King Lear,” Shakespeare; “The Reef,” by Edith Wharton; “Relativity,” by Einstein.

Boston - Two poems by Wallace Stevens, “The Idea of Order at Key West,” and “The Snowman”; “Of the Art of Conversing,” by Montaigne.

Chicago - *Typhoon*, by Conrad; *The Way of the World*, Congreve; *The Pillow Book*, by Sel Shonagon.

North Carolina - “Coriolanus,” Shakespeare; *In Praise of Folly*, by Erasmus.

Washington - Poems and prose pieces by Robert Frost; “Sixth Birthday,” “The Exam,” and “The Waves of Balaton,” by Seigfried Lenz; *The Struggle of My Life*, by Nelson Mandela; *The Confidence Man*, by Melville.

CHAPTER CONTACTS

Call the alumni listed below for information about chapter or other alumni activities in each area.

ALBUQUERQUE:
Harold M. Morgan, Jr.
505-899-1331

NEW YORK:
Steven Sedlis
212-289-1662

ANNAPOLIS:
Rebecca Dzamov
410-263-4291

NORTH CAROLINA:
Susan Eversole
919-968-4856

AUSTIN:
Homayoon Spasi
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PHILADELPHIA:
Jim Schweidel
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BALTIMORE:
David Kidd
410-614-2260

PORTLAND:
Dale Mortimer
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BOSTON:
Ginger Kenney
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SACRAMENTO:
Helen Hobart
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CHICAGO:
Amanda Fuller
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SAN FRANCISCO/
NORTHERN CALIFORNIA:
Deborah Farrell
415-561-6100, x123

DALLAS/FORT WORTH:
Suzanne Doremus
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SANTA FE:
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DENVER:
Janet Dampeer
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SEATTLE:
Jim Doherty
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LOS ANGELES:
Meg Sheehan
310-208-2013

WASHINGTON, DC:
Sam Stiles, 301-424-0884
Bill Ross, 301-320-4594

MINNEAPOLIS/ST. PAUL:
Vicki Wilson, 612-595-9118
Glenda Eoyang, 612-783-7206

ISRAEL:
Mel Kline, c/o Rechov Menasha 8
Jerusalem
972 2 6736914
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Alumni Notes...

1931

Winson Gilbert Gott, Jr., retired this spring after 60 years researching land titles in the Anne Arundel county courthouse. In honor of his dedication to his work in the Land Records Office, a room in the new courthouse will be named the Winson Gilbert Gott Jr. Land Records Office. As he retired just before his 88th birthday, Gott told the Annapolis *Capital* that he planned to read, garden, and write a family history.

After graduating from St. John's, Gott earned his law degree from the University of Maryland Law School. He passed the bar in 1936, then practiced law in Baltimore before moving to Annapolis and starting land title research work in 1937. During World War II he inspected bombers in Baltimore, then returned to the Land Records Office, where he's worked since. When the Annapolis Chapter of the Alumni Association used to hold alumni luncheons, Gott attended regularly.

1935

Richard Woodman writes that he is still active practicing law in upstate New York.

1936

Two St. Johnnies of the class of '36, **Martin Rausch** and **Gil Crandall**, survived a tornado/water spout together in Islamorada, Florida, on February 2, 1998. "There were no casualties but there was property damage," reports Crandall.

1937

The Rev. Dr. Harold Milstead writes that he is entering the 59th year of uninterrupted pastorate in the Baltimore/Washington Conference of the United Methodist Church.

1951

Paul Westerbeke is currently researching to write a biography about Russ Colombo (1908-1934), a popular singer, actor, composer, and musician—"A genius of his time."

1953

"I was in the class of 1953 but since I left after my first year and joined the U.S. Air Force, I don't believe anyone will remember me," writes **Merton E. Rice**. "I served the U.S. Congress for 34 years, retiring as a Sergeant of the U.S. Capitol Police on 12-31-93. I also served for a short time as Chief of Police in Goldsboro, Maryland. I currently work two

blocks away from the college at the Comptroller General's office for the state of Maryland." He added a new title to his name last December when he was ordained by the Anglican Church. The Rev. Rice is with St. Andrew's Chapel on Goldsborough Street in Easton, Maryland.

Charles Powleske retired as president of The Business Council for International Understanding last September but continues with the title of vice chairman. He divides his time between his New York apartment and his second home in Puerto Vallarta, Mexico. "Retirement has proved to be a great experience, one not to be missed!" he says.

1965

Gerald Zollars reports: "I've retired!" He's looking forward to spending more time with his daughter Maya and two granddaughters in Australia. Maya lives in the small, beautiful rainforest town of Dorrigo, New South Wales. "Otherwise," he says, "I'll be finishing my seminar readings and practicing geezerhood in Seton Village, New Mexico."

1973

Robert H. Briggs Jr. (SF) received a master's degree in liberal arts from Harvard University in June. He also received the Dean's Thesis Prize for the Outstanding Master of Liberal Arts Thesis in Behavioral Sciences. The prize is given for the thesis that shows the highest level of imaginative scholarship. His paper, "A Citizen's Evaluation of Feuerstein's Instrumental Enrichment Program," was completed under the direction of Patricia Rogers, a postdoctoral fellow at the Harvard Project on Schooling and Children, and Carol H. Weiss, a professor in the Harvard Graduate School of Education. Robert is a building contractor and audio engineer.

1974

Erica Chaney King (A) writes that she will be retiring from the Marine Corps in July, with just over 24 years of service. "Gregory and I will be returning to California and settling down somewhere in San Luis Obispo County. I plan to do nothing much at all for as long as I can stand it! My new address is P.O. Box 6938, Los Osos, CA 93412."

1975

In June, **Derek Cross** (A) was ordained to the priesthood by Bishop Carl Mengeling of the Diocese of Lansing, Michigan. Cross studied and taught philosophy at Catholic University after St. John's and earned his master's in theology from

St. Philip's Seminary in Toronto. He completed formation as an Oratonian Brother at the Toronto Oratory and has served as a deacon. He will be a member of the Holy Family Oratory of St. Philip Neri in the Diocese of Kalamazoo.

Peter Fox (A) is living with his family in San Antonio, where he heads the Research Imaging Center, focused mainly on increasing understanding of the human brain. He spends his leisure hours driving his truck to local golf courses.

