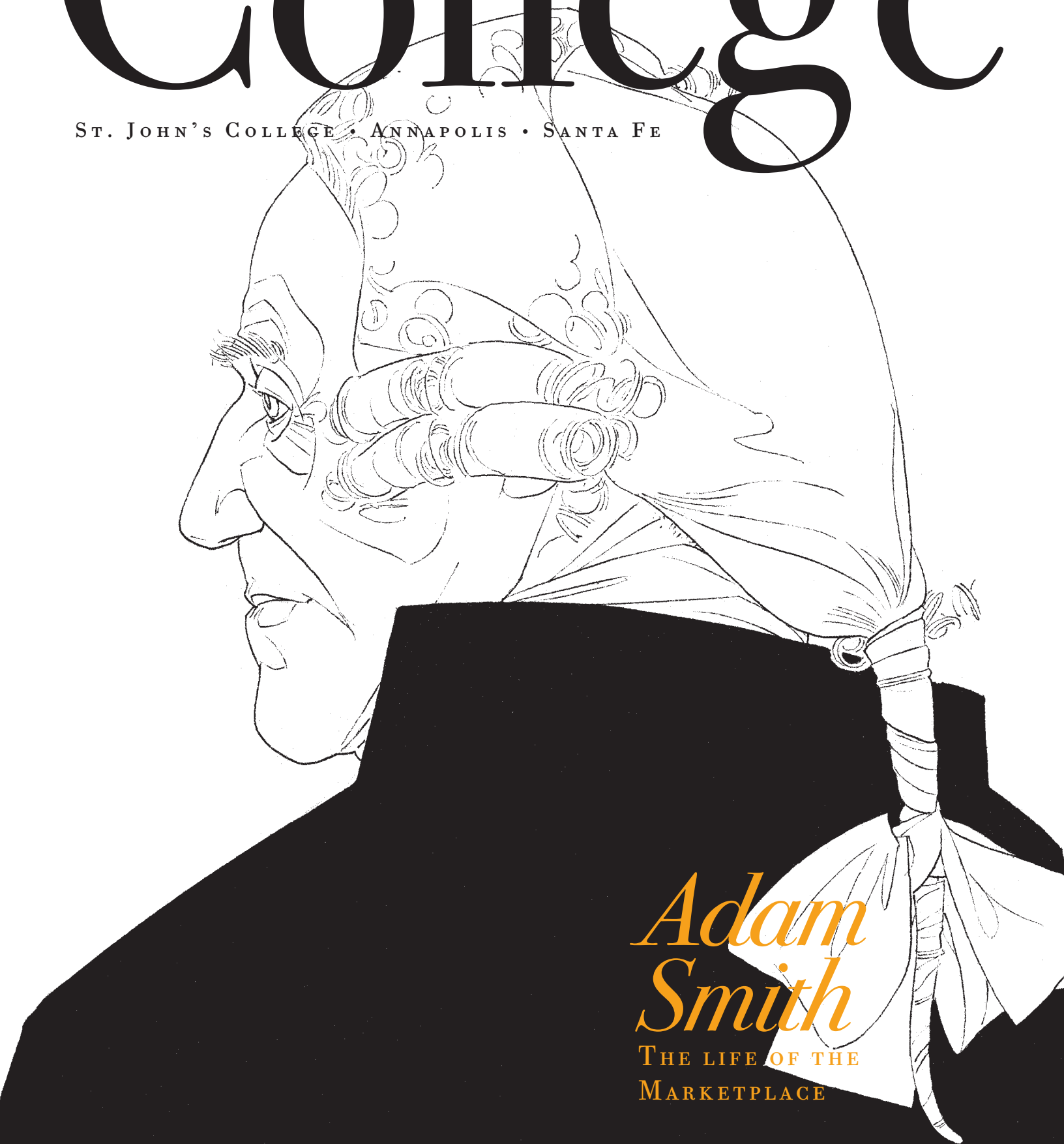


# THE College

W I N T E R 2 0 0 4

ST. JOHN'S COLLEGE • ANNAPOLIS • SANTA FE



*Adam  
Smith*

THE LIFE OF THE  
MARKETPLACE

## ON ADAM SMITH

Everybody wants a piece of Adam Smith. Comb through articles in major newspapers and trade journals, and you'll find him embraced by the right, "reclaimed" by the left, quoted in Congress, and tapped in propaganda by free trade advocates and anti-globalization groups alike. California Gov. Arnold Schwarzenegger is a fan: "I am more comfortable with an Adam Smith philosophy than with Keynesian Theory," said the man hitherto famous for the line "I'll be back."

Smith has even been tapped as a "witness" in a recent criminal case. After former Sotheby's Chairman A. Alfred Taubman was convicted of conspiring to fix commission prices with rival Christie's, Taubman's attorneys argued that his conviction was tainted by this oft-quoted passage from *The Wealth of Nations*: "People in the same trade seldom meet together even for merriment or diversion, but the conversation ends in conspiracy against the public and in some contrivance to raise prices."

Taubman's lawyers claimed that the quote, included in closing arguments by the prosecution, constituted improper use of expert testimony. The appeals court upheld the conviction, but told prosecutors to leave Smith out of it in the future.

Born in Kirkcaldy, Scotland, Smith lived during a remarkable time, had remarkable friends—David Hume, Voltaire, Samuel Johnson, to name a few—and penned one of the most important treatises written in the English language. He is credited with founding what later would be called the English School of Classical Political Economy. But biographers suggest this major contributor to the Scottish Enlightenment was a fairly quiet, socially awkward, and absent-minded individual. He remained a bachelor all his life and lived with his mother.

Smith was born in 1723. His father died before he was born. After attending the burgh school and the University of Glasgow, he was sent to Oxford, where he learned Greek, read Hume's *Treatise of Human Nature*, and developed a disdain for Oxford's indolent professors. In 1751, at age 28, Smith became a professor of Logic at Glasgow, and the following year took the Chair of Moral Philosophy. In 1759, he published *The Theory of Moral Sentiments*, which won him widespread acclaim.

In 1764 he gave up the chair in Glasgow for the more lucrative post of tutor to the young Duke of Buccleuch. The job allowed him to tour France, enjoy admiring and attentive audiences in French salons, and advance his study of the French physiocrats and their laissez-faire ideas. That post also left him with a pension that freed him from academic work and allowed him to devote himself to writing. He published *An Inquiry into the Nature and Causes of the Wealth of Nations* in 1776, won appointment as Commissioner of Customs and of Salt Duties, and became a founding member of the Royal Society of Edinburgh. In the last years of his life, he hated to be away from his family and his library, a collection of several thousand volumes of Latin and Greek classics, literature and art, science and philosophy. He died on July 17, 1790, leaving a fairly modest estate. He had given away much of his wealth in secret acts of charity.

In April 1776, Smith's good friend Hume wrote his fellow Scotsman to congratulate him on his accomplishment, warning Smith that the public might not embrace it right away. (He was wrong; the book was an instant sensation.) But Hume's praise, so warmly offered, is similar to the words modern economists use today when describing *The Wealth of Nations*: "...it has Depth, and Solidity, and Acuteness and is so much illustrated by curious facts, that it must at last take the public Attention."

— RH



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ANNAPOLIS • SANTA FE

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# THE College

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THE MAGAZINE FOR ALUMNI OF ST. JOHN'S COLLEGE

ANNAPOLIS • SANTA FE

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*Adam Smith*

*Illustration by David Johnson*

## A CONVERSATION WITH CHRISTOPHER NELSON

*In the past six months, Annapolis President Christopher Nelson (SF70) has become one of Southwest Airlines' best customers. Serving as interim president in Santa Fe while the board searches for a successor to John Balkcom (SFG100) has meant frequent travel to the college's Western campus. At the end of a busy fall semester, Nelson sat down to discuss the challenges and opportunities of serving two campuses.*

**Q. Let's talk first about the sheer physical challenges of running two campuses that are 2,000 miles and a couple of time zones apart. How are you managing this?**

A. Being in each place half the time means that on each campus, everyone has sandwiched in as many meetings, ceremonial occasions, and social functions as possible. While I'm still doing less than a full-time job on each campus, all this means that I have no evening time, no time for catching up on work, and less time for exercise. It's just going from one meeting to another meeting. Of course, I expected that I'd be attending to the needs of two campuses instead of one, but I don't think I realized how much I'd have to squeeze in.

While I've always done a fair bit of travel for the job, these flights to Santa Fe and back are longer flights than usual. I've cut back on other travel as a result of this. I don't think the travel itself is all that exhausting. It takes a lot of time to get from one city to the other, and that does give me some time to read.

We have deliberately designed the presidency here to preserve two separate individual campus communities and to avoid centralization. I think that's a healthy thing. But it does mean I feel like I'm literal-



DAVID TROZZO

CHRISTOPHER B. NELSON

ly two people. I had an Executive Committee dinner the other day at the board meeting and I counted out 14 places for all the people who were there. There was this empty chair at the end of the table and I could not figure out for the life of me who it was. There were two special guests, four officers of the board, four at-large elected members of the board, and then the two deans and the two presidents. And it didn't strike me until the salad course that I was the two presidents.

**Q. How do you establish priorities for your work with two campuses to attend to?**

A. I tend to concentrate on the needs of the campus when I'm there, but invariably there are needs of the other campus that come up during the course of the day. Both campuses have a very good staff of officers and directors, and a lot can be done without my being present. But a number of surprises that come up during the course of the week require some presidential work, so I am always in touch with the away campus.

I schedule the calendar

around board meetings, joint instruction committee meetings, Parents' Weekends, Homecomings, and other major events. Most of the calendar is scheduled a full year in advance here in Annapolis. In Santa Fe, with an interim situation, there aren't nearly as many activities scheduled, but I need to make as much time as I can to be available to the Santa Fe community. Instead of attending nine faculty meetings a year, I now attend 18. This winter, I'll be in Santa Fe more than Annapolis, but that's because this has been a very busy fall in Annapolis.

**Q. What are you gaining from this experience? Will it change the way you look at the college as a whole, or how things are done in Annapolis?**

A. I see things in Santa Fe that would be interesting to try here in Annapolis: programs that faculty and staff have done with students, things that have been organized by students that are different in Santa Fe that seem to be very nicely done—a community clean-up day at the beginning of the semester, town hall meetings, and faculty-student social hours, for example. Parents' Weekend is different on the two campuses. In Santa Fe there is no meeting such as we have in Annapolis with the parents, the dean, and the president getting together to talk about any questions that parents might ask related to the Program. But in Santa Fe, and not in Annapolis, there is a panel of students and alumni who speak to parents about the experience of living on campus and being a Johnnie. Parents seem to really appreci-

ate this, especially the parents of freshmen. I thought that this was proof once again that any time we want to see the college shine, we just need to introduce people to our students—they really are amazing.

There are differences that go along with the physical setting of the two campuses. We have more centripetal forces at work here in Annapolis, because we have a center to campus and most things look to it physically. In Santa Fe, people are always looking outwards, because you're surrounded by these beautiful mountains and great big skies. You also don't have as much of a center of the college. As a result you've got more centrifugal forces in Santa Fe, and you have to work a little harder to bring about a strong community. I think that a lot of credit goes to those people who are doing just that in Santa Fe, organizing special projects, social hours, and other functions to bring faculty and students together.

**Q. The Management Committee is due to become a permanent part of the college structure [by an act of the Board of Visitors and Governors] in 2004. How has this committee contributed to the overall operation of the college?**

A. The Management Committee is responsible for all advancement activities of the college, including public relations and alumni relations, for preparing the budgets for both campuses, for overseeing finances and information technology, and for approving admissions and financial aid policy. The management committee consists of the two presidents and two deans, and the chair of the management committee will always be one of the two presidents. I've been the



chair since it began but expect that the chair will be moved to Santa Fe sometime after we have a new president permanently in place.

I think the management committee has helped us come to know each other a lot better and to bring together policies that help to strengthen the college. We've been able to accomplish a few of the big tasks that had been eluding us. We now have common tuition, common admissions policies, and a common financial aid policy for the two campuses. We have equal faculty salaries, class sizes are the same, and we just now are getting to equal faculty development opportunities.

**Q. Since you've had some experience in the job, what advice do you have to share with the search committee that will help find a new leader for Santa Fe?**

A. I don't think it needs to be somebody from within our own community, although that would be a very fine thing. I don't think it has to be someone who's been a president of another institution or even a dean. But someone who has the qualities and

the capacities for leadership—that would be good.

The new president has to understand that the Program comes first—that everything at the college is in the service of the Program, that the college *is* in a certain sense the Program. This means that we're not looking for a president to make his reputation at this college, to take the college someplace new, or to change what it is. We need to have a president who will help us improve what we do all over the college and particularly in Santa Fe.

There are criteria used for selection of tutors that would be useful to apply to the presidential search. The first is a rather elusive qualification, which is excellence of intellect and imagination. I hesitate to bring it up because I haven't been told that I will be grandfathered in this position with reference to that qualification, but I do think it's an important one. No college can survive well if the president isn't up to the quality of the faculty and is unable to get the respect of the faculty. So a president who is out of step with the faculty or board is going to have a hard time at any institution, particularly here because of the

primacy of the Program. All in all, however, if I had to use one word for what we are looking for, it would be 'fit.' We want a president who belongs at the college and fits well with its ways, its program, its structures and its people.

**Q. Let's consider a candidate's viewpoint of the presidency of St. John's College in Santa Fe. Is this a desirable position?**

A. The college is in good shape. It's hardly a wealthy institution. But considering the state of the world right now and the difficult financial times we've been facing in the last three years, St. John's has fared extremely well. We have a strong student applicant pool, although we'd like to improve the number of applications to the Santa Fe campus. We have filled our freshman class at expected levels every year as far back as I can remember. We're able to maintain a strict need-based financial aid policy, which most colleges in the country have abandoned. This is a sign of real strength.

The faculty is strong. The Program has never had greater

support, both within and outside the college. We have a very strong Board of Visitors and Governors, and an active body of alumni. Friends in the community are helpful. We're entering into a capital campaign with a set of strategic goals that we think make sense for our community, and we have a high probability of achieving most of those goals through a good campaign.

So a new president comes into a very nice situation. He or she will not have to reinvent the wheel. A new president has an opportunity to get to know the place, to listen and learn, to come to join the community rather than worrying about finding a new place to take it.

Any president who wants to leave a legacy is probably a president we don't want or need. The Program will be the legacy of this college; the alumni will be the legacies of this college. We—the presidents, the staff members, and faculty—we're trustees of the Program. We care for it, and hope that we will leave the college in a little better shape than when we came. ❀

## DYAL IN THE GREAT HALL

There's a new face in the Great Hall in Annapolis. An oil painting of William Dyal Jr. (HA89), who served as president of the Annapolis campus from 1986 to 1990, has joined the portraits of other great figures of St. John's history: Stringfellow Barr, Thomas Fell, Hector Humphreys, John Kieffer and others.

Dyal was an effective president, and his tenure was shorter than the Annapolis campus community would have liked. He stepped down in May 1990 after recovering from surgery to remove a benign brain tumor.

In presenting the portrait to Dyal in Annapolis this past October during a meeting of the Board of Visitors and Governors, President Christopher Nelson said his immediate predecessor "made an enormous and lasting impact on the college during his time here."

"He was loved and admired by faculty, and the students looked up to him," Nelson said. "He was called accepting, wise, kind, friendly, and courageous."

Prior to joining St. John's, Dyal served as president of American Field Service, was the founding president of the Interamerican Foundation, and served in various capacities for the Peace Corps.

**WILLIAM DYAL JR. JOINS DISTINGUISHED RANKS IN THE GREAT HALL.**

He was known for his work in civil rights and social justice, and he brought an international perspective to the college, Nelson said. Adept at fund raising, Dyal secured funds for faculty salaries, additions and renovations to campus buildings, and the college endowment.

Dyal said he was pleased to have a place in the Great Hall, one of his favorite spots on campus. "I loved my years at St. John's," Dyal said. "They were too brief. I loved the faculty, I loved the students, I even learned to love the board."

As for the portrait, "the picture's not too bad," Dyal said. The portrait was painted by Anastasia Hoffman Egeli (A92).

Dyal and his wife, Edie, now live in Fredericksburg, Va. ❀





Program-inspired drawings and paintings for then-alumni-director Roberta Gable (A78). Her work illustrated a Homecoming brochure and a croquet match poster, and ultimately led her to apply for the position of alumni director when Gable became the director of Career services.

Mattson has been in the position for over a year now and finds that she loves the challenges of working with different personalities and that her diverse background is particularly suited to the ever-changing needs of running an office and managing alumni events. At a recent alumni party, Mattson met Chris Denny (A93) and their discussion turned to why they came to St. John's. Denny told her his story: When he was a high school junior he received the college catalog. Inside was a photo so evocative of the joy and camaraderie of the St. John's experience that, based on its allure, he decided to apply. The photo, of course, was the famous Reichart Chase-Stone photo. It now hangs in Mattson's office in the Chancellor Johnson House.

—SUSAN BORDEN

## SANTA FE

Roxanne Seagraves (SF83)

When Roxanne Seagraves describes her amazing careers so far, there's one that never fails to raise eyebrows: stand-up comedian. Night after night, she took the stage in smoky comedy clubs with a daringly wholesome act, eager for laughs, but ready for the inevitable times when she would bomb. It's this experience, those in the know believe, that might have best prepared her for her newest job—where you can't make all people happy all the time.

After graduating from St.

John's, Seagraves moved to Chapel Hill, N.C., where she taught kindergarten at Carolina Friends School. She became involved in storytelling and performance art, discovered she was good at it, and started her own business. She took her stories to churches, community groups, and schools all over the eastern Carolinas. She created and wrote more than 300 stories for children, incorporated dance and movement in her performances, and engaged kids in the narrative. To keep herself "sane and in an adult mode," she developed a stand-up comedy routine and took it on the road.

Some nights, she'd have her audience rolling in the aisles; others, she couldn't wait to get off the stage. "I sometimes thought, 'wouldn't it be nice if they were sober when they listened to my act?' But I always resisted the temptation to get cheap laughs from sexual tawdriness and self-deprecating humor."

When the recession hit, fewer schools and nonprofit groups had money for stories, and comedy club gigs were drying up. It was time for a new plan, and Seagraves was drawn to the ministry—"it's kind of like storytelling." Although she was raised a Quaker, she chose Starr King School for the Ministry, a Unitarian-Universalist seminary in Berkeley, Calif.

During her years in graduate school, her St. John's education helped sustain Seagraves. "In the basement, the seminary had a library of rare



ROXANNE SEAGRAVES HAS BEEN A TEACHER, STORYTELLER, AND STAND-UP COMEDIAN.

books from the 16th century: religious texts, Bibles, books in Greek and Latin. I'd kept my skills up and got a job reading and writing abstracts of the different books."

While studying for a doctorate in American Religions at the Graduate Theological Union in Berkeley, Seagraves took note of the poor state of public schools in nearby Oakland. She raised funds for an after-school tutoring program, found churches to serve as hosts, recruited students, and set up a system to communicate with the students' teachers. She kept the project going for several years while earning her degree, and she's pleased to see it's still thriving today.

"I think one of the things St. John's gives students is the way we're taught to think. We have the creative resources to engage a problem," she says.

Along the way, Seagraves decided to become a parent on her own, and is raising Thandi, now three, as a single mother. After her daughter was born, Seagraves curtailed working

and completed her doctoral dissertation on the annual pilgrimage to Chimayó, a sanctuary in New Mexico believed to be built on sacred earth with miraculous healing powers. "I used to ride my bicycle to Chimayó, and found it a very powerful place," Seagraves says.

After Seagraves finished her doctorate, she took a job as a prevention specialist in the Tucson public school system. She worked to help deter at-risk youngsters from gang involvement, drug and alcohol abuse, and crime. "You have the challenges of poverty and the challenges of second- and third-generation gang and drug culture, and they have to be faced in order for kids to be successful in public education," Seagraves said.

With a daughter to care for, she began to worry about the physical risks of the job. When the position came open at St. John's in Santa Fe, she was eager for a new opportunity.

"I really loved the chance to come back and work with St. John's and alumni," she says. "Our alumni are phenomenal people—trained to be thoughtful, caring citizens. There's a lot of good energy there."

Seagraves, who began her official duties in September, believes that most alumni will continue to gravitate back to the college. "You become so close with your classmates because you work with them so hard during your years at St. John's. And they shape you in such profound ways," she says.

After settling in to her new job, Seagraves hopes to continue some part-time involvement in the performing arts. She has found the time to design and sew intricate costumes for another hobby almost as risky as stand-up: walking on 12-foot stilts. ❀

—ROSEMARY HARTY



## 'IDEALIST' PROMOTES ALTERNATIVE COMMUTES IN SANTA FE

"I don't know if I was born an idealist or became one while studying at St. John's," says Circulation and Public Services Librarian Laura Cooley (SF92). "But reading books influenced my being an idealist."

Cooley is one of more than a dozen St. John's College community members who use alternative transportation to commute to campus. Inspired by an idea of the Santa Fe

Chapter of the New Mexico Bicycle Coalition, Cooley coordinated a "Walk or Bike to Work Day" at the college on Wednesday, October 8. She promoted the event through e-mail, flyers, and word-of-mouth on campus. She staffed an information table in Peterson's hallway outside the Coffee Shop, promoting alternative transportation, with help from students, tutor Linda

Wiener, and Mark St. John (SF82), director of Athletics and Outdoor Programs, and students. They handed out cookies and lemonade provided by Aramark Food Service, free safety lights, a lottery for free bikes to those commuting from off-campus, safety tips, and bike maps of Santa Fe.

Santa Fe's Public Relations

Director, Laura Mulry (SFG102), spent two hours walking to and from work that day, surviving aching calves, SUV drivers blind to pedestrians, a steady rain, and a stiff uphill climb in places. But the walk was worth it, Mulry said, because it gave her time to contemplate a master's essay on *The Idiot* and the opportunity to really notice her environs.

Cooley hopes to make the event an annual happening. ❖



DAMIAN TAGGART

LAURA COOLEY'S RIDE TO WORK HAS A NIFTY WINDSHIELD.

## SANTA FE SEARCH

With the help of an executive search firm, a committee is beginning to cull through applications coming in from candidates seeking to become the next president of the Santa Fe campus. John Balkcom (SFG100) resigned from the Santa Fe presidency in June.

Created by the Board of Visitors and Governors, the search committee comprises both deans, a faculty member from each campus, and five board members. Last fall, the committee retained the Boston-based

firm of Isaacson, Miller to assist in the search. The firm will conduct screening interviews and extensive background checks before recommending candidates to the search committee. The search committee will then interview finalists before presenting a single candidate for the board to consider at its April or July meeting.

The search committee is chaired by Michael Uremovich, a Santa Fe board member and current student in the Graduate Institute. ❖

## THAI SUMMER

Last summer, Santa Fe tutor Linda Wiener and her children traveled to Thailand to live and work at the Queen Sirikit Botanic Garden, 30 kilometers outside the city of Chiangmai in the northern mountains. Thailand's tropical environs are famous for orchids, ferns, lotus, and other

exotic plants. Wiener spent the summer helping to start a natural history museum on the grounds of the garden, a challenging task since staff of the fledgling museum had no prior museum experience. She assisted in planning the exhibits, helping to create a prototype exhibit on pollination and flower form, and led a workshop for the staff of the garden on museum philosophy and management. With a Ph.D. in entomology, Wiener devotes her summers to her work as an entomologist and field biologist.

When she wasn't working directly with the museum staff,

Wiener surveyed the butterflies at the garden, examined spiders, and studied the local flora. She loved being in Thailand during the rainy season, when the rainforest is vibrantly green.

Thailand, Wiener notes, benefits from an enlightened monarch. "When the Thais were trying to stop the opium trade, they did not spray defoliants and other poisons, burn fields, and shoot people," says Wiener. "The king reasoned that they were taking away these peoples' livelihood and so had to do something for them. He set up the King's Royal Projects, a series of state-of-the-art organic farms in the former opium-growing regions. They train the indigenous people who

traditionally grew opium to run the organic farms, and the king supported the projects until they became self-sufficient."

Visiting Thailand, a Buddhist country, has provided a valuable experience for Wiener's work at St. John's, where she has just begun teaching Eastern Classics seminars.

"I think that the ideas, rituals, and practice of Buddhism have a very significant effect on the culture, and experiencing that difference from our culture every day and speaking with Thais about their religion and the way it affects their daily life, really enhanced my understanding and appreciation of Buddhism." ❖

—ANDRA MAGURAN



A SPECIMEN FROM THAILAND.



## ANNAPOLIS' 'GREEN' DORMITORY

The newest dormitory on the Annapolis campus won't be hooked up to the college's steam plant. Instead it will use an innovative geothermal heating and cooling system that will save money and conserve energy. Geothermal systems use the earth's constant subsurface temperature of 51 degrees to 55 degrees to provide more efficient heating and cooling. In winter, the system draws heat from the ground to heat buildings; in summer it extracts heat from buildings and transfers it to the ground. It's estimated that the system is 40 percent more energy-efficient than conventional air-to-air heat pumps.

TANKS OF FROZEN WATER IN  
MELLON COOL THE BUILDING.



MARYRENE RUFFIN

During site preparation for the system last fall, the campus playing field looked like the set of the movie *Holes*. Dozens of narrow holes were drilled 300 feet into the ground. High-density polyethylene pipes were inserted, and a bentonite grout packed around the tubes to protect the groundwater from surface contamination. The closed-circuit piping will carry a biodegradable anti-freeze type solution that will be heated or cooled by the earth. The grid of pipes ultimately will be connected to a main feed that will deliver the solution to a heat exchanger in the new dormitory building.

This innovation, says Steve Linhard, assistant treasurer, is environmentally friendly, efficient, and cost-effective. "After a payback period of about five years, we'll have virtually no energy costs for heating and cooling the building, save for the nominal electricity cost to run the pumps," he says.



MAYRENE RUFFIN

The 18,000-square-foot dormitory will house 48 students and is expected to open in time for the fall semester. Annapolis' playing fields also will be back in shape for teams to begin using in the spring.

Linhard, who came to St. John's from the Chesapeake Bay Foundation, has earned the reputation of "Mr. Green" around Annapolis. With other campus and community participants in Annapolis, he was involved in a project to restore the marshland around College Creek by planting spartina and

WORKERS INSTALL A GEOTHERMAL  
SYSTEM FOR THE NEW DORM.

other natural grasses and shrubs.

And as the supervisor of the renovation and expansion of Mellon Hall, Linhard promoted the installation of an environmentally friendly cooling system. That system involves tanks of freezing water in the Mellon basement. The system runs during off-peak hours and releases cool air through the building during the day. ❖

## JUSTICE O'CONNOR SPEAKS IN ANNAPOLIS FORUM

On October 11, Supreme Court Justice Sandra Day O'Connor attracted a crowd of more than 500 people to the college's first "Great Issues" forum in several years. O'Connor spoke on "The Supreme Court and the Shaping of Law," and community members afterward met in seminars to discuss the groundbreaking decision *Marbury v. Madison*.

"Without *Marbury*, the rulings of our Supreme Court on questions of discrimination, church-state relations, freedom of speech, and freedom of the press would be less important and less enduring," O'Connor said.

The Great Issues Series, sponsored by the Friends of St. John's College, was created to engage the Annapolis-area community in thoughtful discussions and debate. ❖

## A COFFEE SHOP, NOW AND THEN

Marion Warren's black-and-white photographs are among the most distinctive in the St. John's archives in Annapolis. Warren handled much of the public relations photography for the college during the 1950s and 1960s. The portraits, publicity stills, and candid photographs he took are set apart by their rich black-and-white tones, an expert sense of composition, and a special talent for capturing a moment in time.

"They called me the best-educated photographer around because of all the time I spent at St. John's," says Warren, now in his 80s.

When Philanthropia volunteers and college staff wanted to replicate an archival photograph for this year's Annual Fund appeal, Warren's Coffee Shop photo was an easy choice. Although it was taken in 1954 in Annapolis, the St. John's Coffee Shop experience of dialogue and community spans generations and speaks to Santa Fe and Annapolis alumni alike.

Powerful klieg lights were already set up for the filming of

the *St. John's Story*, a promotional movie about the college that was released the following year. Warren stepped in and took his photo quickly, recalls Carolyn Banks-Leeuwenburgh (class of 1955). The first woman to apply to the college, Banks-Leeuwenburgh says the Coffee Shop was her favorite haunt.

"It seemed like it was full all the time. We were a small class—there weren't even 200 students in the whole school—and people would just go to the Coffee Shop and talk about all the hard work," she recalls.

After graduating, Banks-Leeuwenburgh became an opera singer in Europe and New York, taught, raised three children, became a therapist, and with her husband, Helge, led travel tours. She served on the board of the Alumni Association. Now enjoying an active retirement, she audits classes at Princeton University.

In the photo, Banks-Leeuwenburgh is looking across at classmate Emily Martin Kutler, class of 1955. "I don't remember what we were laughing about, but clearly, we weren't entertaining the rest of



MARION WARREN

the group," Banks-Leeuwenburgh says. "They looked a little bored."

Sitting in Banks-Leeuwenburgh's spot in the contemporary photograph was freshman Emma Plaut. On campus for less than a week, Plaut was minding her own business in the quad when she was recruited for the photo.

Plaut is the daughter of alumni Richard Plaut and Carol Katrina (A77 and A79). Her interest in St. John's was fueled by her parents' enthusiasm.

"They dragged me on a visit to St. John's, and I sat in on a seminar," she recalls. "Then I went to other colleges where I sat in on lectures and what other colleges

called seminars. I thought, 'what is this? No one's even talking. Nobody even looks like they want to be here.' At St. John's, everybody was really interested. They all wanted to be there and they all wanted to be learning."

Another subject in the original photo, Everett Wilson (class of 1956), turned down scholarships to several colleges and instead enrolled at St. John's. He became only the second black student to graduate from the college (after Martin A. Dyer, class of 1952).

"St. John's was difficult and rigorous, but I'm glad, because it prepared me to go to graduate school, where I got straight-As," Wilson said.



TOP: THE COFFEE SHOP CIRCA 1954. COUNTER-CLOCKWISE FROM THE PAGE-TURNER AT THE FRONT TABLE: WILLIAM H. BARRETT (CLASS OF 1956), EMILY MARTIN KUTLER (CLASS OF 1955), HUGH MCKAY (CLASS OF 1955), CAROLINE BANKS LEEUWENBURGH (CLASS OF 1955), PETER MCGHEE (CLASS OF 1955), BARBARA DVORAK WINIARSKI (CLASS OF 1955), EVERETT WILSON (CLASS OF 1956), AND TUTOR HUGH MCGRATH. THE TWO STUDENTS ON THE RIGHT AT THE FRONT TABLE ARE UNIDENTIFIED, AS IS THE MAN WITH HIS BACK TO THE PHOTOGRAPHER AT THE BACK TABLE.

AT LEFT: 2003. COUNTER-CLOCKWISE, FROM THE FRONT TABLE: ALEX CONSTANTINE (A05), DEBORAH MANGUM (A06), GEORGE POGIATZIS (A07), EMMA PLAUT (A07), JOSHUA SUICH (A05), JANA E DECKER (A05), NATALIE RINN (A05), TUTOR ERIK SAGENG, DAVE PROSPER (SFO2), LORD THOMAS BAINBRIDGE (A06). THE STUDENT IN A WHITE T-SHIRT AT THE BACK TABLE IS UNIDENTIFIED.

DAVID TROZZO

## ANNUAL FUND FACTS

The Annual Fund provides critical support for the college each year and is a key component of the college's operating budget. Tuition covers 70 percent of the cost of educating current St. John's students. The remaining 30 percent comes from endowment income, state and federal grants, and gifts from alumni, parents, and friends.

- The Annual Fund provides about 6 percent of the operating budget on both campuses: tutor salaries, financial aid, student services, and college offices.
- Last year, 34 percent of alumni participated in the Annual Fund, up from 19 percent four years ago.
- This year's Annual Fund goal: \$2.25 million.
- The Annual Fund year runs from July 1, 2003, through June 30, 2004. The college mails out four appeals in that time, but once an alum makes a gift, no other appeals are sent.
- Reunion classes, led by volunteers from Philanthropia, usually increase their participation rate by 10 to 20 percent.

"At St. John's, I really learned how to study, how to read to understand."

After graduation, Wilson went on to earn master's and doctoral degrees in counseling. He worked in psychiatric social work, became the first director of the Anne Arundel County Economic Opportunity office, then taught at the University of

Maryland. Next, he joined the Maryland Alcohol and Drug Abuse Administration as deputy director, where he remains now in addition to maintaining a part-time counseling practice.

Fifty years after his picture was taken in the coffee shop, Wilson remembers it well. He also remembers Hugh McGrath, the tutor he was

sitting next to. "Oh, he was my favorite tutor," Wilson says. "He was my adviser for my senior thesis. Because I came from the Eastern Shore (of Maryland) and had difficulty with reading Shakespeare, he would work with me. He really befriended me. The school was so small that any time you asked for help, you would get it."

Annapolis tutor Erik Sageng cheerfully gave up his Saturday morning to impersonate McGrath in the photograph, bringing a book to pass the time during the lengthy setup for the photo. Sageng joined the college in 1990 after earning his doctorate in the history of mathematics at Princeton University.

Taking Wilson's place at the table was Natalie Rinn, a junior from St. Cloud, Minn. She was passing through the Coffee Shop on her way to pick up her mail when she was buttonholed for the photograph. Rinn spent a semester at Dickinson College before she transferred to St. John's as a Febbie, following her brother Alex (A03).

"I think St. John's provides the best college education there

is, because it really addresses being a good citizen and the best way to live life," she says.

After graduation, Rinn hopes to spend a year studying French or Spanish, then go to law school.

David Prosper (SF02) was the primary recruiter for the contemporary photograph. The St. John's community during Prosper's more recent years could be a "weird place."

"People were eccentric, but nobody cared if you were eccentric. You could have the most random and interesting conversations at lunch," he says.

From setup to the last shot, the photograph took almost two hours. Soda cans and water bottles took the place of the classic Coca-Cola bottles. Cell phones and PDAs took the place of cigarettes and ashtrays.

Annapolis photographer David Trozzo—a steady contributor to *The College*—had fun replicating a master's photo, although it was painstaking work. A professional photographer in the Baltimore/Washington region for 15 years, Trozzo has earned many awards for his work. ✨

## { LETTERS }

### LATIN REVIVAL

The Fall 2003 issue of *The College* has some interesting articles about language, mentioning both Esperanto and Latin. Readers may be interested in knowing that Latin as an actual spoken language has experienced something of a revival in recent years.

Among other efforts, the Familia Sancti Hieronymi (507 S. Prospect Ave., Clearwater, FL 33756) holds nearly every summer a *cenaculum* in which Latin is the common language for instruction, socializing, and worship. They also sell tapes and books to aid in acquisition of oral Latin skills.

Although Esperanto could do a good job of uniting the world linguistically, spoken Latin could also do that, as well as uniting us culturally to our past.

THOMAS STORCK, SFGI80

### DIVERSITY INITIATIVE

While I applaud *The College* for its readable and interesting articles about the campuses, alumni, and continuing life of the mind at St. John's College, I am extremely distressed by the sentiment displayed in... "Admissions and Diversity, East and West" (Fall 2003). I am very disappointed to see that our admissions department is looking

*"I found that skin color contributed nothing to any conversation I ever had or heard in class."*

ERIN N.H. FURBY, A96

at race as a consideration among its applicants. St. John's College has been the subject of derision by many of the unwise who looked only at the race and sex of the authors on the curriculum without seeing that the ideas presented in the Program are universal and applicable to all thinking people. I have always been proud that St. John's did not alter the Program to appease the sensibilities of the immoderate fashions of contemporary academia.