Wendy Donnelly (SF) is still working for "management guru" Eli Goldratt, but she has relocated to the Netherlands. She recently took a business trip to Santa Fe and took advantage of the time to catch up with "songster Doug Cotler, advocate Jon Zorn, and structural expert Jeff Hockersmith."

John A. White (SGI), who retired as a professor of science, technology, and society from Rochester Institute of Technology in 1995, now leads a great books seminar at the RIT Athenaeum, an academic club for people over 50.

1977

William Malloy, (SF) writes: "Back in October, 1997, my life was being maintained by a ventilator, and I was expected (by medical professionals) to die; but my life was spared, thank God. In June, 1998, I attended a week of the Summer Alumni Program, as well as Homecoming. One morning, before sunrise, I was able to climb Monte Sol, atop which I danced with abandon, chanted a Native American chant, and sang (what else?) 'Good Morning, Starshine.' My PO Box is still the same, and I welcome e-mail at: texastbill@worldnet.att.net"

1978

Lucy Tamlyn (A) writes that she and her family have moved to Rio de Janeiro for a three-year posting. She is the political officer at the consulate and her husband is working for the New Jersey Power Company, which is investing in Brazil's newly privatized energy sector. Their two children, Ben, 6, and Filipa, 3, are enjoying living right next to one of the world's most beautiful beaches.

1981

Elizabeth Scali Pease (A) writes: "Andy and I joyously announce the birth of our first child, John William, born on September 26, 1997. I also defended my doctoral dissertation in December, on Baroque Aesthetic and its 20th Century return in French Thought, Arts & Letters, to receive a PhD in French Studies from Rice University in Houston."

Joseph and Barbara Jean (Sisson) Roach, both A81, have three children. Joseph works with Melanie Hiner, A80, who founded a private school called The New School in Newark.

1982

Rachel O'Keefe Bohlin (A) and **Steven Bohlin** (SF) announce the birth of their daughters, Darcy and Bridget, on June 9, 1997.

Tom Palmer expects to submit his D.phil. dissertation to Oxford University this year. It is on "A Cosmopolitan Theory of Justice" and considers distributive justice from a cosmopolitan point of view. Among his responsibilities at the Cato Institute were directing Cato University, though which professional and business leaders can deepen their understanding of the moral, economic, and legal foundations of free societies, and editing a number of books and papers for publication.

1983

Richard Miller's (A) book, *As If Learning Mattered: Reforming Higher Education*, has been published by Cornell University Press. One of the chapters is devoted to a discussion of the great books program as a pedagogical project. Miller says that he drew on archival research he did at the Houghton Library (Harvard) and at the Maryland Archives, which he pursued trying to make sense of the sudden departure of Barr and Buchanan.

The book's topic, he notes, is one close to the hearts of many Johnnies—the challenge of reforming higher education. "In the 15 years since I was a student at SJC, I've learned a lot about how entangled higher education is with mechanisms of assessment and fiscal concerns. As a result, I've written a book that eschews ideal solutions in favor of an ongoing pragmatic response to worldly demands. My thesis is not one that is likely to sit well with many academics, but my hope is that it will spur the discussion of reform on in a new direction."

The Reporter will carry a review in a future issue.

Brian Shields (A) reports that he spent many years after leaving St. John's working in the Dallas, Texas, area as a radio news reporter, talk show host, and anchor for the local all-news station, the NPR station, and the ABC Radio Networks. In 1994 he left the airwaves to become a behind-the-scenes person in TV news, working for ABC in Houston and at the CBS station in Tulsa. Since November of last year, he's worked as a news producer for KXTV, channel 10, the ABC affiliate in Sacramento.

Alumni Notes...

1984

Murray Cohen (SGI) is teaching at Suffolk Community College, auditing classes at SUNY-Old Westbury, writing poems for publication, and participating in a great books discussion group at the Locust Valley Library in Nassau County, Long Island.



Lucy Duncan (SF86) recently celebrated the third anniversary of the opening of her children's bookstore, The Story Monkey, located in Omaha, Nebraska. She says the store is growing slowly and she plans to publish a catalog of multicultural children's books and storytelling resources in late August or early September. She also plans to launch a website (probably Story.Monkey.com) around the same time. She adds: "I love recommending and finding books for folks, so if anybody wants a fairly knowledgeable Johnny bookseller to recommend some 'great children's books' call me at 800-274-9972 or e-mail monkeylady@juno.com. We also can find out-of-print books." Lucy has been a professional storyteller for five years and says that that end of her work also is growing. "For two years I've been performing with a storytelling troupe called 'The Five Bright Chicks.' We perform original personal stories for grown-ups and just finished our fourth show, entitled 'Memories and Other Lies.' I'm also on the Nebraska Arts Council's Artist in the Schools/Communities roster and have completed a couple of residencies recently. I would never have expected myself to end up back in Omaha, but so far this place has treated me well."



1987

Nettie Koko Ives (A) is married and living in Arlington, has a beautiful baby girl, Zoe, and works for the government.

Julia Mobayed Dray (A) says that two kids, a dog, a husband, and three jobs "tend to leave my memory just a trifle on the leaky side." Robert Louis is six, Mary Margaret a "relatively angelic" three. "I am currently working as a professional musician (piano at Nordstrom and a lot of other stuff), writing software manuals (the ones no one ever reads), and working as the editor of a monthly entertainment magazine devoted to the Annapolis/Eastern Shore/Baltimore music & arts scene. I would love to hear from any Johnnies involved in the music business that hail from my area; we're

always looking for new bands and musical styles to review and discuss. If anyone want to view my immortal prose, copies of East Coast Entertainment lurk on top of cigarette machines all over Fells Point, Annapolis, and the Eastern Shore."

Rich Green (SF) is a postdoctoral and faculty intern at the University of Utah.

1988

John Richard Lavery (A) is still in Europe "balancing the demands of skiing and banking, working on a masters at Kings College with a concentration in Egyptology and statuary." He enjoys a steady stream of visitors, who have become, in addition to classmates, doctors, lawyers, consultants, etc., much to his satisfaction.

1989

Cynthia Hobgood Strauss (SF) and her husband, Steven Strauss, are living at 4327 Salem Street, Emeryville, California 94608-3323. Her phone number is 510-547-6475. "More to follow when the dust settles a bit," she writes.

Charles Bieneman (SF) has quit practicing law, gotten married, and moved out of Washington, D.C., to Reston, Virginia. He is now a consultant for a data warehousing software company in Virginia. He says he would love to hear "from all my Johnny friends." His e-mail address is cbieneman@strategy.com.

1990

Lisa Liske-Doorandish (A) is teaching cello with the Renaissance Music Academy in Blacksburg, Virginia. She founded the Emrys Ensemble and is Assistant Principal with the Roanoke Symphony. Her daughter, Miriam, three, is beginning to play the cello.

1991

Maureen Mericle (AGI) is working toward her MBA at Northwestern.

Perrin Cunningham (SGI) has completed her fifth year as an instructor in the philosophy department at the University of Colorado, Colorado Springs. Her daughter, Anna James, will be in kindergarten in the fall, and her companion, Rex Welshan, is returning from Brown University where he was a visiting professor in philosophy. Perrin received an NEH grant to participate in a summer seminar on "Philosophy of Childhood" at Amherst.

1992

James Ashley (A) and **Tamara Steblez Ashley** (A93) announce the

birth of their beautiful daughter, Alexandra Sage, on April 27. She weighed in at a healthy 8 pounds, 3 ounces, and "is the most beautiful thing we've ever seen. Having her is more wonderful than we could have imagined!" The Ashleys are living in a suburb of Atlanta at 858 Willivee Drive, Decatur, GA 30033.

Steven Van Dresser (AGI) reports that he is starting his fifth year as an English instructor at Miyazaki Queen's Junior College in Miyazaki, Japan. He's trying to use seminar methods with low level language learners and continuing to pursue interests in flower arrangement, tea ceremony, karate, and pachinko.

Peter Steadman (SF) is a software developer at the National Center for Genome Resources in Santa Fe.

Rita James (SF) married another Johnny, **Anthony Martinez** (SF91) in June 1997. The couple is living in New Mexico.

Patrick Andrew Lewis (SF) and **Jenifer Joy Lewis** (SF95) announce the birth of their son, Daryl Lindsay Lewis, on March 25, 1998. Daryl weighed 8 pounds, 8 ounces when he was born and was 22 inches long. He and his proud parents are living in Austin, Texas.

1993

Joanna Corwin (SF) will be pursuing her PhD in philosophy at The Catholic University of America, in Washington, D.C. Fortunately, academic scholarship will permit her the time to simultaneously continue her rugby career. She would love to hear from anyone who remembers her, and can be reached via e-mail at jmcorwin@juno.com.

Katherine Wolff (AGI) married Stephen D'Amato, an attorney, in July. They are living in Cambridge, Mass.

Amy Flack (A) is currently pastoring two Presbyterian churches in Avon, South Dakota. "It's beautiful country here and I'm constantly amazed by it and the kindness of the people," she writes. "If you're in the area, come and visit."

Elisha Dunn-Georgiou (A) completed a masters in epidemiology last spring and is now in Morocco, North Africa, working as part of a women's and children's health care team. She will probably be there until at least the summer of 1999.

Patricia Dougherty (A) reports the birth of her son, Owen Walker Dougherty, on April 12 (Easter Sunday). "We're looking forward to reading all the fart jokes in Rabelais to him," she says.

Barbara Arlette Arnold (SF) graduated from the University of Maryland School of Law in May 1998.

1994

Eli Castro (SF) writes: "After four long, pleasantish years in D.C., I am finally making my way back west.... Not sure of addresses yet, but I can always be reached at ecastro@sable.com." Eli is working as a software consultant for Trilogy (www.trilogy.com) in Austin, Texas.

Phoebe Merrin (SF) is planning to marry her Canadian boyfriend, Greg Carter, in August. She has a "great new job" as assistant branch manager and children's librarian with the Weber County Library in Ogden, Utah. "I am so happy to be out of Brooklyn and back in the west! Utah is beautiful."

1995

Craig Sirkin (A) is living in D.C., working for George Washington University as an Information Systems Coordinator. "I spend my days working on new ways to use the university's computer network to further benefit the students and troubleshooting network outages. Most recently I've been working to organize the Washington area network presence on the Internet 2, a high-speed, non-commercial network that is being developed for educational and research purposes," he says. "I'm also taking classes at GW, but have not yet settled into one particular graduate program. I would be happy to hear from anybody who is further interested in any of this; e-mail me at sirk@gwu.edu."

Maggie Arnold (A) married LTC Martin Robers, USN, in Coral Springs, Florida, in March 1997. They are now living in Anacostia, Washington.

Alex Goldstein (SF) moved to Los Angeles to start an Internet business. He says he would love to hear from Johnnies in the area. He can be reached at alexgoldstein@writeme.com.

Aaron Thomas (A) got his MA in classics from the University of Florida. He will spend the next year in Bulgaria as a Fulbright Fellow studying Latin inscriptions and comparative linguistics.

1996

Devon Burr (SF) is entering a PhD program in planetary science at the University of Arizona.

1997

Patricia Burk Travis (A98) is happy to report that she and Jeff (A97) have finally graduated from St. John's: Jeff in 1997, and Patricia this past May. They have two children: Claire is twenty-six months and David is five months. Jeff will start law school in the fall at the University of Baltimore Law School and still

Alumni Notes...

works for the state in the courthouse on Church Circle. They'd be happy to hear from classmates passing through Annapolis. Their phone number is 410/216-7874 and their address is 431 Burnside Street/Annapolis, MD 21403.

Danielle Insetta (A) is in the process of moving to Bethesda, Maryland, where she is working as a trader and broker at a small full service brokerage firm called Koonce Securities Inc. She's having lots of fun and learning a lot using her St. John's education, she says.

Brenton Hinrichs (AGI) reports that ten months after receiving his St. John's degree, he will receive an AM from Stanford University. "This year I have studied Policy Analysis and Evaluation in the Graduate School of Education, he says. "In August I will be the Director of Admissions and Placement as well as a language arts teacher at the Phillips Brooks School in Menlo Park, California. Any California GI alums?"

Dominic Crapuchettes (A) is teaching math at a boarding high school and coaching lacrosse. He is still living with Amada Dulin in Charlottesville, Virginia, where they have a once-a-week book club dinner and a Sunday morning Aristotle study group. "Life is good," he says. "A week ago I took second place at an international magic competition and won \$15,000!! Go figure."