I prefer to think that this is a poorly chosen and written article rather than think that the admissions offices are truly falling prey to contemporary university politics. "Minority" in this article refers to different groups of people with regard to each campus, discrediting the implication of a unified goal held by St. John's College

*continued on next page*



or the solidarity of the described applicant pool. In Santa Fe, "minority" refers to Hispanic and American Indian high school students while Ms. Harty only mentions black high school students as the prospective "minority" for Annapolis. Also, "minorities" for Santa Fe are being sought from around New Mexico, while Annapolis is said to be looking for black students from all over the country.

I am pleased to learn about the Santa Fe campus' grant for recruiting more students from around New Mexico, but I find the giver to be rather misguided if the grant requires the college to be on the lookout for only certain skin colors. Having the ability to visit the smaller high schools in New Mexico is a tremendous boon to St. John's College, but why should admissions officers be pressured to seek out students of one race over another? Meanwhile, I am appalled that the Annapolis campus was mentioned in this article only in terms of having a small number of black students each year. While I was a student at SJCA, there were foreign as well as American students. Among the American citizens, non-white students were of East-Asian, Middle-Eastern, Indian, Latin American, Amerindian, and Hispanic descent as well as black (not to mention students of mixed race).

I found that skin color contributed nothing to any conversation I ever had or heard in class. All that ever mattered while I was in class was the individual perspectives each person brought to class and the bond between us created by our struggles with the text. In my experience, students' perspectives were more influenced by religion, age, home state, and economic background than by complexion.

ERIN N.H. FURBY, A96

#### REMEMBERING VERNON DERR

Having just read the fall issue of *The College*, I very much appreciated your inclusion of my note regarding the Class of '44, as well as the excellent obituary for our Vern Derr, in the view of his classmates, one of nature's noblemen. A minor caveat: we few surviving members of '44 are a jealous lot and object to his promotion to the Class of '48! We hope that this true membership in our class may be restored.

J. RODNEY WHETSTONE  
CLASS OF 1944

#### MOVING DAY

I just received the Fall 2003 issue of your interesting *The College*.

My connection with SJC is two-fold. In addition to four years of attendance, I lived on the campus from 1913 to 1916. My father, John C. Gray, was a member of the SJC faculty for that three-year period as the chemistry professor. He completed his teaching career at the Naval Academy. For most of the time he was on the SJC faculty, we lived in an apartment on campus. As you look at the campus from College Avenue, it was the left-hand building (Paca Carroll House). My brother, Joseph, class of 1936, was born in this building, and he must be the only graduate who was born on campus.

I was very interested in the "Moving Day" article. While a student at SJC I lived in the Delta Psi Omega Fraternity House, which was on St. John's Street right next to the Baptist Church. Unfortunately I do not remember the historic name of the structure. I thought that it was similar to the Carroll Barrister House. That kind of information did not survive my several moves. One time I visited the DPO House in its Conduit Street location.

I do enjoy very much receiving and reading the SJC alumni publications.

EDWARD GRAY  
CLASS OF 1934

#### EDUCATION FOR ITS OWN SAKE

I have just finished reading, cover to cover, the Fall 2003 edition of *The College* and I must say that it gets better with every issue! I look forward to each edition to catch up with SJC and all its activities and those of the alumni. It is the one thing that keeps me in touch with the wonderful educational program that is the great books dialogue.

As legal counsel most of my professional life to a university in the higher education industry (and make no mistake, higher education has become an "industry" with all the pejorative baggage that word conjures up), I feel uniquely qualified to express an opinion on the position St. John's College currently occupies as an institution in this peculiar environment. The college stands out because it has courageously decided not to succumb to the trends, fads, or "new direction" other institutions feel they must in order to be "competitive." A shining example is the college's refusal to submit to the numbers

ranking game amongst other institutions.

When I talk with faculty colleagues at my and other institutions across the country about the lack of departments, rigid grading systems, numerical admissions criteria, and the like at the college, many seem befuddled. It's like the Grinch wondering how it could be Christmas without numerous presents or colorful decorations. And, like the Grinch, it takes some further thought to get the point.

The college values education for its own sake; enlightenment must come from within. To be a true free thinker, one must challenge and be challenged; ask and be asked difficult questions; work hard at understanding and either confirm convictions or not be afraid to set aside or modify a way of thinking. This is, of course, easier said than done, but that is precisely why the college exists and why I cherish its existence.

*"Maybe I'm naive but  
I can't imagine an  
educational philosophy  
that is more  
diametrically opposed to  
the St. John's approach  
than this belief in the  
supremacy of testing."*

JOHN SCOW, A71

There are some things in the human experience that remain constant. One of those constants is our dialogue: an open-minded but frank discussion amongst ourselves to help us further understand the human condition. While we cannot solve all problems or make the world right for all people, those who have the willingness and ability to participate in this human conversation advance the interest of peace and harmony. The college accomplishes this important feat by conducting a conversation with humans in the classroom (with precepts, tutorials, seminars) and with humans from time gone by (the books which become the subject of the discussion). As the last issue of *The College* points out, such a dialogue can even occur in prison! Just think of the possibilities if this human dialogue were conducted in the Middle East.



In looking at other schools offering a liberal arts education, I remain firm in my conviction that the new curriculum is the linchpin of the college's success. However, one should not overlook the importance of keeping the college religion-free. Part of preserving an open mind is the avoidance of any sanctioned belief system; the choice of what and whether to believe must necessarily be left to individual choice.

For the foregoing reasons, the college continues to stand out, stronger today than ever, amongst other higher education institutions as the place that offers the truest opportunity for an enlightened education; and from my personal experience, it is an education that will mean more to every student with each passing year. It is a further credit to the college that it has not been distracted from its core mission. Even the Grinch, in that last moment of revelation, understood that all the flashy decorations and bells-and-whistles were merely distractions from what really mattered.

SEAN P. SCALLY, AGI89

### SMALL AWAKENINGS

I read with interest your article about the two St. Johnnies who are making a stab at the teaching profession. I was surprised to read that one out of five Johnnies go into education. I did not realize I have so much company. On the other hand, maybe it shouldn't surprise me that so many of us get involved in education. After all, what makes St. John's so unique is its unique concept of what an education is, and how its best [attained]. Assuming that, I would surmise that the St. John's community must be in some kind of state of shock over what is happening in schools across the country. Of course I am referring to what might be described as the "test driven" approach to education. Maybe I'm naive but I can't imagine an educational philosophy that is more diametrically opposed to the St. John's approach than this belief in the supremacy of testing. As I recall, at St. John's we didn't even have an official grading system, and any mention of what grades one might have was taboo. I never saw scores of any kind posted on the doors of classrooms, along with corresponding student I.D. numbers. In fact one of the things that attracted me to St. John's in the first place was my disenchantment with high school...

After visiting Annapolis as a prospective student and witnessing a riveting discussion of the *Iliad* (wanting to blurt some-

thing out the whole time), I thought to myself, "Well that's more like it!" Learning for the sake of learning. Going deep, tackling the big questions...why are we here anyway, and what are we supposed to do with these big brains? And now we are told that running a school is no different from running a factory. It's all about churning out "good numbers" (sort of an educational body count). And what happens to that question the kid in the back of the class asks that's not covered by the standards?

The other day a student in my sixth-grade class of poverty-level minorities came up with such a question. I was introducing some of Picasso's "one-liners." I said, "These drawings may seem silly, but the same artist produced paintings that people pay millions for." A hand went up. "How can a painting cost millions?" I congratulated the young fellow for having an original thought, and told the class that he could only have arrived at that question after self-initiated deliberation, which I said is a good thing (not to mention a prerequisite to democracy).

So what is to happen to these small awakenings of consciousness in the future? Are they to be relegated from the classroom? Do we care about the "souls" of our students anymore, or is that just an antiquated concept? Perhaps the modern educational industry has no use for such anachronisms.

JOHN SCOW, A71

### NIGHT CRAWLERS

Just got the Fall '03 *The College*. In regard to the new dorm sites on back campus:

I had a student aide job as a chemistry lab assistant in my sophomore year. I was asked to report to campus a few days early, in August 1957, to help with the move from the old lab building, Humphreys, to the new lab building, Mellon.

The storeroom for the old chemistry lab was a really scary place. It had all the supplies and groceries for the current inorganic chemistry lab, and also a large collection of old stuff from years earlier when there was also an organic-chemistry lab. It was crammed full and had not been even cleaned, much less culled and organized, for many, many years. I am certain that there was stuff in there from the "old school" St. John's of the 1920-30s. And I did not have a clue as to what 90 percent of this stuff was.

So, what to do? The Buildings and Grounds crew dug a big trench down on the back campus. I am remembering it as probably 15-foot long, 10-foot wide, and 6- or 8-foot deep. We used a pickup truck to carry load after load of "stuff" down there and threw it into the trench. There was no sorting or choosing—absolutely everything in that old storeroom was carried out, carefully set into the truck (hey, some of this stuff would have eaten the truck right up), driven down to back campus, and thrown into the trench. It seemed a bit gross, but...that's what we were told to do.

By time we got to about the third truckload, it began to get interesting. Strange-looking clouds of smoke and steam began to rise from different areas of the pit. The job took on a new slant: You'd pick up an old, rusty container, with a long-faded label, and try to pick a likely spot in the trench to start up a new chemical reaction. Some stuff smoldered, but nothing ever really exploded, and no one fainted from the gases, but it did look touch-and-go there for a while. The next day, the Buildings & Grounds folks covered it all up again. Still there I suppose...I'd look out for the Night Crawlers back there.

LEWIS KREGER  
CLASS OF 1960

### ERRATA:

JAMES COBERN is a member of the class of 1994 in Annapolis. He was incorrectly included with the class of 1990 in the Fall 2003 edition of *The College*.

BENJAMIN BLOOM (A97) is studying at the University of Miami, not the University of Maryland.

*The College* welcomes letters on issues of interest to readers. Letters may be edited for clarity and/or length. Those under 500 words have a better chance of being printed in their entirety.

Please address letters to: *The College* Magazine, St. John's College, Box 2800, Annapolis, MD 21404 or *The College* Magazine, Public Relations Office, St. John's College, 1160 Camino Cruz Blanca, Santa Fe, NM 87505-4599.

Letters can also be sent via e-mail to: reharty@sjca.edu.

# MONEY TALKS...

## AND JOHNNIES KNOW HOW TO LISTEN

BY SUSAN BORDEN, A87

**T**HE LIFE OF THE MARKET-PLACE is often considered antithetical to the life of the mind, the pursuit of money opposed to the pursuit of virtue. So why do a noticeably large number of St. John's alumni enter the world of finance? And why are they so successful?

In Richard Connell's "The Most Dangerous Game," celebrated hunter Sanger Rainsford is shipwrecked on an island owned by General Zaroff, a sportsman who hunts the most challenging of prey: man. Zaroff gives Rainsford a six-hour head start, and the two men apply all their "courage, cunning, and...reason" in a contest of kill or be killed.

Ron Fielding (A70) says that the thrill Zaroff seeks in matching wits with his peers reminds him of the excitement he finds in working in the financial world.

"You can be more competitive and make money by outsmarting or outfiguring other people who are also very

bright," says Fielding, who, as vice president with OppenheimerFunds manages \$13 billion in municipal bonds. "Part of the attractiveness of working on Wall Street is that it's not soft. There's a measurement of intellect that's applied to problems, and results are measured. It's not a place where you can get a promotion by impressing the boss. On Wall Street, your scorecard is quantified and published for the whole world to see. It's like Zaroff going up against the best and brightest."

A surprising number of graduates, Fielding included, succeed at the highest levels of the financial world. And it's no fluke. A St. John's education, Fielding says, provides sound training for the high-stakes world of finance. Graduates can gain an advantage with advanced courses in economics or business, but the skills they develop at St. John's have enduring value.

"Years after you leave business school, there will be new problems to solve that didn't come up in your classes," he says. "You'll have to figure them out faster than other people. St. John's is valuable because it teaches us to analyze the world for ourselves rather than have someone explain it to us."

The story of Warren Spector's career has a plot similar to Fielding's and that of nearly every Johnnie who succeeds in the financial world: A bright mind encounters a

*“A vibrant financial market is truly one of the greatest assets of the United States.”*

WARREN SPECTOR, A&T



CHRISTOPHER HUSTON

WARREN SPECTOR'S EASE WITH THE UNKNOWN CONTRIBUTED TO HIS SUCCESS IN THE FIELD OF FINANCE.

new market where the rules are not yet established, the textbooks have not yet been written, and the best strategy will reap the greatest rewards. Armed with intellect, imagination, and analytical prowess, the Johnnie explores the opportunity, grasps its principles, and fine-tunes a winning approach.

Spector (A81) had not been working long at the banking, securities trading, and brokerage firm Bear Stearns when he had the chance to enter the emerging mortgage-backed securities market, investments backed by a pool of mortgage loans. "It was an exploratory time. It was not all derived and established and written down. Everyone was learning it for the first time. If you could understand the concepts, you could get an advantage over other people," Spector says. "I had had an education consistent with being in that exploratory world, an education where no one told me the answers because no one knew the answers."

With Spector's ease with the unknown and the resources of his firm's research and analytics department, Bear Stearns became one of the leading firms in the market, and Spector became an expert in his field. Later, Spector branched out to other parts of the business and, in June 2001, was promoted to president of the firm, which has \$209 billion in assets.

Lawyer Steve Thomas' (SF74) version of the story is roughly similar. Thomas found himself assigned to a project in what was then a new field—structured finance,



DAVID TROZZO

which includes mortgage-backed securities. Thomas quickly became good at it and was well-rewarded for his understanding.

"One reason Johnnies do well is that we're not afraid to do things on our own," he says. "A lot of people just say 'I don't have the math brain so I can't think about it.' Johnnies tend to start thinking about it."

Thomas, who is active on the Johnnie List, an unofficial list-serve for St. John's alumni, says that he recently re-read

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RON FIELDING (A70) WELCOMES THE CHALLENGES OF WALL STREET.

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postings to the list from the days following 9/11. "It was weird reading them," he says. "It brought back what those days were like. The most interesting things to read were the posts where people started speculating about why the towers collapsed. We had a bunch of non-engineers trying to figure out the structural stuff, and some of them were astonishingly right." In Thomas' mind, St. John's deserves the credit: "There's a sort of intellectual fearlessness you achieve by going to a place that starts you out reading Homer and Plato."

There's a nearly universal prejudice, as pervasive in the academic world as elsewhere, that thinks of money-making as a brutish pursuit, that hesitates to call "intellectual" the fearlessness necessary to succeed in the financial world and resists comparing the challenges of the classics to the challenges of the marketplace. Johnnies in the



*“Many of the best venture capitalists are not focused on money but on developing an opportunity and creating a successful business.”*

STEWART GREENFIELD, CLASS OF 1953

financial industry give little thought to this prejudice. They're more concerned with the intellect of their colleagues, with whom they compete every hour of every day.

Look no further than the debacle of Enron's deceit and collapse for a lesson in the importance of analytical practice. According to Bob Elliott (A77), co-founder, co-owner, and managing director of the investment banking firm EHS Securities, Johnnies have the competitive edge because they know how to ask the right questions: “Financial analysts ask questions to get beyond what is shown to them on financial statements,” says Elliot. “There's a lot of information in the public domain that can be taken at face value. But there is a gain to be made from digging in and finding out what's not on the cover of the report.”

Elliott says that it doesn't matter if the information uncovered is good or bad; there's profit either way. He illustrates this point with an infamous example: “Enron was a public company that published all kinds of information about itself, as it was required to. 99.9 percent

of the people who invested in Enron stock took what Enron published at face value. But there were some smart people who didn't settle for that, who dug in and started asking the right questions and found answers that, frankly, weren't very happy answers. But they were able to gain tremendously from a financial standpoint as a result of being a little bit smarter.”

The philosopher must ask: what does it mean to profit from the wrongdoing of others? Those already uncomfortable with wealth become suspicious: Perhaps a great crime does lie behind every great fortune.

Venture capitalist Stewart Greenfield (class of 1953) is proof to the contrary. Greenfield made millions funding and developing many of the high-tech start-ups that have revolutionized our working environments, such as Seagate, Compaq, Genzyme, Sandisk, and Polycom. Yet he lives relatively modestly, using his money to preserve tropical rain forests and fund other environmental projects.



DAVID TROZZO

STEWART GREENFIELD  
FOUND SUCCESS AS A  
VENTURE CAPITALIST.

*“The life of the mind depends on  
the commerce of thought.”*

HAROLD HUGHES, A84

He says that he is not alone in his choice: “Many of the best venture capitalists are not focused on money but on developing an opportunity and creating a successful business.”

Where the focus is reversed, Greenfield sees trouble for the financial world. “Many of the recent problems stem from the fact that the emphasis has turned from creating a business to creating wealth,” he says. “People who run companies have been seduced into producing numbers that are more oriented to satisfying stock analysts and investors than controlling or understanding what’s happening with the business. The drive for earnings growth has become very corrupting.”

Elliott agrees about the causes, but says that they are a necessary evil in an imperfect—but worthy—system. “The course of economic conditions and financial markets in the U.S. means there will always be the potential for an Enron,” says Elliott. “But that’s not entirely a bad thing. The alternative is to have a system that somebody in his great wisdom defines as

### READING LIST

*Classics: An Investor’s Anthology*,  
Charles D. Ellis, ed.

*Money of the Mind*, James Grant

*Moneyball* and *Liar’s Poker*,  
Michael Lewis.