Rebecca Michael (A) is living in Washington, D.C., employed by the Maret School as Assistant to the Director of Development. She plans to attend American University for her graduate work in arts administration. "Still with Mike [Gaffney A'95]. Still have Lucy," she says. Becca decided to act as a class representative and gather information about her fellow '97s (See box at right).

CALLING ALL ALUMNI!

The Reporter wants to hear from you! Call us, write us, e-mail us! Let your classmates know what you're doing!

In Annapolis: *The Reporter*, St. John's College, Box 2800, Annapolis, MD 21404; 410-626-2539; b-goyette@sjca.edu.

In Santa Fe: *The Reporter*, St. John's College, 1160 Camino Cruz Blanca, Santa Fe, NM 87501; 505-984-6103; lj-mulry@mail.sjcsf.edu.

Hello A'97! Through little effort on my part I was able to compile the following "notes"; you may find them informative, interesting, or possibly redundant. Have any information to add for next time? Feel free to email me!
—Becca Michael

Annemarie Catania is living in Washington, D.C. and is the Development Associate at Georgetown Preparatory School in Bethesda, MD. **Ian Kelley** is going into the Navy at the beginning of August 1998. **Aidan Kelleher** is working at Royall & Company in Richmond, VA. **Taylor Hudnall** is working at a law firm in Washington, DC. **Todd Stregiel**, **Kevin Gardner**, and **Tucker** live in Philadelphia, PA; Kevin is attending the Pennsylvania Academy of Fine Arts and Todd is pursuing work with National School and Community Corps. They tell me that **Lori Freeman** lives in Richmond, Va., and will be attending VCU in the fall.

David Veazey: "This fall I will begin pursuing a doctorate in Economics at Fordham University in New York where I will learn how to eradicate global poverty."

Maura Tennor: "**Mary Lynch** and **David Haber** live in Annapolis. **Heidi (Jacot) Wells** lives on Prince George, but she and her husband will be moving on to graduate school soon, I think in North Carolina.

Richard Schmechel lives with his sister and her husband in Minneapolis, MN. **Corey Comstock** still lives in Annapolis as far as I know."

Adam Weisberg: "**Matt Corcoran** is in Nashville for the remainder of the summer. He's been teaching remedial inner-city 1-3rd graders how to read. Come fall he'll be in law school but he's not yet sure which." (Adam lives in Nashville as well.)

Ben Bloom: "At the moment I'm studying for the GRE's and hope to take them this Fall. I should be back in the States [from Israel] come next September."

Caitlin Aptowicz: "Working at Kenneth Starr's Office of the Independent Counsel with Forrest Norman. Starting a Ph.D. this fall in Neuroscience at the University of Chicago to search for old IK's proposed transcendental schema (B177). If you pass through the City by the Lake, I'm at: 5715 S. Drexel Ave., Apt. 406, Chicago, IL 60637."

Damon Kovelsky: "I am currently (and properly) employed at Lehman Brothers, in NYC, as an assistant analyst. I am doing over 10 hours a day, starting to lack a life, and generally becoming a yuppie."

Sarah Fremont: "Following a short stint in the unglamorous world of small town newspapers, I am happily working as an associate publicist at Regnery Publishing, a small publishing house in DC. I spend my days working with our authors and the media to promote our books...I [also] spent a week in Hilton Head, SC with 300 energetic high schoolers as part of the volunteer staff with the high school group at my church...My wedding date is (finally) set for March 27, 1999."

Tony Cole: "I got a fellowship from the University of Virginia, so I'm going there to do a Ph.D. in philosophy."

Gjergji Bojaxhi: "The only thing that I might have to report about myself is that in May I went to Albania and got married, and I guess that I am going to be a father at the beginning of next year."

Adam Marker: "I can not give you any information about myself worthy of printing. I am still working in the same job I had since school. It is going well and I

am learning a lot. While I have been reading in the field of political science, I have done nothing substantial about that interest of mine."

Jen Coonce: "I was hired kind of jointly by two internet companies. From the article [in the last *Reporter*], you know what What's Going On is all about. The other is owned by an Alum who graduated in '85, Alex Struminger. It's Planetrider.com, a travel guide, which organizes, rates, and reviews the best travel web sites."

Juan Villaseñor: "I will be attending Vanderbilt University School of Law in Nashville this coming August, and will end a year of work for Touchstones during which I got to translate books into Spanish and go to a prison here in Maryland, as part of Touchstones of course. **Judith Neely** will attend the University of Chicago to do a Masters in Public Policy. **Rana [Choi]**, as you may know, is going to Harvard for Architecture. **Lydia Aybar** lives and works in DC. **Kamielle Shaffer** started working for Touchstones. **Zack Smoll** was last sighted in Phoenix, Arizona in January. He said in a letter to me that when he first got to L.A. he was sleeping in his car and taking showers at the beach in the public baths. **Luke Trares** and **Rachel Davis** tied the knot. **Erin Smyth** did too. **Genevieve [Goodrow]** was at UVA Law since last year, as far as I know. **Dave Polgreen** got married this summer too. **Jonathan Pomerance** is working as a paralegal in DC and is planning on going to law school next year."

Seth Milliken: "I wish I could make this sound more glamorous than it is, but I'm living in San Francisco working in the technology department of a...um... branding and identity consulting firm. San Francisco has a superb swing scene. There's dancing to be found almost every night, complete with live swing bands, vintage clothing, and expert Lindy Hoppers. I've been happily infusing the Johnnie brand of swing into the San Francisco scene. Our style is variously called 'jitterbug', 'street swing', and 'gutter swing' by the locals. The more experienced Lindy Hoppers are usually somewhat disoriented by it, but seem to enjoy it once they get used to it."

Steve Urich: "As for myself I am doing nothing noteworthy."

Reiko Gregg: "I'm currently working as an assistant to Sharon Bishop (former pres. of alumni assn.) **Jo Chung** recently completed the post-bach pre-med program at Goucher in Baltimore, took the MCAT, and applied to the Peace Corps to teach mathematics in Africa. I don't know the results of either application yet (she just left for California). I know that **Laura Collins** is teaching at the high school level (I believe)."

Mary Duncan: "Things are going quite well for me. I work in the books department of a science union dealing with copyrights and some aspects of production. They sent me to Boston for a week, so that was cool."

Elaine Spidle Ataba is still living in San Diego with her husband, Orrin. She is now a veterinary technician, and will be on her way to veterinary school soon. She was in San Francisco at the end of May, where she visited by **Drew Keenan**, **Jesse Berney**, and **Matt Braithwaite**.

Obituaries

Bryce DuVal Jacobsen Class of 1942, Tutor, Athletic Director

Bryce Jacobsen, an alumnus from the first year of the New Program who returned to the college to lead its intramural athletic program and act as athletic director and tutor, died May 31 of complications of a stroke. He was born and raised in Baltimore County, graduated from Towson High School, and came to St. John's in 1938. A natural athlete, he had been offered a basketball scholarship to another college in Baltimore but wanted to travel farther from home for school.

While a student, Jacobsen questioned the fraternity system then in place at St. John's because it was discriminatory. He supported Stringfellow Barr's controversial decisions to discontinue intercollegiate sports and to abolish fraternity buildings from campus. After graduation, Jacobsen was sent to prison because his status as a contentious objector was not recognized; in prison he learned farming, a skill he continued after his release. He and his wife Phebe bought a farm in Gettysburg, Pennsylvania, where he raised cows and also worked as a carpenter.



Jacobsen came back to St. John's in 1958 as a tutor (he taught biology and mathematics) and as athletic director. Under his leadership, the college's distinctive intramural program became well-established and hugely popular with the students. Team competition in soccer, flag football, basketball, volleyball, softball and track, as well as individual competitions were offered. Jacobsen himself refereed the games, which attracted as many as 40% of the student body.

He was known for his distinctive hobbies, which included stamp collecting, the Baltimore Orioles, and wearing unusual and

Correction

The picture on page 13 of your winter issue includes Roland Bailey, not me.

—Henry Shyrock, 1932

Oral Histories

I just wanted to drop you a brief line to let you know how much I enjoyed the article about Bryce Jacobsen (spring issue). It is interesting to see how much you don't know about someone. I hope that you publish more oral histories.

—Richard Ferguson, A74

About that "3"

The "mystery" of Sus3an Borden's name was, it seems to me, inaccurately explained in the spring '98 Reporter. While her motivation may indeed have been an inordinate number of Susans in her fourth grade class, but we all know that Ms. Borden stole the idea from a reference to an individual named Hen3ry in the between-song banter of the great painist Tom Lehrer, breaker of horses.

And why does *The Reporter* think Johnnies have a "geeky image"? Or are your writers sublimating their own poor self-images on the polity? At any rate, cease and desist.

—J. Phineas Zweibel, A72

Thanks for clearing up the Sus3an Borden question in your spring issue. Funny she didn't mention (or you forgot to include) the early 50s routine by comic songwriter and Harvard math teacher Tom Lehrer, in which he mentioned a fellow named Hen3ry - "the three is silent." Hen3ry, as I recall, was a fellow who studied animal husbandry, "... until they caught him at it."

It's getting harder and harder to be truly original.

— Todd Everett, SF68

colorful ties. Freshmen from many different classes remember Jacobsen's Euclid tutorials, where his penchant for logical argument was impressive. He retired from St. John's in 1986.

He is survived by his wife of 54 years, Phebe, by a son, Erik, and daughter, Kristin; two brothers; a sister; five grandchildren; and two great-grandchildren.

A memorial service was held at the college on July 18. A memorial fund has been established and contributions will go toward the athletic program at the college.

Henry Harrison Sadler Class of 1938

Harrison Sadler died in May at his home in Belvedere, California. He grew up in Annapolis and graduated from St. John's in 1938. He received his MD from the University of Maryland in 1942, and after a residency in Brooklyn he went overseas as a medical officer. He was awarded a purple heart for action at Normandy.

Dr. Sadler graduated from the Menninger School of Psychiatry in 1949 and opened a psychiatric practice in Detroit. He also taught at Wayne State University Medical School, becoming Assistant Dean

for Medical Education in 1962. In 1965 he moved to San Francisco, where he joined the UCSF faculty. In 1980 he moved to the UC Berkeley campus as director of the UCB-UCSF Joint Medical Program in Health and Health Sciences, serving until 1986.

Dr. Sadler's interest was in the human and emotional aspects of illness. As a part of medical training, he initiated cross-disciplinary forums on ethical and philosophical issues at the scientific frontier.

He is survived by his wife, son, daughter, sister, and stepdaughter.

Peter Zachariadis Santa Fe Class of 1998

Peter Zachariadis, SF98, died in June 1998. He had been bathing in the Ganges River, which runs through northern India near the Himalayas and into Bangladesh, when he was pulled under the water by the river's current. A memorial service for Peter was held at St. John's in Santa Fe on Monday, July 13.

Allen Homare Ohta, Class of 1945

Allen Ohta, who was a member of the class of 1945, died in Dec-

ember, 1997 after a long illness. He served for two years with the U.S. Army in Japan on a special project after World War II. Thereafter he worked as a high-grade cabinet maker for the Simmons Company and others. For a number of years before his retirement he worked as a longshoreman on the San Francisco waterfront. His wife, Peggy, died in 1983; they had five children and six grandchildren.

Noted...

Col. Frederick S. Matthews,
Class of 1912

Charles E. Molland,
Class of 1912

Charles T. Westcott,
Class of 1936

Marcus E. Smith,
Class of 1937

Prof. Francis E. Barkman
Class of 1938

Haynes M. Bryan,
Class of 1939

Thomas J. Cole,
Class of 1957

Shirley Moffett Sanford,
Class of 1958

Alumni Voices...

Machete Wounds, Mangos, and 23 Orphans: One Alumna's Glimpse into Haitian Culture

Sue Conlin, A72, has been working as a nurse in a remote rural village in Haiti since May 1997. She writes occasional "newsletters" to her friends and family, sections of which are excerpted here with her permission.

May 1997

I finished nursing school last June in a state of such complete exhaustion that I didn't take my Boards until November. Then in January I began to hunt for a missionary placement in Haiti—and finally got here on April 29. I'm excited to be starting this next huge phase of my life. And very worried and scared about learning Creole and starting my first nursing job in a new language.