*When Genius Failed: The Rise and  
Fall of Long-Term Capital Man-  
agement*, Roger Lowenstein

*Extraordinary Popular Delusions  
& The Madness of Crowds*,  
Charles MacKay

*Engines that Move Markets*,  
Alasdair Nairn

*Capitalism, Socialism and  
Democracy*, Joseph A Schumpeter

*Wealth of Nations*, Adam Smith

the perfect system. In the best scenario it would have no flaws, but there would be no opportunity for others to say, ‘Hey, there’s a better way to do things.’”

Spector offers a similar defense of the marketplace: “Financial markets are among the cornerstones of the success of the U.S. economy. Do those financial markets create the opportunity for greed? Yes, they do. Do they create the opportunity for abuse? Yes, they do. But the people who benefit from those abuses ultimately get brought down. That’s part of how markets work. A vibrant financial market is truly one of the great assets of the United States.”

Good for the country, granted. But is financier a worthy occupation for a student of virtue, a lover of knowledge, a St. John’s alumnus? Harold Hughes (A84), senior vice president at the financial services company Legg Mason Wood Walker, says yes, absolutely. “The life of the mind relies on the commerce of thought,” he says. “And the Socratic method is a facilitation of that commerce. The work I do is a natural extension of my St. John’s education.” ❀

## THE WIT AND WISDOM OF WEALTH

Money is a singular thing. It ranks with love as man’s greatest source of joy. And with death as his greatest source of anxiety.

JOHN KENNETH GALBRAITH

Money is the worst currency that ever grew among mankind. This sacks cities, this drives men from their homes, this teaches and corrupts the worthiest minds to turn base deeds.

SOPHOCLES

Money’s a horrid thing to follow but a charming thing to meet.

HENRY JAMES

Money is better than poverty, if only for financial reasons.

WOODY ALLEN

Money is like muck, not good except it be spread.

FRANCIS BACON

Being good in business is the most fascinating kind of art. Making money is art and working is art and good business is the best art.

ANDY WARHOL

If there’s no money in poetry, neither is there poetry in money.

ROBERT GRAVES

Money doesn’t mind if we say it’s evil, it goes from strength to strength. It’s a fiction, an addiction, and a tacit conspiracy.

MARTIN AMIS

# THE VIRTUES OF MARTIAL ARTS

## *Santa Fe Tutors Walk Two Paths*

BY CAROLINE KNAPP, SFOI

**K**RISHNAN VENKATESH BRUSHING UP ON his whip practice is a sight to see. He begins slowly, giving the whip a few preliminary spins and twists. Soon, holding the butt end in one hand, then the other, he is walking slowly, meditatively, the whip whizzing and slicing through the air, its ends cracking rhythmically.

The practice makes him think of Euclid. "When the body is lined up correctly, with purity of intention," explains Venkatesh, a Santa Fe tutor, "very little effort will generate immense force."

The reflection isn't an idle one. The tips of the whip can travel at a seemingly incredible 900 miles per hour. And it isn't a reflection Venkatesh can afford to make while practicing: A whip cracker in Australia recently cut off his own ear.

Welcome to the wonderful intersection of the martial arts traditions and the Program. For the tutors and students who study a martial art on the Santa Fe campus, and the alumni who continue or undertake a martial practice after graduating, it's a realm where analogy reigns, experience is everything, and pitfalls lurk for would-be generalizers.

Students, tutors, and staff members on the Santa Fe campus currently have the opportunity to enter into the study of one of two disciplines of the bu-do, or martial ways.

The college's karate-do program, which has been run by tutor Jorge Aigla (6th Dan) since 1985, has an average of 12 participants per year, and includes tutor Bill Kerr, a third-degree black

belt, and Joaquin Baca (SF95), an admissions counselor and first-degree black belt, as well as Aigla's son Andrés, who at 13 just joined the ranks of the black belts. Aigla's students can be discovered slipping out the door early from Friday-night festivities: All three weekly training sessions are mandatory, including Saturday's 8 a.m. practice.

Tutor Claudia Honeywell has been training daily in aikido since her graduate school days, though she asks just two days per week from students in her St. John's aikido program. The program, which Honeywell began last year, aims to introduce students to the basic principles of aikido; at the end of the school year there were eight participants, all undergraduates.

In addition to these more or less "official" martial arts programs, students and tutors in Santa Fe train in a half dozen other assorted martial arts, including judo and tae kwan do. Tutors Michael Bybee, James Carey (A67), and David Starr hold black belts in various forms of karate. Venkatesh practices not only the whip art mentioned above but also a Korean striking art called Ja Shin Do and has studied escrima and Brazilian jujitsu. Tai chi, historically closely related to the martial arts, is practiced on the Placita before Monday and Thursday seminars by a dozen undergrads and graduate students.

Taken together, these practices form a substantial undercurrent of martial arts activity and thought on the Santa

Fe campus. For the tutors and students who undertake both the study of the great books and the study of one of the bu-do, or martial ways, the relationship between the two is rich with complication, and often with contrast. But it also encompasses elements of analogy and mutual illumination.



TERI THOMSON RANDALL

*“When the body is lined up correctly, with purity of intention, very little effort will generate immense force.”*

KRISHNAN VENKATESH



TERI THOMSON RANDALL

Certainly, the martial arts practiced at the college cultivate many of the same virtues as the “practice” of the Program. In particular, campus martial artists focused on how learning to “listen” and respond with their bodies had sharpened their conversational skills.

Honeywell, a second-degree black belt in aikido, emphasizes the sincerity required by both studies. In aikido, an art often characterized by its fluidity, students strive to “act without personal intent, preconception, or prejudice.” St. John’s students are familiar with the struggle for sincerity in the classroom. Sometimes, there is nothing more difficult than admitting what one really thinks, or putting aside one’s own opinions long enough to be persuaded by a new argument. On the mat, that sincerity might be expressed by giving one’s partner a “genuine” attack, or by allowing oneself to be moved by such an attack. Like the intellec-

TUTOR KRISHNAN VENKATESH PRACTICES SEVERAL MARTIAL ARTS.

tual variety, cultivating this spontaneous physical sincerity is the work of a lifetime.

Venkatesh explains that even in the physically safe space of the classroom, there are advantages to having a familiarity with the threat of physical violence. The latter encourages a process of “calm, intelligent threat assessment” that on the streets might mean the difference between giving an aggressor an even gaze and giving him a well-aimed punch. Facing a difficult student, “sometimes it is sufficient to redirect the aggression in a politely educative way, but other times you might need to voice a clear opposition to unacceptable behavior.”



All of that said, for Johnnies accustomed to talking their way out of (or around) situations, these “conversations” on the mat can be more challenging than the spoken variety. Jorge Aigla, in his book *Karate-do and Zen: An Inquiry*, notes that in the dojo, “one constantly deals with facets of students’ lives and personalities that are simply not disclosed or available in the classroom.” Issues like fear, self-control, and anger, which in their more subtle forms sabotage intellectual discussion, arise in the physical conversations between training partners and are addressed physically. As Honeywell says, “problems have to be worked out dynamically.” In her aikido class, she points out, there is no talking.

On a structural level, it’s easy to see why students and tutors from St. John’s might feel an affinity with traditional martial arts programs. Barr and Buchanan could have been taking a cue from the Japanese when they recognized that creating a formal structure for study was one way to encourage creativity and even self-exposure.

Both disciplines are marked by what can seem to outsiders an absurd degree of formality. While dojo etiquette varies from one martial art to the next, it invariably includes the use of specialized, formal titles, ritual openings and closing for each session, and the wearing of clothes reserved exclusively for the dojo. Dojo observers, like prospective students, are generally allowed to watch classes in session but are not allowed to participate.

Just as St. John’s students quickly realize that their study extends far beyond the hours they spend reading, martial artists strive never to completely leave the *dojo*. As Honeywell puts it, “Being a martial artist is how you live your life. Being a St. John’s tutor is how you live your life. There is no ‘on duty’ and ‘off duty.’”

Nor is there a clear distinction between teachers and students. As at St. John’s, the best *senseis* are those whose teaching is really no more than their ongoing study. In fact, the dojo, frequently criticized in the West as being “too hierarchical,” is in some ways less so than a St. John’s seminar: in the dojo, students of *all* levels train together.

While nearly all of the college’s martial artists can point to skills cultivated in the dojo that pass by osmosis into their study of the great books, all are quick to assert that martial arts, like the Program itself, are not a means to an end. “What we do in the Program is an end in itself,” Aigla says. “The Greeks thought that, and so did the Japanese.”

This commitment to process may be the single greatest shared characteristic of the study of

martial arts and the study of the St. John’s Program. The freshman who completes the *Metaphysics* is no more “done” with Aristotle than a senior writing on Hegel has “understood” him, or for that matter, than a faculty member who spends a sabbatical on Proust has “finished with” *Remembrance of Things Past*.

One of the great purposes of the Program would seem to be teaching the simple lesson that our study of great texts is never completed. In the martial arts, this understanding is often associated with the ZZZ ideogram, the one-stroke circle whose end is its beginning. Martial artists with varying degrees’ experience continue to study the same basic moves—not to “perfect” them but to understand them. Accepting study as an endless process seems to hinge in both cases on recognizing that at the heart of the study lies a fertile mystery.

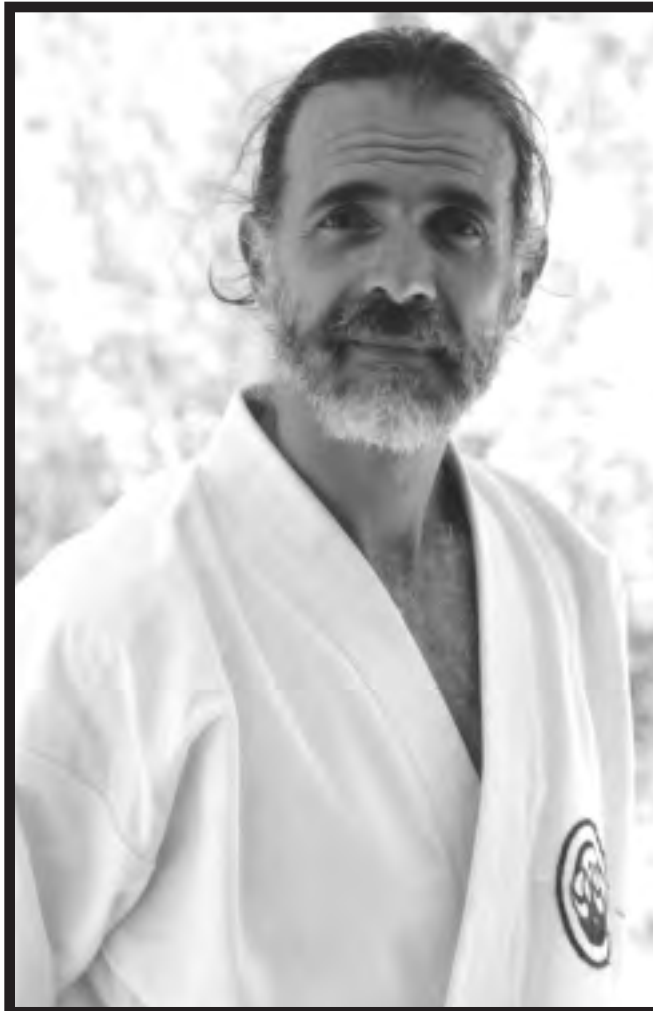
Like a Euclid proposition, a karate *kata* has an internal logic followed by the student; innovation in both situations would be inappropriate. And yet, the beautifully executed *kata*, like the beautifully presented proposition, is an individual expression of a universal truth. The attentive *aikidoka*, like the attentive reader, misses no nuance of her partner’s motion, and the technique performed as a result is as much an expression of the one partner as of the other. “Why” this should be is at some point no longer a helpful question, whereas *in what way* contains a lifetime of absorption.

Certainly for many students, each study makes the other more possible. Karim Dajani (SF91), a psychologist and karate-do brown belt who had Aigla both as a *sensei* and in the classroom, explains that “reading the great books, I realize how infinite and exciting our exploration of the world in and through ideas can be. Studying karate and medicine, I realize how infinite and exciting the exploration of my direct embodied experience can be.”

Do the two ways lead up the same mountain? Can virtue be taught?

“I don’t know if karate-do makes me a better tutor,” Aigla says. “Perhaps it might make me a better person. After 35 years of practice I would hope that I may do something for the world of karate-do, and not necessarily the other way around.” ❖

*Caroline Knapp, of Berkeley, Calif., is a freelance editor and a 5th kyu student of aikido.*



SANTA FE TUTOR JORGE AIGLA  
RUNS A KARATE PROGRAM FOR  
ST. JOHN’S STUDENTS IN SANTA FE.

# MEMORY LANE

## *Meets*

# COLLEGE AVENUE

BY SUSAN BORDEN, A87

A REQUEST FOR STORIES OF ALUMNI'S earliest memories from freshman year brought a deluge of responses, spanning five decades, from Annapolis alumni. Not all of them, of course, were fit for publication, as their authors were the first to note. Many claimed faulty memories and boring first semesters: "All I can remember is pretty bland," wrote Matthew Braithwaite (A97). "Just the usual freaking out over Greek, and upperclassmen trying to electrocute pickles to see if they would glow."

Others were concerned that their stories were not suitable for a college publication: "Would a story that involved skipping seminar, putting on red leather boots and running around campus in nothing but those boots and a twin sheet with two other freshmen maenads similarly clad, be too risqué for your story?" asked Mary Haber (A97).

With so many stories to choose from, we were able to let the unpublishable remain unpublished. The rest we've collected in this sampling of stories recalling the fun and folly of early freshman year.

## WAY BACK WHEN

*Allan Hoffman, Class of 1949*

My first day at St. John's was in September 1945, a strange time because that August the atom bombs were dropped and the war ended. Almost all young men were on an accelerated high school program—you went to school during the summer to get as much education under your belt as possible before you were drafted. I was scheduled to graduate from high school in January of '46, but when the war ended I had already accumulated enough credits for a high school diploma.

I learned of St. John's from my brother, who had gone to Harvard as a pre-med and told me that when he graduated he knew a lot about organic chemistry but little about anything else. We called and spoke to the dean's office. They said, "come on down and pack a bag. If we like you, you'll stay and send your things from home." When I arrived, school had already started—I missed the opening seminar.

My first impression of St. John's was that it reminded me of the prep school I had graduated from: It was kind of Ivy-Leaguey, the buildings were brick, the campus was small. I felt that it was not a big step physically. Little did I realize what a step it was going to be.



BOOKSTORE MANAGER KITTY LATHROP (IN THE CAMPUS BOOKSTORE CIRCA 1945) CAUGHT ALLAN HOFFMAN'S EYE.

I went to McDowell Hall and entered the dean's office. There was a desk piled high with papers in neat stacks and it seemed that nobody was there. Then someone sitting behind the desk rose and I could see her head above the papers. She was a very short woman, very plain, bespectacled. She was Miriam Strange, who was both the dean's secretary and the registrar. She sent me into the dean's office and there was Scott Buchanan sitting behind a desk, also with papers in various piles, but not neat. He was smoking and during the 20 minutes that we spoke he never stopped smoking. I did not understand 90 to 95 percent of what he was talking about.



Next, Scott Buchanan sent me to see the president, Stringfellow Barr, who was very different from Scott Buchanan. He had flaming red hair, was dressed very nattily in a blue blazer, gray flannel slacks, and a vest that did not match his pants or jacket but was complementary. We spoke for about 5 minutes, and I understood 95 percent of what he said. His final words were, "Well, Mr. Hoffman, if you want to be a student here at St. John's, just tell Miss Strange and she'll make all the arrangements."

I told Miss Strange I was going to be a student. She said, "You're going to be in West Pinkney on the second floor and I want you to be in the Coffee Shop tomorrow morning at 9 o'clock to meet Mr. Klein. He'll be one of your tutors and he'll explain to you more of what we do here. You're a couple of days behind—here is the reading list. These are the books you'll have to purchase." I found my room in Pinkney, unpacked, and made my way to McDowell.

When you entered McDowell, on the left were mailboxes, on the right were bathrooms, and in the middle was the Coffee Shop and that's all they sold, coffee, which Leroy poured at a nickel a cup. There were individual seminar tables and in the middle was a larger table where students were sitting around talking with one another. This was the ongoing Coffee Shop seminar.

When the dean and the president weren't busy, they were at that table. When they weren't there, Jascha Klein or Ford K. Brown or Richard Scofield were. If a space was vacated another student took his cup of coffee and sat down and joined the con-

versation. If a tutor had to go to class, chances were some other tutor would slip in. This Coffee Shop tradition was a very vital thing, ongoing from morning with a break at lunch and very often continued after lecture.

The next room, the fireplace room, was a bookstore with couches, chairs, a long low table, the *Washington Post*, the *Baltimore Sun*, and people milling about looking at books. There was a stockroom near the Humphrey's exit that was also the office of the bookstore manager. She walked in and, as plain as Miriam Strange (her sister) was, this woman was beautiful: blonde with a beautiful face, shapely, delightful to look at. Her name was Kitty Lathrop, and she told me I'd have to buy Homer, Euclid's *Elements*, a Greek grammar, a lab manual, a T-square and a drawing

AS IN YEARS PAST, FRESHMEN STILL STRUGGLE WITH GREEK.

board. I took the equipment, went to my room, and read the first books of Homer's *Iliad*. And that was my first day at St. John's.

## SOLDIER, SCHOLAR

*Dick Cahall (class of 1959)*

Seth Benardete was a Greek scholar of considerable renown who spent a year on the faculty at St. John's. I remember being awestruck by his grammatical dissection of a passage from Thucydides...incredible erudition! He went into all the tenses and verb endings and why they were as they were. It permanently changed me from a Marine to a scholar!

## WORDS OF WISDOM

*Sharon Bishop (class of 1965)*

Memory 1: My first or second day on campus (I'm still unpacking), I hear this exchange outside my Campbell window:

Student One (male): "Hey, what do you know?"