Port au Prince is built on very steep hills. Most of the city streets are unpaved. So to decide to go anywhere means you must gird yourself to face the dust, the blazing sun, the steep hills. It's a foregone conclusion that you will be drenched with sweat when you get anywhere. An added factor with the heat is that not only is there not air conditioning (except for two small grocery stores that I know of so far), but there generally aren't fans, since the electricity is absent more often than it's working. The city streets are filled with people, cars, hand carts, dogs, pigs, goats, the occasional cow or donkey, mounds of garbage and of sand for making concrete blocks, and are lined with street vendors selling everything from clothes to charcoal to food to car tires—even TVs. I like being out on the streets: it feels like a village, not a city. The statistics say the unemployment rate in Haiti is 80%. But this doesn't mean people don't support themselves; it only means they don't have a secure source of outside income. When you don't have a job in Haiti, you become a "ti machan" (street merchant) and plant yourself on the sidewalk with whatever you can find to sell. Most shopping can be done off the streets. As far as I can see, virtually everybody in Haiti works.

For the most part people seem to be making do—somehow. In Port au Prince, at least, the problems are one step above absolute survival; they have food, and clothing, and most of them seem to have at least a tin roof over their heads. But the problems of society and infrastructure are overwhelming: garbage, the condition of the "streets," the lack of job opportunities, the lack of reliable electricity or water...everything is so difficult. It is exhausting. I can't imagine how people maintain any energy to hope for things to get better. Yet everyone assures me that there is spirit of hope here. There is music everywhere—you always hear people singing. I am told that what I am describing here does not apply to some of the rural areas that have been completely deforested; there they have had five years of drought, and the people are indeed dying of starvation.

I'll be in Port au Prince for two more weeks [working in a children's hospital and trying to learn Creole] and then I will go to a rural area called Fondwa. I'll be making a three-year commitment to the organization that is sponsoring me in Haiti, Spiritan Associates. I went to visit Fondwa last week. I had thought it was a village, but it isn't; there is no crossroads even, just tiny farms scattered through the countryside. It is in a beautiful area of steep mountains; I fell in love with the place. I will have a small room of my own, at the back of a small log cabin house with a tin roof. I'll be living with two nuns and 23(!) kids. I will be the only *blan* (foreigner) for many miles.

I am very worried about running the clinic on my own. When I came I understood that there would be a doctor coming once a week, but it now looks like it will be only once or twice a month. With no on-the-job nursing experience yet, only book learning, I can scarcely think about what I am pro-

posing to do. The problems in Haiti are so profoundly institutionalized, it's hard to imagine I can be of any use whatsoever. But I have felt strongly that God wanted me to come here. So I guess I'll be finding out why.

October 1997

After nearly six months in Haiti I am finally starting to feel comfortable here—because of a number of factors, including language, simple familiarity, and work.

I wish I could say that my Creole is now nearly fluent, but of course it isn't. There are times when I can have fairly extended conversations, but if people are speaking normally to each other, it still passes too quickly for me. I have by now gotten to know a lot of the people I see along the road out of our valley. This means that as I walk along, I am greeted by name; everyone asks me where I am going and when I will return; kids wait for me and hold my hands to help me pass their houses. I love it! Outsiders aren't treated like this. I begin to feel I am known and accepted.

The biggest change over these six months is my work in the clinic. I'm sure there will be days when I am in over my head, but for the most part I see a fairly narrow range of problems and I feel reasonably confident of my ability to assess and respond appropriately. Although people certainly come to the clinic with serious problems (we have had one very serious abscess, one death from meningitis, one infant death from dehydration), the vast majori-



"I share raisins (a good source of iron and a good medium for friendship) with a family I pass frequently on the road near Fondwa. The house is made of palm tree wood, the shutters are banana leaves, and the roof is thatched grass."

ty come with the same problems they would bring to a primary care clinic in the States: ulcers, arthritis, high blood pressure, colds, back aches. Then add the standard problem of the tropics, malaria; and scabies. Our clinic is the nearest source for over-the-counter medication, so I dole out a lot of antacid and Tylenol. But I also dole out advice about diet and back exercises.

Folks have to walk great distances to reach us, so we have started a mobile clinic. Each Thursday we will walk to one of the five sites and set up clinic there. I love the walking and I love seeing the countryside. But it is quite exhausting to start out at 6 am, walk some three hours in steep hills, see patients back-to-back for hours, walk another three hours, and get home at 7 pm. It is certainly picturesque. We load up the mule with all our supplies and meander along country roads and paths, past banana trees, palm trees, etc. As we pass peasants along the way, we tell them about the clinic. The peasant who was our contact for one village stood at the crest of the hill and blew a conch to alert everyone in the valley that we had arrived.

I am also involved with two projects: a gardening project to show the



"Outside the house I live in, Evelyn, age 3, and Sheila, age 5, are playing. The log cabin has a tin roof and I live there with two nuns and 23 orphans."

peasants how to plant small vegetable patches and a vaccination and TB screening program. The diet of the peasants is very restricted. Oddly enough, in this climate of abundance, they don't seem to have the concept of raising small patches of food. I guess because until the recent deforestation everything they ate just fell off the trees? Anyway, it is an ambitious project because it involves convincing people to change their eating habits, convincing them to change how they have traditionally used their land, and teaching them how to do the gardens. I am convinced that I can most positively affect the health of the people of Fondwa through education.

March 1998

A few days after the fact, I learned that the local *oungan*, or voodoo doctor, had come through my clinic as a patient! He was not what I expected an *oungan* to look like. He was the only peasant I've met who seemed American: huge, energetic, young, and confident. I thought an *oungan* would be a tiny shriveled old man. When I began to tell him how much his medicine would cost (always a delicate time) he interrupted me to assure me, "It doesn't matter." Not a peasant response! It turns out this *oungan* lives in the only three-story house in Fondwa, a lovely clean modern building. So much for stereotypes. On a serious level, I am very glad he came through. I am thinking this means he believes in modern medicine (as well as voodoo) for others as well as for himself, and I am hoping he would refer his patients if they need me.

I will be spending more of my time in Port au Prince because Fr. Joseph asked me to handle arrangements for visitors coming in and to help with fundraising. After reaching some bearable level of acceptance, I have not gotten any more comfortable with working as a primary practitioner without supervision, so it would be a relief to get out of the clinic for a time. The isolation and physical discomfort of life in Fondwa have begun to wear on me. Also I worry that one outside cannot begin to address the problems facing the community of Fondwa. The changes and solutions can only come from within the community itself. This is where I see the importance of the Peasants' Association—they are the necessary and only hope for improvement.

July 1998

I'm back in Fondwa after about seven weeks in Port au Prince. It's really great to be back "home"—I'm enjoying the kids and the green beauty of the hillsides and all the folks greeting me along the road.

The French nurse who had been in Fondwa for several months left at the end of April, so I came back to full-time clinic work. I also came home to 29

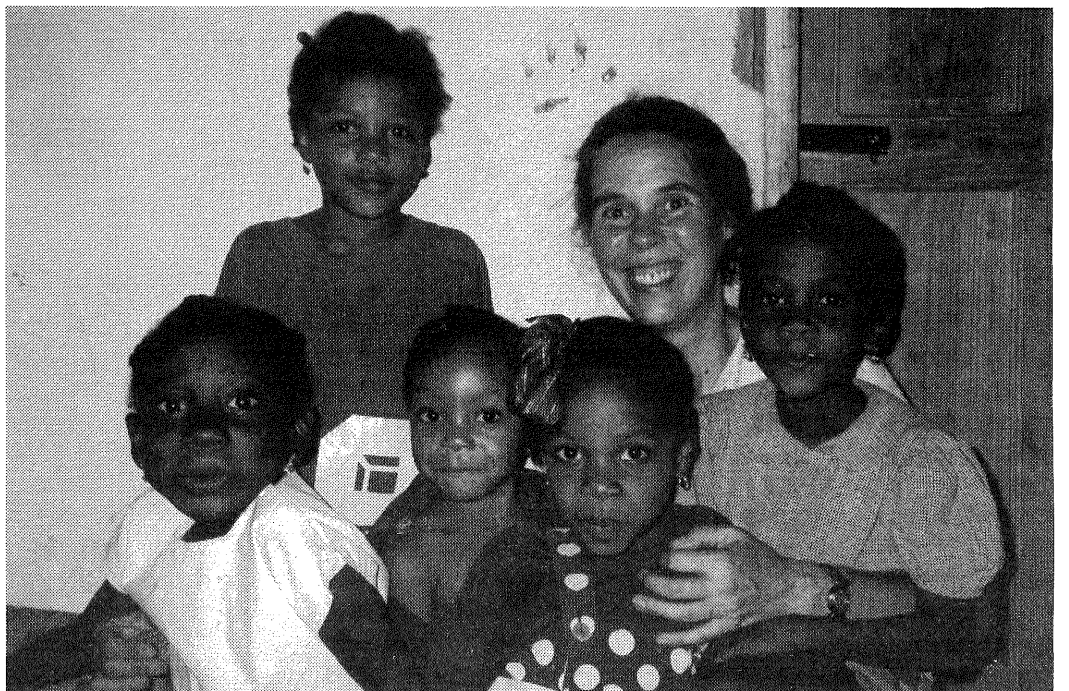
kids in various stages of chicken pox, scabies, ringworm, intestinal worms, malaria, and a really virulent cough and cold. Things have slacked off some now.

I also came home for mango season. For about a month each year we've got an abundance. I was eating up to six a day. During mango season I swear 40% of all conversation centers around which of the ten Haitian varieties is best. We also smell mangos all day. We also wear mangos all day: the juice spreads from ear to ear and runs to the elbows. And we hear them thumping to the ground all night.

Since coming back I feel the clinic is doing well. Between the regular and the mobile clinics, I saw about 150 patients in June. My heart doesn't sink when I see patients coming now. I am getting more used to some of the Haitian customs around doctors. Poor health is a community interest, it seems. One village makes a day of coming to the clinic: each Friday they gather up whoever wants to come, leave early in the morning and make the two-hour trek together, and are all there (some 20 strong) to greet me when I open.

If there is any kind of drama (most often a machete wound) the exam room is filled with a crowd of excited neighbors. They mill around looking at and touching everything, "helping" me with my intake questions, offering opinions and treatment suggestions. This used to drive me absolutely wild. Now I barely notice it. I presume the community presence is a comfort to the patient.

I have been too busy with the clinic and the kids to have time to track down the status of the vegetable gardens project. The technician's time with us is over, and I fear that without the follow-up the gardens will simply go to



"Some of the younger children at the orphanage. They love to get medicine for their real or imagined illnesses—it makes them feel special, or perhaps it seems like food, and in Haiti food is very important."

seed. I feel angry at the very thought. I very much did not want it to be "Sue's project"—the outsider coming in with an irrelevant program that has nothing to do with the people who live here. But the APF (peasants' association) staff haven't taken over responsibility. What else should I have done? Surely the answer can't be to never even propose anything new. Maybe next year I'll try again. ●

The programs that Sue Conlin is working with are in constant need of support. Donations can be made to Spiritan Mission Outreach, 6230 Brush Run Road, Bethel Park, PA 15102-2214, attn: Fr. Gerry Kohler. A notation for "Fondwa" will ensure the money goes to Haiti.

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POLITICAL PARTIES

by Sus3an Borden

Amy Wuebbels (A94) has a job that would make the Polity Hostess (St. John's version of Miss Manners—an occasional polity position) turn green with envy. As assistant director of special projects and protocol for New York's Governor George Pataki, her professional life is a whirlwind of luncheons, dinner parties, and evening galas.

In the line of duty, Wuebbels shops for hand-cut Tiffany crystal vases, engraved silver bowls from Oneida, and New York wines for the governor to give as gifts. She has hosted receptions honoring President Mary Robinson of Ireland and the Patriarch of the Greek Orthodox Church. She works with many of New York's most interesting communities, both ethnic and cultural.

Wuebbels' path from Annapolis to the governor's office was not a direct route. After graduation, she spent four months traveling in Italy and eastern Europe, drove across the U.S., and then went home to Arizona where she took some pre-med courses and worked in a coffee shop. "I was miserable in the pre-med courses and was even more miserable in the coffee shop. I decided then that I didn't know what I wanted to do but I certainly didn't want to live in Arizona any more." Wuebbels moved to New York without lining up either a job or an apartment (she relied on the hospitality of Amy Muldoon [A94] and Jane McManus [A93]), temped for six months, and then heard about the governor's office job through her sister. Having worked in politics in high school gave her an edge during the interview, and a successful interview and good luck put her over the top.