Student Two (male): “Man is born, he suffers, and he dies.”

Memory 2: I am in the Coffee Shop after seminar with Bob Bart, one of the seminar leaders, and he says, “Miss Bishop, the only cause worth losing yourself in is the search for truth.”

## INNOCENCE LOST AND FOUND

Howard Zeiderman (A67)

Before I came to St. John’s I attended Dartmouth to study mathematics. I had John Kemeny who was then the chair up there and had been Einstein’s math assistant when he was 20. We were a class of eight students, and I realized mathematics was not my destiny. I quit twice and eventually came to St. John’s.

On my first day in class—Friday—I went to math tutorial. The tutor, Molly Gustin, gave the assignment. Excited, I rushed back to my dorm room to work on it. I heard that we should read the postulates and then figure out what the first proposition must be. So I read those five postulates over and over again and had no idea what should come next. I had too much pride to check. So I was getting more and more depressed as it seemed that everyone else was having a relaxed and fun weekend. I felt I had stumbled into a place of the most extraordinary people in the world and I was not one of them. Finally I decided I was not meant to be here and planned to drop out. I decided I would go to the picnic at the president’s house, pack up and leave—one more defeat, the third time I had dropped out of college. There I discovered that the assignment was to read the postulates and *read* the first proposition. So I did the assignment and stayed. However, that weekend always stayed with me. Those hours must have pointed me in the right direction.

Sometime later I finally learned to read the postulates more innocently. I was reading the fifth as a parallel postulate. However, it isn’t about parallels but about triangles. It states the conditions under which we would get a triangle. It took me years of St. John’s to learn to read innocently. Had I been that already I would have at least had a shot at thinking that the first proposition might be the construction of an equilateral triangle.



TODAY’S FRESHMEN, DISSECTING COW HEARTS.

## GRANDFATHER JASCHA?

Jerry Caplan (A73)

My excitement at the prospect of my very first St. John’s seminar was dimmed by the news that our senior seminar leader, Dean

Robert Goldwin, would not be with us for some time due to a back ailment that required immobility. Entering the seminar room for our first discussion of the *Iliad*, one saw in the place of the senior leader a white-haired, pipe-smoking, kind-looking old man, dressed in a dark suit. Just out of high school, I naturally associated a “substitute” teacher with someone good-natured and incompetent, so I had drastically lowered expectations for the first few weeks of seminar, assuming that the quality would depend decidedly on the quality of our senior leader. To my surprise however, our guest had some remarkably provocative things to say about the tragedy of the *Iliad* and Achilles as the tragic hero, thoughts which both intrigued and confused me.

Later, during my first after-seminar visit to the Coffee Shop, an upperclassman engaged me in conversation, curious to know how things went and who were my seminar leaders. When I explained to him the circumstance of our temporarily losing our “real” seminar leader and identifying for him our “substitute,” his eyes widened, his jaw dropped, and he exclaimed with awe and envy, “You had Jascha Klein for freshman

seminar on the *Iliad*?!” He proceeded to explain to me just who Mr. Klein was, although the significance did not sink in entirely on that occasion. Still, I left the Coffee Shop that night feeling a bit better about my first seminar experience knowing that our “substitute” was not just someone’s grandfather who had been gently coaxed to fill in.

## STRANGE NEW WORLD

Leah Casner (A78)

St. John’s was a whole new world to me. I was so giddy my first months...I felt I finally had found a place, slightly off kilter from the rest of the world, where I fit in. When I had been a prospec-

tive student, Tricia Kulp and I were amused in a freshman math tutorial by Sara Anastaplo's proof of a line being straight; the proof was something like, "well, it has to be or it would be warped, and that's just wrong." St. John's, we felt, was a bit warped and, unlike the line, we felt that made it right.

## NOT AN ICE BREAKER I'D CHOOSE

*Marion Betor Baumgarten (A82)*

My first day at St. John's: After I spent about 15 minutes in my room crying after my parents left (that door closing was so, well, final), I decided to iron something so I would look nice for my first dinner. I ended up burning my hand on the iron and having to eat dinner with a giant ice pack on my hand. Which did not attract the kind of attention I was hoping for...

## PRESERVING TRADITION

*Wendell Finner (A82)*

My freshman-year roommate was a returning student, who hadn't completed freshman year the year before. He told me that it was "traditional" for someone to ask at the orientation with the Instruction Committee why Eastern classics weren't in the Program. When nobody else asked the question, I stuck my hand up and asked. Dean Sparrow's answer was practical rather than philosophical—any addition to the Program means something

must be removed. Nobody thanked me for preserving the tradition. I dutifully passed it on to incoming freshmen in following years.

## IF YOU CAN'T BEAT 'EM...

*Chris Denny (A93)*

I spent the night of Seducers and Corrupters walking back and forth from the party in the FSK lobby to the sycamore tree on back campus, sitting down alone under it, and saying to myself, "How can I possibly spend four years with these lunatics?" The answer proved to be simple—I became one of them.

## A MATCH MADE IN IGLEHART

*Paula Rubin Swann (AGI97)*

John [Swann] (AGI97) shows up at the gym for the first time in January as he's starting in the GI program in the Spring semester. No one knows that John is a decent ball player (or, that he is left-handed). We start playing (Hustlers vs. Green Waves) and I'm stuck guarding 6'4" John (I'm 5'6"). After the fourth or fifth time John gets a rebound from over the top of my head after I have him boxed-out, I get upset that I'm not getting an "over the back" call and decide to take matters into my own hands. The next time he goes up for a rebound and I have good position on him, I under-cut his legs and send him crashing to the floor!

While lined up next to each other at the next free-throw, he says to me, "Nice under-cut." I say back to him, "If you stop coming over my back, I'll stop under-cutting you." To that, John apologized which I thought was very sweet of him! After getting to know each other better in class, we started dating and you know the rest!

*Note: Paula and John married June 7, 2003.*

## HAPPILY EVER AFTER

*Annemarie Catania (A97)*

I met my fiancé, Allen Ziegenfus (A96), at a waltz party on my first night at St. John's. My roommate, Céline Bocchi (now Abramovich), had been asked to dance right away. Except for one waltz with a GI who smelled like wine, I had only been observing



EAGERLY TAKING IN A TUTOR'S WISDOM AFTER SEMINAR.

until this person I'd identified as a potential dance partner sat down next to me, in conversation with the woman he'd just danced with. He was facing her, so I couldn't get his attention (I found out later he had a crush on her). It took me half the length of the song that was playing to gather all my freshman courage, lift my hand, and with one finger... tap him on the shoulder!

Allen danced with me for three more songs, and spent a while talking to Céline and me. I remember him asking what I thought of "old Homer" (not much, because I'd barely survived the catalogue of ships at that point), and showing us a pocket watch he'd bought in China that summer. He held the door for us as we left the Great Hall, and even got my name right when he said good-night (instead of calling me Emily or Emory, which often happens when people first hear my name).

As Céline and I walked up the stairs to our new home in Randall, she told me that at some point in history, people considered three dances grounds for marriage. She was recently delighted to hear that Allen and I are planning to get married on January 17, 2004.

## NOT IN THE STARS

*Jenn Coonce (A97)*

On the day the dorms opened, my roommate and I and our families were doing the awkward, nice-to-meet you formalities. When everyone left the room but the two of us, she asked me "What's your sign?" When I told her Gemini, she said, "I knew it! We'll never work out as roommates. I'm a Virgo." And we didn't...

## SPARTAN EXISTENCE

*Rudy Hernandez (A99)*

After I read Plutarch's "Life of Lycurgus," I decided that I wanted to be a Spartan. This involved me giving everything I owned away except for my sheets and a Melissa Etheridge CD because Spartans weren't real big on personal property. ✱

# COMING SOON: FRESHMAN YEAR, PART II

It is hoped that Santa Fe graduates are hereby provoked to send along a freshman year memory for a future edition of *The College*. E-mail stories to: s-borden@sjca.edu, or put them in the mail addressed to Susan Borden at *The College*, 60 College Avenue, Annapolis, MD 21401.

In the meantime, here's a teaser:

## OF RAINBOWS AND ARISTOTLE

*Philip Horne (SF85)*

I'd like to pass along a memory of my first days on the Santa Fe campus in the fall of 1980. Even before the first class had convened, I was sitting at my desk reading and rereading the same sentences from the first assigned lab text—30 or so pages of Aristotle's *Parts of Animals*, which, I think, is assigned to sober up (and scare the bejeezus out of) the incoming freshman. I was going to get that first assignment licked, and had allotted the entire afternoon and evening to its study so that by class time the following morning I'd have a sure grasp of Aristotle's every nuance. Suddenly there was a great, hollering, screeching, whistling, clapping, cheering wave of noise—inappropriate in the lower dorms, where it

was supposed to be quiet—which interrupted my profound meditations on Aristotle.

I was not amused. Giving up on the nearly memorized yet still inscrutable sentences from the text, I turned around from my desk to look out the window only to witness further horrors. Although we had been warned in our orientation that the tops of the buildings were strictly *verboten*, they were now crowded with students staring into the west, whooping and hollering. So, leaving Him open on the desk, I went outside to see what all the fuss was about. As the sun set through the clouds, there was a great big double rainbow over the mesa. It was spectacular. Usually in double rainbows, one of the two is bright, and the other is more muted. Here, both of the rainbows were vibrant. The folks up on the roofs said that a few minutes before it had been a triple rainbow! Thus the cheering. I joined in the noise, which then faded to a kind of meditative quiet as the sun set and the rainbows themselves faded away. By then it was dinner and one by one the other students slipped away. After eating and drinking a glass of flat dining hall coffee, I went back to Aristotle. There was enough study time left to read seriously through only the first few pages, so I sort of skimmed the rest. That's my memory of the first day or so in Santa Fe, capital of the Land of Enchantment. ✱

# “A PRETTY PIECE OF LAND”

## *How ROTC Saved St. John's College*

BY GINGER M. DOYEL

*In 1945, the U.S. Navy needed more offices and the U.S. Naval Academy needed more space. The Academy looked across King George Street at the tree-lined grounds of a small liberal arts college that was struggling to survive, and pictured a site for a sprawling dormitory and mess hall for midshipmen. Lined up on the Academy's side were military supporters, civic groups, the Chamber of Commerce, the daily newspaper, and seemingly, most of Annapolis. How St. John's fended off the attack makes for a classic David vs. Goliath story.*

CONDITIONS WERE RIPE FOR A THUNDERSTORM ON July 26, 1945, as nearly 100 women marched to the Maryland State House. Led by Mrs. Morden Rigg, they were coming to protest the Naval Academy's plan to annex St. John's College—a plan that pitted the U.S. Naval Academy and its many ardent supporters against a small, financially struggling liberal arts college. Rumors that the Academy had designs on St. John's had begun in 1940 and resurfaced again during the war. In 1945, the Naval Academy announced its expansion plans and began an aggressive campaign to take over the 32-acre St. John's campus—a campaign that would take a fight in Congress to settle.

Underlying the Academy's effort was a need to expand. World War II brought sweeping changes to the school, especially an increase in its student body. While about 3,200 midshipmen attended in 1945, postwar estimates predicted that this figure could soar to 7,500. At that point, the Academy could not handle such an influx; most of its facilities were built when the enrollment num-

bered 800, and its dormitory was designed to house just 2,500.

This lack of space prompted the Academy to pursue a \$70 million expansion. It planned to annex and build academic buildings on three acres belonging to the city of Annapolis, and acquire land in West Annapolis owned by the Naval Academy Athletic Association. The third phase of its plan called for taking over St. John's (for a suggested purchase price of \$750,000), razing its buildings, and replacing them with a dormitory. While the plan's first two parts met little opposition, the third created a storm of controversy.

### THE NAVAL ASSAULT

From the mayor to the media, most locals, 80 percent according to the Annapolis newspaper the *Evening Capital* favored the proposed takeover. First, citizens feared losing the Academy—and the \$17.5 million that the Navy injected into the economy each year. In 1945, congressmen from the West Coast, Midwest and South fought to relocate the entire school, or at least part of it, to their areas of the country where space was abundant.

Not surprisingly, the *Evening Capital*, sided with the Academy. Throughout the conflict it ran pro-Navy editorials with headlines such as: “Back the Academy,” “Annapolis Must Act,” and “Academy Expansion Assured.” The paper's president and publisher, Talbot Speer, also belonged to a booster group called the Citizens' Committee for the Retention of the United States Naval Academy in Annapolis. Sponsored by the Chamber of Commerce (another pro-Navy group), the committee consisted of community leaders including Speer; Annapolis Mayor William McCready; Cary Meredith, president of the Farmers' National Bank; Chris Nelson, president of the Annapolis Yacht Yard; Willis Armbruster, manager of Carvel Hall (the large hotel in Annapolis at the time); and Annapolis insurance broker Joseph Lazenby. Under Lazenby's





MARYRENE RUFFIN/ARCHIVES

HAD THE NAVAL ACADEMY ANNEXATION ATTEMPT SUCCEEDED, McDOWELL HALL WOULD HAVE BEEN REPLACED WITH A SPRAWLING DORMITORY.

leadership, the committee produced a petition with more than 4,000 signatures in support of the annexation.

The Maryland General Assembly passed a resolution urging the Academy's expansion into Annapolis, the Annapolis City Council voted to support the takeover, and civic groups such as the Rotary, Civitan, Kiwanis, and Lions clubs were all willing to give up St. John's for a bigger, better Naval Academy.

But St. John's also had its champions, especially its alumni. "Save St. John's" was the theme of the Alumni Association's annual meeting in June 1945 at which Stringfellow Barr, St. John's president, addressed a crowd of 150. During the four-and-a-half-hour session Barr labeled the Navy's plan a "coup to try to grab a pretty piece of land" and urged alumni to voice their opposition.

Alumni answered the call. Many wrote letters to the editor. Herbert Fooks, class of 1906, took up his pen and wrote a passionate poetic defense of his alma mater, "O, Hallowed Ground of Old St. Johns." Appearing in the *Evening Capital* on July 25 it began,

"O, hallowed ground of Old St. Johns!  
Let no one dare profane thee,  
Nor greed, nor gold, nor want of soul  
Seek ever to enchain thee...."

Several alumni, including returning veteran Andrew Witwer, testified before Congress. "None of us went off to war in order that we might return and find that the place where we had begun to learn about a free society was being moved out from under us," Witwer declared, as reported in the St. John's Yearbook, 1945-46. "It is for such institutions that men go to war. It is through the lack of such institutions that men make war."

In addition to the support of its indignant alumni, St. John's received backing from preservationists, the Severn River Association, and 100 prominent citizens who signed "An Open Letter" urging locals to preserve



TOP: VICE ADMIRAL AUBREY W. FITCH, U.S. NAVAL ACADEMY SUPERINTENDENT DURING THE CLIMAX OF THE PROPOSED TAKEOVER. BOTTOM: STRINGFELLOW BARR, ST. JOHN'S PRESIDENT.

the college. Many of its signers were among the women who protested at the State House in July. Yet they, like the others who favored the college, were clearly in the minority.

#### THE COLLEGE FIGHTS BACK

In late April, St. John's Board of Visitors and Governors drafted a policy in response to the Navy's intentions, which at that point were only rumored. The board, chaired by Dr. Thomas Parran, held that St. John's would only consider the sale if it were given enough money to relocate and if the national interest required it. As Board Secretary Richard Cleveland later proclaimed, the school will "cheerfully accede to genuine national necessity, if such necessity as distinguished from convenience, is formally declared by the Navy," as reported in the June 20, 1945 edition of the *Evening Capital*.

The board sent their policy to Secretary of the Navy James Forrestal. The Academy could only annex St. John's if both the House and Senate Naval Affairs Committees approved its plan. Congressional hearings on the proposed takeover began in May 1945.

The House Committee tentatively approved the acquisition on June 4, but deferred from taking final action until a subcommittee explored other sites for the Academy's expansion in Annapolis. Much to St. John's dismay, the subcommittee concluded that the college should be taken. Other options such as moving the Academy to 850 acres across the Severn River were deemed impractical. Architect John Root, retained by the Navy's Bureau of Yards and Docks to make an independent study on the subject, Academy Superintendent Vice Admiral Aubrey Fitch, and Chief of the

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ST. JOHN'S COLLEGE ARCHIVES

Bureau of Yards and Docks Vice Admiral Ben Moreell concurred.

St. John's, they argued, would simply have to relocate. Annapolis real estate men interviewed by the subcommittee advised that Holly Beach Farm and Hillsmere, both about six miles from the city, would make ideal sites. Dorothy Strickland declared that a 100-acre farm near the South River "would be perfect." As she wrote in her letter to the editor of the *Evening Capital*, "The lovely old brick college buildings could be torn down and erected on the same plans..."

Other locals fond of the town's quirky little "Great Books" college tendered suggestions for its survival, according to a somewhat sarcastic recap in the 1945-6 St. John's College Yearbook: "The Annapolis Roads Club offered us their site and bathhouses and suggested we save McDowell Hall by moving it out there to the beach stone by stone. Innumerable 10-room 'great estates' were offered to us at only three or four times their normal value, and many chambers of commerce, embarrassed by their lack of local culture, invited us to bring our ideals to fruition in their sylvan neighborhoods where, they assure us, the folk were particularly warm and responsive to new ideas..."

Initially, the House and Senate Committees planned to wait until Congress reconvened in October before making a final decision. However, they surprised the public in late July when both approved the acquisition.

The St. John's board remained unconvinced that the annexation was a "national necessity." As Emily Murphy documented in *A Complete and Generous Education: 300 Years of Liberal Arts, St. John's College, Annapolis*, meetings followed among board members, Navy officials and Committee Chairmen Senator David Walsh and Representative Carl Vinson. It was in these meetings that it became clear that the committees had only approved negotiations between the Navy and the college, not the college's annexation. When St. John's refused even to negotiate, additional hearings were postponed until October.

#### SHOWDOWN IN CONGRESS

In the interim, a plan was gaining support that would reduce the Academy's need to expand and impact Congress's final choice. Officials predicted that the postwar navy would require about

## READING LIST

For more detailed accounts on the college's history, recent and distant, the following works are recommended:

*Stringfellow Barr: A Centennial Appreciation of His Life and Work*, and *Scott Buchanan: A Centennial Appreciation of His Life and Work*, Charles A. Nelson, Ed.

*A Search for the Liberal College: The Beginning of the St. John's Program*, J. Winfree Smith.

*The Early History of St. John's College in Annapolis*, Tench Francis Tilghman

50,000 officers. Since it was impossible for the Academy to produce this figure, Secretary Forrestal and Vice Admiral Louis Denfeld created a board to explore other options for officer training.

Chaired by Rear Admiral James Holloway Jr., the "Holloway Board" presented three solutions for producing more naval officers. The first called for converting the Academy into a postgraduate school and was rejected. So was the second, suggesting an entirely new Academy, perhaps for the West Coast. The last, called the Holloway Plan, proposed bringing the Naval Reserve Officers Training Corps (NROTC) to civilian colleges and

universities in order to produce more officers.

While the plan became law in August 1946, Secretary Forrestal approved it in October 1945 as hearings about the Navy's plan to annex St. John's persisted in Congress. Experts continued to testify on behalf of the Academy and St. John's, including James Edmunds, president of the American Institute of Architects. Unlike the majority, Edmunds believed that the Navy could expand in Annapolis without annexing the college.

Congress was expected to make a final decision on October 24, yet failed to do so until spring. On May 22, 1946, by a vote of 11-7 the House Committee declared that "the national emergency neither justifies nor warrants the proposed acquisition of St. John's campus."

After Forrestal notified Parran that the Navy would no longer try to annex the college, Parran asked the Senate to "drive the third nail in the coffin of the project," which it did on June 12. Thanks to its alumni, supporters like Mrs. Morden Rigg and her band of outraged women, and a board that stood up to no less a foe than the U.S. Navy, St. John's was able to celebrate its 250th anniversary later that year—freed from the vision of a Naval Academy dormitory taking the place of McDowell Hall. ✱

*Sources for this story include: the 1945-6 St. John's College Yearbook; Emily A. Murphy's A Complete and Generous Education: 300 Years of Liberal Arts, St. John's College; the Evening Capital and Jack Sweetman's The U.S. Naval Academy: An Illustrated History.*

*Ginger Doyel is an Annapolis freelance writer and illustrator.*



## ANNAPOLIS HOMECOMING: TROPICAL THEME BRIGHTENS RAINY WEEKEND

**W**ith 306 enthusiastic alumni turning out for the party, who could complain if a little rain fell on Homecoming 2003 in Annapolis? A Hawaiian luau planned for the front lawn came off splendidly in Iglehart Hall, with beach balls and inflated palm trees livening up the gym, along with the outlandish Hawaiian shirts and leis alumni donned for the event.

Held September 12-14 in Annapolis (a few days before Tropical Storm Isabel left downtown Annapolis underwater and caused widespread power outages), Homecoming this year was marked by lively seminars, a packed awards banquet in the lobby of the Francis Scott Key auditorium, and a strong turnout by Graduate Institute students.

Seminars filled quickly and were well attended. Among the all-alumni offerings this year was a contemporary book by Bernard Lewis on *What Went Wrong? Western Impact and Middle Eastern Response*. Reliable standards, including Sam Kutler's seminar on Plato's *Republic* and Brother Robert's on Pascal's *Pensées*, proved equally popular.

The class of 1953 celebrated its 50th reunion with a special luncheon for the 13 members who traveled to Annapolis for Homecoming.

Mark Middlebrook, a member of the class of 1983 and expert on fine wines, arranged for a selection of vintage 1980s wine for his classmates to enjoy at the banquet. And the class of 1993 wins bragging rights for biggest turnout: 36 members of the class attended their 10th reunion. ❖



RAIN MOVED THE LUAU INDOORS, BUT SPIRITS WERE SUNNY. ABOVE: TUTOR PETER KALKAVAGE REGALES ALUMNI. RIGHT: WILLIAM J. SCHWEIDEL (CLASS OF 1963, AGI86) RAISES A TOAST TO HIS CLASS AS OWEN KELLEY (A93) LOOKS ON. TOP RIGHT: MARY PAT JUSTICE (SFG171) ENJOYS REUNION CONVERSATION.





IN ADDITION TO THE USUAL PICNICS AND WALTZ PARTIES, HOMECOMING THIS YEAR FEATURED TWO BIG TO-DOS: SATURDAY LUAU FOR LUNCH AND AN ELEGANT EVENING BANQUET IN THE FRANCIS SCOTT KEY AUDITORIUM LOBBY. CLOCKWISE FROM LEFT: ADAM PINSKER (CLASS OF 1952) AND FRANCIS S. MASON SR. (CLASS OF 1943); 1993 ALUMNI ENJOYING THE LUAU; MORE LUAU CONVERSATION; HENRY SHYROCK (CLASS OF 1938) AND HIS WIFE, PAULINE LEMARIE, WITH ROLAND BAILEY (CLASS OF 1935) AND HIS WIFE, HELEN.

PHOTOS BY GARY PIERPOINT



## PROOF: A DIALOGUE

ABEL'S PROOF: AN ESSAY ON THE SOURCES AND MEANING OF MATHEMATICAL UNSOLVABILITY

Peter Pesic

The MIT Press, 2003

**T**HE STORY OF NORWEGIAN mathematician Neils Henrik Abel is a tragic one. Abel's brilliant paper, *On the algebraic resolution of equations* (1824), failed to win acclaim until after Abel died. In *Abel's Proof*, Santa Fe tutor Peter Pesic traces Abel's exploration all the way back to the Greeks in a quest to understand Abel's problem and his proof. Annapolis tutor Samuel Kutler (A54), a mathematician at heart, sat down to discuss the book with Pesic, a physicist.

**MR. KUTLER:** Peter, what's so intriguing about Abel's proof that you should write a book about it?

**MR. PESIC:** My interest in mathematics and Abel goes back to when I was a student in college. I used to go to the mathematics library and dip into the books. I was amazed that anyone could understand such abstractions. I didn't understand them myself, but I was fascinated by the thought that they were intelligible to someone. I guess at that point I heard about Abel. Over the years, in the course of my reading about mathematics, I kept hearing the story that he had proved that not every equation has a solution.

After I became a tutor at St. John's College, I learned more about the fact that there were numbers that were not rational. I began to wonder about their relation to Abel's discovery. Is it possible to understand what he proved when he found that equations that are of the 5th degree or higher in general don't have solutions, by which he meant a solution that could be expressed in terms of a finite number of multiplications and divisions and square roots or cube roots?

I knew that he had found a certain answer, namely that equations don't have



solutions, but I wondered: What was the real question that lay behind it?

**MR. KUTLER:** I think that is just what I'd like to hear about, because the way you've written your book is to provide a wonderful context for Abel's proof. You went way back to the pre-Greek and then Greek works. Could you say why you started so far back? You could have started with the origin of algebra, but you chose to provide a very rich context. Why is this?

**MR. PESIC:** I suppose it's a temptation of all St. John's tutors to go way back before the beginning of something to try to understand where it came from, in this case, algebra. I wanted to write the book in such a way that it would address people who were interested in mathematics, curious about it, but maybe also frightened of it. I thought that beginning way back would put people at ease and allow them to reconsider these elements, these origins. Maybe as a result it would all take a different look for them, as it did for me.

**MR. KUTLER:** I want to ask something a little bit technical. In order to talk about Abel's proof, one has to use the complex number system. Is it important that all educated people know about the complex numbers—imaginaries and the whole complex number system?

**MR. PESIC:** I think it is, not so much for practical reasons but just to show that numbers aren't as simple as one might have thought when one thought "well, there are fractions and whole numbers." The word "imaginary" is probably not the right word, although it is the word that we commonly use, but maybe it's right in the sense that it shows there is an imagination at work in the realm of numbers so that it's a realm of poetry or vision of a certain sort. In that sense I think it's very valuable to know because it opens our minds further and makes us aware that in considering mathematics we are thinking about something that does call for imagination.

**MR. KUTLER:** You're a friend of Barry Mazur, the Harvard mathematician, and you mention him in your book. He's written a popular book called *Imagining Numbers*, and he, too, is interested in producing imaginaries and the complex number system. Could you describe the differences between your two books?

**MR. PESIC:** Barry's book is really devoted to the question you just asked me: How can one understand imaginary numbers? How did it take so long for us to reach any understanding, and what understanding do we have after all? I was interested in something that also seemed neglected. It seemed to me that Abel had done something very great and important, and I'd never heard a word about it. So I guess my book begins where [Mazur's] leaves off. I think his really goes as far as Abel; he talks about complex numbers and how they were represented in the 17th and 18th centuries and then stops. He does mention Abel at the very end, and I guess that's where I thought of mine as beginning, although I wrote mine quite independently of his.

The great challenge of my book was to try to give an account of abstract mathematics that would neither on the one hand be completely technical so that it was only addressed to people that already at a certain point understood it, nor so non-technical that it never really touched the living heart of what was going on. I looked at every math book I could find, because I thought that surely somebody had said something helpful in all these books that had been published in the 200 years since Abel did his work, something that would help me understand what was the heart of that proof. And I didn't discover any such account.

## EXCERPT:

Mathematical symbols may indicate hidden truths that have deep human significance, even as they transcend the human. Abel's proof contains a prime secret; how can a search for solutions yield the unsolvable? Perhaps if I tried hard enough, I could understand. I studied modern texts, but the key remained elusive. Absorbed in advanced studies, experts may cease to wonder about the elementary. They might not notice the kind of basic insight I was seeking. To find it, I needed to return to the sources, retracing the journey recounted in this book. The story begins in ancient Greece and has climatic scenes in Norway and France in the 1820s. What Abel found is indeed surprising and strangely beautiful.

—ABEL'S PROOF

Finally, I worked through Abel's original paper, which is very short, because he lacked money to pay for anything longer, but as a result the paper is telegraphic and hard to understand. But I still didn't understand. The argument made sense, but I couldn't see what it was based on or what was behind it. After a long time, and trying to read those who came after Abel, notably Galois, who carried Abel's ideas much further, I was able to find something that suddenly seemed intelligible.

My book tries in a kind of slow, groping way to reach that realization to make Abel's ideas intelligible, maybe even visual, as best I could. This was an interesting experience, because I was not a mathematician and I was struggling to keep up with the mathematicians I did talk to or read. I asked myself, How is it possible to find a guiding thread in this mathematical labyrinth? The clue was that things may not commute. That is the heart of the story that I tell in the book.

**MR. KUTLER:** You mention that the death of Abel was premature and it certainly was, because he lived, as you mention in the book, to be only 26 years old. Did you have a feeling for Abel and when he lived? And how a mathematician even of great

powers could at 26 years old do something that no one before him had ever done?

**MR. PESIC:** For Abel, mathematics was a felt experience. What for us are abstract concepts were for him felt and palpable realities that he experienced with an almost emotional or perhaps even physical directness. My book wonders at that kind of a talent, the kind of sensibility he had, which I certainly don't have myself. I am certainly not an insider to the level of mathematics as Abel practiced it, yet I hope that it helped me mediate between his extraordinary mind and ours, as we try to understand: What did he really see, and what did he feel?

## PLATO AND THE FOUNDING OF THE ACADEMY

John Bremer

*University Press of America, 2003*

John Bremer says he has come into possession of a letter purporting to be from Plato himself, and addressed to his great nephew. Bremer, a former St. John's tutor, describes how the letter came into his possession, presents its text in English, and in 100 pages of footnotes and other tabulations and analyses develops and clarifies the letter's contents.

In the letter, the author elaborates a scheme of the design of the *Republic* based on a 12-hour reading period, beginning at noon and ending at midnight. The way into duration is the syllable count. The *Republic* may be divided into 240 three-minute units—each of roughly 750 syllables. (Bremer calls them Bremer Units.) The speed is fast, but not unrealistic. Plato would have composed on wax tablets, most likely of equal size, and in this way he could keep track both of the number of syllables on each tablet, as well as the tablets themselves—by numbering them. He could follow the time frame in which each part of the conversation played out. And he could also—as he surely did—compose each numbered tablet with reference to other tablets, and often with them side by side.

What emerges when the *Republic* is viewed through this lens is an architectural marvel—suffused with symmetries musical, astronomical, geometrical, even choreographic. The famous Divided Line, for example, itself divided in extreme and mean ratio, comes at precisely the Golden Section (the point which divides in extreme and mean ratio) of the duration of the conversation. An elaborate and precise

ring composition also reveals itself. Bremer has shown this with a table that places summaries of tablets 1 and 240, 2 and 239, and so on, side by side.

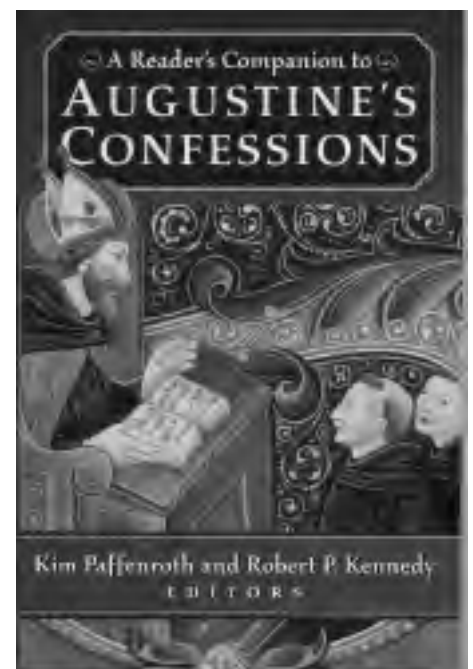
The design of the *Republic* for once finds a concrete exposition in Bremer's work—a truly new way to read the ancient text.

—NOAM GEDALOF, AO3

## A READER'S COMPANION TO AUGUSTINE'S CONFESSIONS

*Kim Paffenroth (A88) and Robert P. Kennedy, editors*  
*Westminster John Knox Press, 2003*

In this book, a tool for teaching and studying the *Confessions*, 13 scholars look at each of the 13 books and interpret their chapters in light of the whole and in light of the rest of Augustine's works. In addition to co-editing this collection, Paffenroth, an assistant professor of religious studies at Iona College in New York, contributed an essay on the 9th Book, "The Emotional Heart of the *Confessions*." In putting together this collection of interesting essays, the authors in their introduction say they have attempted to offer "a useful and challenging introduction to Augustine's most famous work, as well as a unique contribution to scholarship on the *Confessions*." ❀





## INSPIRED BY THE CLASSICS

*Francisco Benítez, SF89, Pursues the Bacchae*

BY TERI THOMSON RANDALL

**T**he Dionysiac frescoes found in the Villa of the Mysteries outside of Pompeii have been a rich source of inspiration to Santa Fe artist Francisco Benítez (SF89). Unearthed in the excavation of the villa outside of Pompeii in 1909, the frescoes were almost perfectly preserved thousands of years after they were buried in the eruption of Vesuvius. The three panels depict a woman undergoing the secret initiation rites—the so-called “mysteries”—of the cult of Dionysus, god of wine, ecstasy, and passion.

Profoundly moved by the frescoes, Benítez spent three months in Naples during the summer of 2002, studying each panel in depth and visiting Herculaneum and other archeological sites. His latest series of paintings, called *The Bacchae* after the play by Euripides, reference the Dionysian frescoes with their intense blood-red backgrounds, faux architectural details, and sensually rendered life-size figures. But their content differs from the mythological imagery of the original work, which includes the god Bacchus, his sidekick Silenus, a winged demon, a faun, and the ritual flagellation of a frightened maiden. Instead, Benítez’s paintings depict beautiful women in quiet moments of reflection. The walls behind the women are painted in the style of the ancient Roman villas, with elaborate faux architectural motifs and painted vistas. Trompe l’oeil cracks and crumbling plaster also reflect elements of the original fresco.

In discussing the inspiration for his work, Benítez describes his years at St. John’s as a type of initiation, a life-changing and “intense” experience.

“It made me develop who I was and come to grips with the gifts I had and didn’t have,” he explains. “If I didn’t have that experience, I might have been lost another 10 years. It’s a place that pushes you to your limits.”

Benítez took his first formal art class, a life drawing course, at St. John’s. Several of his classmates shared his passion for fine arts, and the group regularly checked



TERI THOMSON RANDALL

out art history books from the library and discussed them together.

His soul-searching at St. John’s led Benítez to realize that his destiny was to become a painter. He left the college after two years to study at the Art Students League in New York City. He finished his fine arts degree at the University of New Mexico, including a study-

FRANCISCO BENÍTEZ (SF89), SHOWN HERE WITH “BACCHIC TRIO,” RENDERS HIS FIGURES LIFE SIZE, A TRADITION CALLED MEGALOGRAPIA THAT DATES BACK TO THE CLASSICAL GREEKS.

*continued on next page*



abroad experience at Facultad de Bellas Artes in Granada, Spain.

Though Benítez is a product of a contemporary art school education, his highest aspiration is to emulate the figurative painters of the Renaissance and the master painters of the ancient Romans and Greeks, who Benítez believes give Michaelangelo and Raphael a run for their money. "The nuances one finds in the Old Master figurative paintings are lost in contemporary painting," he says, although contemporary painting, with its "rawer" depiction of the figure, "expresses our period best."

Almost from the beginning of Benítez's formal art education, he was drawn to the works of the Old Masters because of their "sense of atmosphere, and the way the human body is presented that seems so unobtainable technically. I wanted to reach it," said the artist. "It became an ongoing struggle to get to that place

where one can express certain realities of the human experience."