During a trip to Annapolis this winter, Wuebbels spoke with current students about life beyond St. John's. "I wanted to encourage them to reach high, to apply for jobs they're not qualified for," she says, her advice a

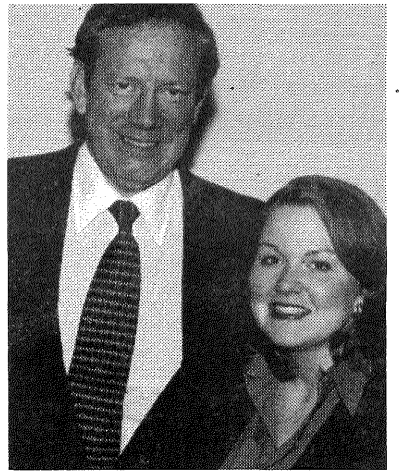
reflection of the good fortune she feels in having won her job.

Wuebbels divides her work into two main elements: event planning for the governor and working with New York's first lady. Her work with Mrs. Pataki includes schedule coordination, traveling with the first lady, and working with her on the domestic violence and breast cancer issues she is involved

with. As the governor's event planner, Wuebbels plans, organizes, and stages about 35 events each year, such as the Governor's Arts Awards (New York's version of the Kennedy Center Honors), official dinners at the governor's mansion, community events such as the Asian-American Heritage Lunch, and one-time events such as the TWA Memorial held last summer on the Long Island beach closest to the site of the plane crash.

"The TWA event was the hardest event I've worked on," Wuebbels says. "During the 1996 funeral service, Governor Pataki promised to host a memorial the following year. He considers it the hardest thing he's ever had to do. All of the children and families gathered at the beach. Judy Collins sang 'Amazing Grace,' and a wall was built with the names of the victims on it. It was a moving tribute, but grief can be very exhausting."

Currently, Wuebbels is working on the Governor's Arts Awards, New York's version of the Kennedy Center honors. Not only will she plan and coordinate the invitations, programs, banquet, and entertainment, she will also raise \$250,000 for the gala's budget and support



Amy Wuebbels with New York's Governor George Pataki

...Continued on page 15

AS YOU LIKE IT—THE FIVE-MONTH SEMINAR THAT TURNED INTO A PLAY

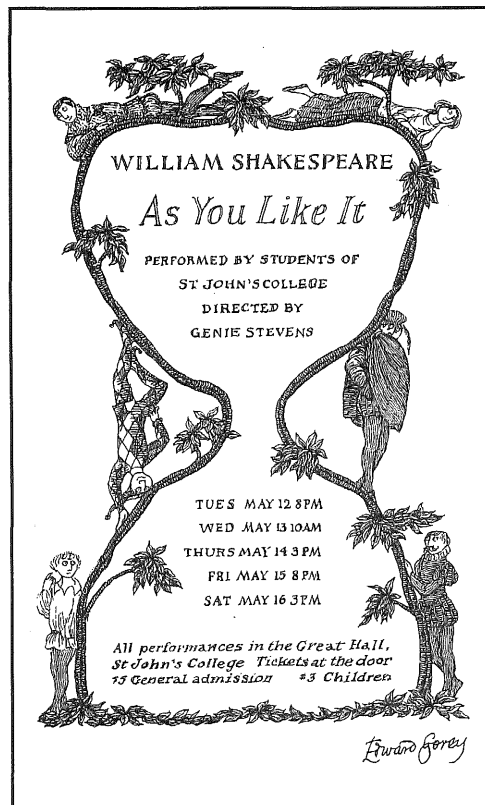
In the spirit of the St. John's tutorial, in which ideas read on paper attain a new kind of life through hands-on application, a number of students on the Santa Fe campus have been working hard to establish a strong theater program to explore the works of the great dramatists, as well as those of contemporary playwrights. During the week of commencement in May, the students performed Shakespeare's "As You Like It." This production was possibly the most worked-on, generously supported, and widely applauded play ever presented on the Santa Fe campus. How has such a vibrant theater program come into existence on a campus full of book-readers?

Like all extracurricular events at St. John's, the theater program has fluctuated throughout the years. There may be many talented actors and actresses one year, while the next year brings almost no interest whatsoever in theater. And, like all special activities, theater takes a great deal of time and energy. So it has come as something of a surprise that the last two years have yielded an enormous interest in theater on the Santa Fe campus. An estimated 45 students have been actively

involved in the theater program, with more students becoming involved each semester. Even more surprising has been the realization that these students are not only enthusiastic and willing to devote their time and energy to creating quality productions, but they are also extremely talented. What are the odds that out of only 450 undergraduate and graduate students whose only common interest is the study of the great books there would be so many talented enough that they could have attended performing arts colleges instead of St. John's?

Noting that there had been numerous but sparsely attended productions each year in the past, the thespians decided to focus on one major production each semester, while still making an effort to support other productions in between. Students began to think about the idea of reserving the spring performance slot for a classical piece in an effort to start a tradition.

John Michael MacDonald, SF97, an actor who directed the 1996 spring production of two short works by Neil Simon, decided in



1997 to direct Shakespeare's "Love's Labours Lost," humorously referred to in the theatrical world as "This Labor's Lost." But, with a solid cast, long rehearsals, and an eye for perfection (or at least pronunciation), MacDonald presented what was later called by many faculty and staff

members the finest, most professional work that has ever been performed on the Santa Fe campus.

In the now-optimistic hope of developing a tradition over commencement weekend, the students decided to ask professional director Genie Stevens to direct Shakespeare's "As You Like It" for this year's offering. More than five months of long rehearsals went into the production. The theater program received financial support from the President, the Dean, and the Student Activities Office that allowed them to buy the material for hand-made costumes. These costumes were designed and constructed by Eun Hong, wife of Santa Fe tutor Michael Bybee, who generously donated her time, her sewing machine, and her daughter's seamstress skills to the cause.

And, adding a delightful twist to the experience, artist Edward Gorey, renowned for his unique style of artwork featured in the theater, in books, and on the BBC's "Mystery!" series, created a spectacular original poster.

But what made this production, and indeed all that are presented at

...Continued on page 15