Benítez soon found that the techniques of the Old Masters were not given much weight in his art school syllabi. "In art school, the past is ignored," he said. "It is a dictatorship of the contemporary. Not that everyone should be obsessed with history. But there should be room for everybody." Benítez had to learn from the old masters on his own, by studying the masterpieces in the museums of Europe and through endless trial and error with materials and technique.

The seeds for Benítez's interest in classical figurative painting were probably planted by his parents. The artist is the son of the nationally recognized flamenco dancer and choreographer María Benítez and her husband, Cecilio, a set designer who also sculpts and paints. Benítez credits his parents for influencing his interest in tenebrism, a technique introduced by

Caravaggio, that involves the use of extreme contrasts of light and dark in figurative compositions. His father exposed him to the masterpieces of Velázquez and Goya. And his mother, he says, "gave me the sensitivity of expressing strong feelings to the viewer. There has to be emotional content in the work. The cerebral has to be balanced with the heart, the emotions. After living with them, I don't think I could have become anything other than an artist."

Ultimately, Benítez would like to expand his *Bacchae* paintings to a series of perhaps 20 pieces. In the meantime, his next body of work will explore what he calls "the confrontations between Christian mysticism and ancient paganism." These works are destined for a group exhibition in Provence next spring that will center on the concept of juxtaposing images and texts. ❀

## 1932

**HENRY SHRYOCK** and his wife, Pauline Lemarie, were featured in an article by Angus Phillips in the *Washington Post* sports section on November 9. The couple was interviewed on a hike with members of the Potomac Appalachian Trail Club. In the article, Lemarie, now in her 90s, says that she limits her hikes to five miles, no rocks. "My husband still likes rocks. He'll leap from rock to rock. He's like a goat—in more ways than one!" she's quoted as saying.

## 1935

"I am still practicing law in this small upstate New York village," writes **RICHARD S. WOODMAN**, from Waterville, N.Y. "I wonder where all of the Class of 1935 are, for I don't see any information about them in the alumni news."

## 1942

**ERNEST J. HEINMULLER** writes: "The Talbot County Commissioners have recently appointed me to the Talbot County Emergency Services Board. This board coordinates fire department and ambulance services."

## 1943

**MARTIN ANDREWS** has begun his sixth year as Commander of the Nassau-Suffolk L.I. Chapter of the American Ex-Prisoners of War.

"I have no important news, but I ask that Marcel Proust's *Swann's Way* be restored to the fourth-year reading list (seminar or language tutorial)," writes **MILTON PERLMAN**.

## 1947

**JOHN BRUNN** is continuing his education by taking classes at the Fromm Institute in San Francisco,

mainly humanities, literature, and history.

## 1948

**PETER DAVIES** and his wife, Phyllis, plan a trip this coming April to visit son Ken and five grandchildren in Uganda, where Ken is the country director of the UN's World Food Program. Peter writes that he is "still very active in community activities in N.Y."

## 1951

"This past May, I had a quadruple bypass operation that has now slowed down my singles tennis game to such a pace that my classmate H.R. Bixby would have a chance beating me," writes **DR. LAWRENCE G. MYERS**, from Vermont.

## 1955

"We are fortunate to live in a town with a large university that allows residents to attend classes (with the permission of the professor)," **CAROLYN BANKS-LEEUEWENBURGH** writes from Princeton, N.J. "There are a few of us who take advantage of this opportunity, after which we swim each day, to keep from falling apart. Our so-called retirement years are full and about the same as before except for our obsession with our grandchildren. Greetings to all of our friends of yesterday and today at St. John's."

## 1959

**MIKE and BLAKELY MECHAU**, classes of 1959 and 1958 respectively, are alive and well and retired from the judicial system and public school teaching. They're currently raising fruit in Palisades, Colo. They recently read Eva Brann's book on time with "much enjoyment."

## 1964

**LORRAINE A. MARTIN** was recently appointed to serve as chair of the Connecticut Society of Certified Public Accountants' Federal Income Taxation Committee. Martin, who owns the firm of Lorraine A. Martin, CPA, is also president of the board of directors for Habitat for Humanity of Greater New Haven and treasurer of the North Haven Opportunity for Affordable Housing Inc.

2004, he will be teaching at Semester at Sea, a branch of the University of Pittsburgh that takes place during a voyage around the world.

Send a Piana to Havana, a project started by **BENJAMIN TREUHART** (SF) in 1995, opened a school of tuning and instrument repair in Havana in 2001. This year the Cuban Government gave the project a large building in the former Country Club of Havana (an architectural gem) so it can expand, provided the project's sponsors can raise the money.

## 1968

**ANTIGONE PHALARES** (SF) writes: "Our 35th reunion was the best one yet. The seminar, the meals, the conversations, the weather, the landscape, the memories recalled, all conspired to welcome us back with open arms. We love being members of the first class. Our reunion numbers will always coincide with the age of the Santa Fe campus. I just discovered that one of my neighbors is a descendant of Francis Scott Key (class of 1796). She showed me a daguerreotype image of Francis Scott Key and another of the man his daughter married!! She was as tickled to show them to a St. Johnnie as I was to see them!"

## 1970

**BRONWEN BERLINER** (A) writes: "My sister, Shirley Stickney, died suddenly and unexpectedly on July 25, 2003, at our parents' home. I am working as a nurse practitioner in Falls Church, Va.

News from **HENRY CONSTANTINE** (A70) and **CHRISTINE CONSTANTINE** (A72): "Hank has taken a job as marketing director at Zoll Medical Corp. in Massachusetts. Christine is still with the New York State Appellate Court in Rochester. Living apart and commuting madly—they are still madly in love. Oh, yeah: Son **ALEX** is a junior at SJC."

**E. M. MACIEROWSKI** (A), associate professor of philosophy at Benedictine College, was selected as one of 12 participants in a seminar on teaching about Islam and the Middle East to be held in Amman, Jordan, at the American Center for Oriental Research in January 2004. The selection was made by the Council of Independent Colleges; the seminar is being funded by the Department of State.

## 1969

**MICHAEL ANTHONY** (A) writes to say that his wife, Dr. Sharon K. Anthony, Ph.D., died on February 3, 2003. She taught English for 30 years.

**JOSEPH P. BARATTA** (A) reports: "My big book, *The Politics of World Federation*, will finally be published (by Praeger Press) in December 2003.

**DR. G. DENNIS RAINS** (A) has published a textbook, *Principles of Human Neuropsychology* (McGraw-Hill, 2002). In spring

**RICHARD A. RHODES** (SFGI) writes to say that his local reading group has met September through May continuously for more than 40 years.

## 1972

## 1974

**MARIA KAYANAN** (A) writes: "After 15 years of clerking for Judge James R. Jorgenson on the Third District Court of Appeals in Miami, Fla., I joined the law firm of Podhurst Orseck, P.A., ([www.podhurst.com](http://www.podhurst.com)) at the end of July 2003. The firm is recognized as one of the premiere aviation law firms in the country. I am the 13th lawyer in the firm; I focus on trial support and appellate practice. It's a huge but wonderful change from the quiet and steady inner world of an appellate court.

"I've been married for 28 years come November to Mike Masinter, a law professor at Nova Southeastern University in Davie, Fla. His areas of expertise are employment discrimination, civil rights law, disability law, and federal jurisdiction. We have two sons: Joe, 25, lives at The Foundation for Independent Living in Coconut Creek, Florida—a private residential community for adults with cognitive impairments. Our younger son Sam, 21, is a senior at Amherst

College, majoring in English. We also have two basset hounds and an indeterminate number of cats.

"I can be reached at [mkayanan@podhurst.com](mailto:mkayanan@podhurst.com). Hearing from classmates would be lovely."

## 1976

After graduation, **BRIAN LYNCH** (A) went to medical school and now lives in Chicago. He has written a self-help book based on a theory that is more and more being supported by the high-end neuroscience that is advancing rapidly. "I am always interested in advancing the theory through writing and speaking about it and now through the book," Brian writes. "If there is any interest, please let me know." Information about the book can be found at <http://brianlynchmd.com/whatanother/whatanotherdirect.html>

## BLACK WINE AND OUTDOOR ADVENTURES

**PETER GRUBB** (A80) writes that life in Coeur d'Alene, Idaho, "continues well. We spent the fall of 2002 living in a small village in southwest France, eating well and drinking the black wine of Cahors, elixir of former popes. Our children, then 9 and 11, attended French school while my wife, Betsy, and I took a break from work and life. It was an enriching time. Our adventure travel business ([www.rowinc.com](http://www.rowinc.com)) continues to go well with some 3,200 people joining our trips in the northern Rockies, Ecuador, and Europe each year. Guest historians join us on our five-day voyageur canoe trips in the Upper Missouri, along the Lewis and Clark trail. Families with kids as young as five enjoy our five-day trips on Idaho's Salmon River. Our newest project is developing a five-acre outdoor adventure resort in central Idaho on the Clearwater River. Scheduled to open in May 2004, it will have log cabins and a variety of programs including spiritual retreats and family adventure camps. My passion in the arena of natural and cultural history interpretation continues as I pursue various levels of certification through the National Association of Interpretation. Life is good. Any Johnnies passing through are welcome to call and visit." ❀

## RESTORING SELF-RESPECT

*Eileen Renno (A82) helps unemployed Oregonians get back in the job market.*

BY SUSAN BORDEN, A87

When clients first meet Eileen Renno, they're usually not very happy to see her. The people she counsels in her role as a job coach for Oregon's Welfare-to-Work Program are usually at a low point in their lives: They have been through some kind of crisis, they're traumatized, and they lack confidence and hope.

"Poverty is one of the most traumatic things that can happen to a person," says Renno. "You forget who you are and what you can do. You focus on your weaknesses and assume an identity of helplessness and hopelessness."

Renno knows this phenomenon well, from both professional and personal experience. When she first moved to Southern Oregon in 1997 she, too, was jobless. She experienced the trauma of unemployment and took almost a year to re-enter the workplace. When she finally did, it was thanks to her sister Catherine's persistence. Catherine had joined Renno in a number of earlier ventures—from restoring and running a restaurant in Shady Side, Md., to marketing handcrafts from native cooperatives worldwide.

"My sister was carrying my memories for me because I had forgotten about my successes. She kept bugging me to write my résumé until I wanted to smack her. When I finally did start writing, I ended up with a six-page résumé—exactly what they say not to do—but it was a good process for me. I needed to remember what I had accomplished and when I remembered, I regained my old esteem and self-confidence." Shortly thereafter Renno got a clerical job with the National Park Service and a month later applied and was hired for her current position by The Job Council, a primary contractor for Oregon's Welfare-to-Work program.

Renno's job is to help clients become job-ready by coaching them as they identify and resolve their own barriers to employment. As part of that process, she works with them on the technical aspects of their portfolios. Nearly six years into it, she says there's been an evolution in her under-



A BRUSH WITH UNEMPLOYMENT HELPED RENNO FIND HER VOCATION AS A JOB COACH.

standing of what it takes to re-enter the job market.

"When I was first hired, I was pretty much an enabler," she says. "I wanted to do everything for my clients. I was making their phone calls, navigating through bureaucratic paths, generally helping them in their befuddlement. I learned pretty quickly that this was disempowering to people. The hidden message I was giving by doing so much for them was, 'I'm capable and you're not.'"

"My whole philosophy has evolved to a more solution-oriented exploratory interviewing. Now I see the process as being a turning around, as helping to create a shift in energy so people can recognize their own competence."

When clients meet Renno, they are told only her name and that she'll help them with their portfolio. She then sets out to help them develop a résumé—the method that worked so well when she was unemployed.

"I use the résumé as a tool to help them remember and explore their successes," she says. "We work through the technical

aspects: 'Where did you work last? What skills did you use in your job?' In the process of remembering dates, they revisit the experience, and sometimes an amazing unfolding occurs. I have had people educate me on so many aspects of employment: packing pickles, laying sidewalks, carpentry, mechanics. They go into the details of their work and they get excited. That's when I know the magic is happening. They want to explain it all to me and they start talking faster and faster. They remember what it took for them to be able to do the job: self-management, self-initiative, people skills."

When Renno began her job, the Welfare-to-Work program was first being implemented. Many of the clients she worked with were people who had been on welfare for so many years that it was a way of life. "They were called 'drawer people' by social workers—their files had been stuck in the drawer for so long. They had severe barriers to employment, presenting issues that seemed unsolvable: drug addiction, mental illness, chronic generational welfare use, and lack of transportation."

Renno seems to gravitate toward the difficult cases, both for the challenge they present and the opportunity to watch people turn their lives around. "Having gone through joblessness myself has given me the insight of how to help people find their own way to get back on their feet, and it seems to work. I've witnessed a lot of successes."

Since the Welfare-to-Work mandate came from the Clinton administration in 1996, Oregon's welfare roles have been reduced by 50 percent. Renno gives special credit for this success to the active partnership among social service agencies in Oregon.

"The people we work with are starving in many ways: for support, for encouragement, for recognition. We give them an abundant supply of that, along with whatever professional resources we have to help them, as well as our respect and belief that they are capable. The human spirit is amazing; when you give a starving person a bowl of rice, they feel so wealthy. It renews them much more than a healthy person eating a regular meal. It renews their spirit as well." ❀



## TRICKED BY JOE SIX-PACK

*Wine Expert Jake Kosseff (A95) Meets Reality T.V.*

Channel surfers hunting for the latest flavor of reality television might have tuned into Jake Kosseff's 15 minutes of fame on The Learning Channel's *Faking It* show. On the show, a rank beginner is paired with mentors who help him master a new skill in three weeks of intensive coaching. The beginner is then tested to see if he can convince a panel of expert judges that he's a seasoned professional. Kosseff, a sommelier and the wine and spirits director at Seattle's Cascadia restaurant, was an expert judge for the "Six-Pack to Chardonnay" episode, in which a beer drinker (the captain of the U.S. Beer Drinking Team) was groomed to impersonate a sommelier.

Anyone who was on the Annapolis campus circa 1995 will remember Kosseff's contribution to Annapolis wine and spirits life, both officially (Reality parties) and unofficially (off-campus, after-waltz-party soirées). Given his college experience, it's

no wonder he loves his job. Kosseff buys all the wine and liquor for the restaurant, writes the wine lists, and creates specialty cocktails. His expertise has been well received: Cascadia won Awards of Excellence from *Wine Spectator* in 2002 and 2003.

"This is definitely what I want to do. It draws on all sorts of St. John's skills: reading and research, communication, and understanding what people want even when they can't tell you directly," he says. "And I get to sit around and taste wine for the first two-and-a-half hours of work."

Kosseff says it was a fluke that he appeared on

JAKE KOSSEFF:  
TV STAR



*Faking It* at all. Cascadia, one of Seattle's highest-rated restaurants, was between public relations companies when the producers called asking for an expert judge. No one at his restaurant had time to vet the show, which had not yet aired, and no one knew what it was really about. The producers only said that they wanted an expert judge. "It sounded like a documentary about a sommelier contest," says Kosseff. "They didn't tell me the show's premise. And they didn't say that one of the 'sommeliers' was the beer-drinking champion of Chicago."

Kosseff flew to San Francisco for filming, which took place during a four-hour lunch. The three expert judges were seated at separate tables with "foodies"—wine writers, restaurateurs—as companions. At each course the table was served by a different sommelier—the faker and two professionals. When lunch ended, the judges were isolated and then interviewed.

In the end, Kosseff voted for the fake sommelier. "When they interviewed us I still didn't know what was going on," he says. "I tried to say, in a politic way, that no one did a really good job, but that I liked the guy from Chicago. He was the nicest guy in the bunch." ♦

### 1978

This update from **ROBERT J. PERRY** (A): "I've been demoted from professor of physics at Ohio State to associate executive dean of Arts and Sciences, and because I'm as obnoxious now as I was in seminars, I'm also interim senior associate vice president of research, which amazingly enough fits on a business card."

of Educational Technologies in the Masters of Education Program at National University. His wife, **AIMEE ROBSON MORRIS** (SF80), is an attorney in San Diego and is on the Board of Directors for the San Diego Foster Parent Association. Their daughter, Ilana, is a sophomore at UCSB. Their home, along with their son, Sam (a freshman in high school), and their four foster boys, was recently among the blessed surviving the San Diego fires.

### 1979

**JOE MORRIS** (SF) is the director of Educational Technologies at the Gillispie School in La Jolla, Calif., one of the first one-to-one laptop elementary schools in Southern California. (Every teacher and third-through-sixth-grade student has a laptop computer). He also moonlights as an adjunct professor

**CHARLES REUBEN** (SF) writes: "In addition to having recently sold a cruise ship story to the *L.A. Times* about the adventures my 86-year-old mother and I recently shared on the seven seas, I also dedicated considerable energy advocating the continued survival of Amtrak and 'long-haul' passenger train travel, a cause that (like St. John's) won't get my tires slashed or my windshield smashed."

### 1981

**ANDY WHITE**'s (A) address through 2004 is c/o United States Educational Foundation in Greece/6 Vassilissis Sofias Avenue/10674 Athens/GREECE.

### 1982

**ARTHUR PAUL HARTEL III** (A) has spent the years since graduation working as an actor, writer, and editor for film and television. He lives in Los Angeles.

**WALTER H. KOKERNOT** (SFGI82) has been appointed division chair of the English department at Ohio Dominican University, in Columbus. Walter joined ODU in 1998 as assistant professor of English. Prior to joining the faculty of the

Ohio liberal arts college, he was an instructor at Louisiana State University and a postdoctoral lecturer at Texas A&M University in College Station, Texas. An expert in Victorian literature, he lives in Westerville, Ohio.

### 1983

**STEVEN REYNOLDS** (A) is teaching algebra under an emergency credential in Tranquillity (sic), Calif. "Clientele are predominantly offspring of immigrant farmers," writes Reynolds. "The language barrier is surmountable; I can't speak to the ambition barrier. E-mail me at strdar@pacbell.net."

**PETER ROSSONI** (SF) writes: "Healthy and happy living in suburban Maryland; still missing mountains, piñon, and deep discussions! Drop by or drop a line when in the area!"



## 1984

**KATHERINE ROWE** (SF) writes: "I continue teaching (speech and disabilities), preaching (Episcopal Church), momming (Sutton 10, Ailee 7, Kenny, from Thailand, 16), purring (Appalachia, Trinity, & Raven), wifing (Phil traveling to Brazil, Italy, and Linda, Mexico), and breathing (in Colorado)."

## 1984

**LESLIE JUMP** (A) writes: "Ned [Walker] and I were married on September 28. The wedding was beautiful, despite a variety of comic circumstances surrounding the event, and Hurricane Isabel's best efforts to create havoc. The ceremony was held at a very old church on the Eastern Shore of Maryland, Old Trinity.

Ned is a career diplomat who served as ambassador to Egypt and Israel, and in various other posts in the Middle East. I'm settling into the role of being a 'diplomatic spouse,' learning a bit about the Arab world and Israel, and consulting.

Within a week of becoming 'Mrs. Walker' I got another title: 'step-grandmother.' Ned's daughter Katie had a baby girl, Darby Fiona, on October 3. The father is also an alum, Logan Laubach (A02). So there are three generations of Johnnies in our extended family.

We're living in Washington, and would be happy to hear from you if you pass through town. We know all the best kabob joints."

## 1985

**GINA SORRENTINO** (SF) and Bob Shimokaji are thrilled to announce the birth of Kira Michiko and Kenji Yoshiro on June 27, 2003. "Sleep deprivation, diapers for two, and college tuition—parenthood is the ulti-

mate challenge. The fun has just started!"

## 1986

**BARBARA ROBERTS** (SFGI) writes: "I am a special education teacher for Denver Public Schools and living in Wheat Ridge, Colo. I was privileged to, once again, spend the summer attending talks given by Bhau Kalchuri, a disciple of Avatar Meher Baba."

"My daughter Chloe is now in third grade," writes **MICHAEL RYAN** (SF). "I will be a registered architect by the end of this year and remarried to a lovely woman with two girls of her own by next summer."

## 1988

"In April 2002, our third child, Diana Claire Plenefisch, was born," writes **IRENE LAPORTE PLENEFISCH** (A). "She is a happy and healthy sister for Adrian, age 5, and Elena, age 7. Tom and I are very busy and enjoying every minute with our family. I am working full time for now but hoping to get back to my part-time schedule soon."

## 1989

**JOSHUA KERIEVSKY** (SF) and **TRACY REPERT KERIEVSKY** (SFGI) had their second daughter, Sophia, in

Berkeley in December 2002. They can be reached at [joshua@industriallogic.com](mailto:joshua@industriallogic.com) or [tracy@industriallogic.com](mailto:tracy@industriallogic.com)

**KURT REDFIELD** (A) recently completed his MBA at Columbia Business School, and is the CFO of the French software company Neartek. Kurt, his wife, Christine, and 4-year-old son, Wilson, live in Cambridge, Mass.

## 1991

"Charlotte and I became parents on August 1 with the birth of Maximilian Blaise and Veronica Joyce," writes **ANDY SCHUCHART** (AGI). "We are living in Iowa. I am a professor of social science and humanities at our community college, and Charlotte practices internal medicine."

## 1992

This from **BOAZ ROTH** (AGI): "We welcomed our second daughter, Sela Avital Roth, on July 11, 2003."

**CONSUELO SAÑUDO** (SF) is having a good life but considers this space too public for news. She would love to hear from long-lost classmates and friends at [sanudoc@cybermesa.com](mailto:sanudoc@cybermesa.com). Relatively recent news about this and that at [222.obst-music.com](http://222.obst-music.com).

**KATIE (BRUELL) WATSON** (SF) writes: "Our second son, Andrew Christopher, was born 6/6/03. He

joins Peter Avery, born 7/8/01. I am adjusting to (and enjoying) life as the mother of two boys!"

**HESSE (GILES) WATTS** (SF) and **SHAWN WATTS** (SFOO) welcomed their new daughter, Altheia, into the world on August 12, 2003. They are living in central New Jersey and can be reached at [heatherawatts@hotmail.com](mailto:heatherawatts@hotmail.com)

## 1993

**BARBARA ARNOLD** (SF) married Steven (Collier) in Las Vegas, Nev., in January 2002, and is currently living and writing in the San Francisco Bay area. She would love to hear from former classmates: [Arnold@ferae-naturae.com](mailto:Arnold@ferae-naturae.com).

**WES ALWAN** (A) is in Savannah, Ga., after a 9-month program in Maine learning traditional wooden boatbuilding. "I suggest Johnnies look into the carpenters' boatshop," he writes. "I can be reached at [wes@aowanconsulting.com](mailto:wes@aowanconsulting.com)."

## 1994

**ELI CASTRO** (SF) has been firmly planted in Austin since 1998. "TRACY LOCKE (SF95) and I got married, bought a house in the country, had a baby (the fabulous Ella, born 2/22/01), and are generally having a great time. I'm still consulting, and will be finishing the evening MBA program at UT next year. Tracy teaches at the nursing school at UT. Anyone in

## HAPPY ABOUT THE DANCING

**H**ENRY POVOLNY (A94) married Christine Fisher at sunset on Tuesday, Nov. 4, at Honeymoon Beach, St. John's, the U.S. Virgin Islands. On his announcement, Henry wrote: "Chris wants to thank [St. John's College] for how I turned out." Chris wrote: "He dances, he fences. It's like he came pre-loaded with a preferred software package!" They live in Elmore, Ohio. ❖

## A LETTER FROM SHIZUOKA

*Katherine Greco (SF02) reports in from Japan*

**K**ATHERINE GRECO (SF02) has been enjoying her stay in Shizuoka, Japan. "I've been working really hard at learning Japanese and have been enjoying teaching in a high school. I've made a few good friends—both other teachers from around the world and Japanese people—that I see pretty regularly.

In January I made a New Year's resolution to travel somewhere in Japan each month, and so far I've been doing pretty well. I live near Tokyo, about an hour by bullet train, so I've been there several times. I've also been to the Hokkaido snow festival, some smaller towns (good Japanese practice!), Hiroshima, and Kyoto...

Shizuoka is about the size of Albuquerque, maybe a little smaller. It is right on the largest train line in the country, and Shizuoka is big enough for the express train to stop twice an hour. The city is pretty clean, although riding a bike every day has made me a lot more aware of car fumes and factory smoke.

I live about three or four miles and across a river from the center of town. My apartment is in the hills, and there are lots of friendly neighbors. Several people have vegetable gardens and one old couple always brings me a few vegetables to try. I've made them cookies, but they didn't turn out so well because I had to cook them

in a toaster oven (large ovens are not standard kitchen equipment in Japan). There are a lot of things that give me a good dose of culture shock every once in a while, but my neighborhood is not one of them.

Compared to neighborhoods at home, mine is really different, but really great as well. Everything is jammed close together—there are no yards or anything like that. However, lots of people decorate the area around the parking space with really nice flowers and other potted plants. Another interesting thing is that there seems to be a much looser set of zoning standards here. Within a two-minute walk from my apartment are a temple, a handful of vending machines, several very nice houses, some really shabby houses, a junior high, a small family-run grocery store, a grove of fruit trees, several very large rusty warehouses, a mechanic's shop, and a small park!

My neighborhood is usually pretty quiet but there are a few interesting exceptions to this rule. First and foremost are the devil children who live across the street and who could probably be heard from Saturn. Also, every six months or so there are elections, and several vans drive very slowly down each street with megaphones shouting slogans... Sometimes there are two or three different campaign vans in the neighborhood at once, which makes for some very interesting noise pollution. Finally, about two or three times a week, someone goes

missing, usually a child who comes home a little too late for comfort, or an elderly person who took a really, really long walk.

When this happens, there is an announcement that describes the person and asks everyone to keep an eye out for him or her. This announcement is broadcast at any time from about 7 a.m. or so to 10 p.m. It seems that people often go missing on Saturday and Sunday mornings when I'm still asleep!

There are also several more pleasant sounds that I hear every few days. Japan doesn't have an ice cream man, but it has a tofu man, a soft rice cake man, a grilled sweet potato man, a ramen man, an oden man, a knife-sharpening man, and a few other men. They all drive around in their family trucks with the food in the back. They hang large red lanterns that have the name of the food written on them out the windows and on the sides of the trucks. Each truck also has a megaphone on top and there are all sorts of sounds that they play. One is this kind of eerie bbbrrRRRRRAAAAAAaddDDDDAAAAA noise while others are homemade recordings of a man or woman singing the name of the food, the price, and some comment like 'delicious and healthy.' At first I didn't like these food salesman noises—they were just as obnoxious as the other sounds, but more frequent. Now though, I've gotten used to them." ❀

Austin or thereabouts, please feel free to drop us a line at eli@tracyandeli.com."

**ANTHONY CHIFFOLO (AGI)** is now working as managing editor for Praeger Publishers in Westport, Conn. "Great company, great group of folks to work with," he writes. Chiffolo has two new books out this fall. "The first and most ambitious is called *We Thank You, God, for These: Blessings and Prayers for Family Pets*. As the publisher, Paulist Press, notes, this is a 'one-of-a-kind book for pet lovers that is at once a scriptural guide, liturgical resource, and reflection on the joys of living with

animals as pets.' My co-author, (The Rev.) Rayner W. Hesse Jr., and I were lucky enough to garner some wonderful endorsements from Bill Keane (creator of 'The Family Circus' cartoon), Dr. Marty Becker (co-author of *Chicken Soup for the Pet Lover's Soul*), and Marc Muench (nature photographer), among others. We have high hopes for the book."

Anthony's second book is called *Advent and Christmas with the Saints*. This day-by-day book, in which readers encounter the words of the saints as they relate to the season, is available from Liguori Publications. "I have lots of ideas for more books to write,"

he adds, "just not enough time to do it all!"

**JAMES COBERN (A)** writes: "I guess it is about time to fess up to my where and whenabouts before our 10-year reunion. Directly after St. John's, I spent two years in bucolic upstate New York at the Culinary Institute of America where I graduated with honors. Who would have thought that a classical education could be beneficial in cooking school? While there I met my future wife, Amanda. We married in 1998 and both are working chefs/restaurant managers in the Washington, D.C., area. At this writing, we

have almost finalized the adoption of our first child, Robert, who came to us at the tender age of four months from Korea. He is both smart and good looking—a dangerous combination for sure. I'd love to hear from any classmates in or passing through the area via e-mail: jamanda@bellatlantic.net."

**KELLY ROCK (A)** is working as a litigation attorney in Washington, D.C. "This October I was married to Stephen Smith on a lovely autumn afternoon in Narragansett, R.I. **LARISSA ENGLEMAN (A)** and **MERRILL POND (A)** were among

my bridesmaids. I am looking forward to the 2004 reunion."

**MATTHEW TEBO (A)** is happy to announce the arrival of twins, Nov. 21, 2003.

After graduating from law school, **AMY E. WUEBBELS (A)** was selected to be a Presidential Management Fellow and has spent most of her two-year fellowship working for the Department of State: "So far I have been posted to Portugal, Afghanistan, and now Bulgaria, where I am currently working in the political section in the American Embassy. I have enjoyed all of my postings (scuba diving in Portugal, rug shopping in Afghanistan) but am still angling for a chance to live in Africa."

## 1995

**CARRIE (SAGER) ANDERSON (A)** writes: "I just received the recent issue of *The College* magazine, which reminded me that I needed to write in to say that I have joined the ranks of motherhood. My son, Matthew Dean, was born on July 23, 2003. He's wonderful. I can't believe how much I love being a mother, and how much it has changed me already."

**MARINE CORPS CAPT. MICHAEL GAFFNEY (A)** departed late last summer on a six-month deployment to Iraq with USS Peleliu Amphibious Ready Group. The unit is an expeditionary intervention force with the ability to rapidly organize for combat operations in virtually any environment. Gaffney is based out of Camp Pendleton.

**ALICE BROWN** and **GREG HODGES** (both A) have moved back to Canada to raise their daughter (Grace Isabel Hodges, born 10/10/02) right in a country where medical care is free and Schwarzenegger is just the Terminator. Greg is putting the final touches on his dissertation on Lucan's account of the Roman Civil War and both Alice and Greg are teaching at



FOR THE FIFTH YEAR, PHILANTHROPIA, THE ALUMNI DEVELOPMENT COUNCIL, PRESENTS THE ST. JOHN'S CALENDAR, FEATURING HISTORIC AND CONTEMPORARY PHOTOS OF THE COLLEGE. HAVE INTERESTING PHOTOS FROM YOUR STUDENT DAYS THAT MIGHT MAKE GOOD CALENDAR MATERIAL? SEND THEM TO *THE COLLEGE*, ST. JOHN'S COLLEGE COMMUNICATIONS OFFICE, 60 COLLEGE AVE., ANNAPOLIS MD 21401. PHOTOS WILL BE SCANNED AND RETURNED, OR IF YOU WISH, DONATED TO THE COLLEGE ARCHIVES.

Trinity College School. Best wishes and fond memories.

**DAN NELSON (A)** sends an update: "Howdy, College! Haven't checked in with you folks for a few years, so here's the latest: quit my job as newspaper photographer in Connecticut and moved to San Francisco last fall to play drums for **GARTH KLIPPERT (SF94)**. Garth is married and has a 2-year-old daughter who is the bomb. The band's now called Top Brown. We've been playing shows steadily and we're putting out an album pretty soon. Things I haven't done: gotten married, had legitimate children, gone to grad school, become a lawyer, done the Peace Corps, or traveled to Turkey and Hungary. That last item I intend to do. Oh, but I do work for a nonprofit and, indeed, do not profit from it.

"The doings of other shadowy alumni in my inner circle are as follows: **ALKA KOTHARI (A95)** works for the World Bank and travels a lot. She just bought a house in

D.C. **JON POMERANCE (A97)** is in his last year of law school at Catholic U. of America and has diabolical schemes against the tax-evaders and tort-frauds of the world. **RAY AMES (A94)** e-mailed me a photo from Iraq last December of an Army truck covered with dust. E-mail me if you know anything later/further, people! **FORREST NORMAN (A97)** was doing journalist stuff in Florida and has moved on to something more interesting (I think). I saw some Santa Fe alums at a party out here and they looked goooooood, girl. One's named **LIZ** and one's **DARYL**. My e-mail's [zz9zz7zz5@hotmail.com](mailto:zz9zz7zz5@hotmail.com)."

## 1996

**LINDA MAY WACKER (SF)** is living in New York City and working at the Museum of Modern Art as manager of the department of photography.

## 1997

**Karen and MICHAEL CHIANTELLA (A)** were married on August 2, 2003. Michael graduated from SUNY Buffalo Law School last spring and is currently pursuing an LL.M. in Estate Planning Law at the University of Miami.

**JENN COONCE (A)** writes: "Still living in NYC (Brooklyn) and working in the Internet biz. My sister **RACHEL** started St. John's in the fall—to be joining my little brother, who's a junior this year. That makes five of us—and that's it, until we start having kids!"

**DOMINIC CRAPUCHETTES (A)** expects his new board game company to launch in December. Learn about it at [www.cluzzle.com](http://www.cluzzle.com).

**JEHANNE DUBROW (A)** writes: "In May 2003, I completed my MFA in poetry at the University of Mary-



land, College Park. Having become very interested in poetic translation, I spent the summer brushing up on my Polish in a language immersion program at the University of Pittsburgh. Now, I've moved halfway across the country to begin my Ph.D. in creative writing at the University of Nebraska-Lincoln. I'm teaching first-year composition (quite an experience in itself), working as an editorial assistant at *Prairie Schooner*, and trying to finish up my first poetry manuscript."

**JOHN SWANN and PAULA (RUBIN) SWANN** (both AGI) were married in the Great Hall on June 7, 2003. "Many Johnnies were in attendance," they write. "Special thanks to **JOHN POTTER** (AGI96) for performing an 'emergency' ceremony when the original celebrant was two hours late! He did a great job for someone who had just graduated from Princeton Seminary just three weeks prior! Thanks, Potter!"

## 1998

**GLEN COPPER** (AGI) received a Fulbright to teach in Japan.

A report from **ANDREW B. HILL** (A): "I'm getting married sometime in 2004 to a tremendous woman who did not, sadly, attend St. John's. I reside in Fort Worth, Texas. I recently completed an unsuccessful bid for the mayorship of my lovely city, for which I was rewarded with a whopping 206 votes, as well as about 60 hours of Digital Beta footage, which I intend to convert into something remotely saleable. Thus, no matter how vague my connection to the school may be, I am following in a tradition of Maverick Johnnie filmmakers, or at least I think I am."

**MARJORIE TRUMAN** (A) writes from N.Y.: "What joy I had recently when I was assigned a text for grad school and began reading all these references to Kierkegaard, Non-Euclidean geometry, and Socrates and Plato as distinct entities. I

perused the Alumni Register and sure enough—a Johnnie was responsible. So, I'm concurrently pursuing my M.Ed. and 'teaching' first grade in the South Bronx. Please interrupt my life of eating, sleeping, and planning! Majorie@thecatspants.com."

## 1999

**ELIZABETH A. BORSHARD** (SF) just moved to New Orleans to start medical school at Tulane. "I would love to hear from any classmates in the area. eborshar@tulane.edu."

**COLBY COWHERD** (A) is working on a J.D. degree at George Mason University School of Law in Arlington, Va. He can be reached at ccowherd@gmu.edu.

**JEAN DRAGANZA** (SF) writes: "After two years living, working, studying in Paris, France, I'm heading for Bamako, Mali with my future husband, Issa Diallo, to continue living, working, studying...My love and best wishes to the entire St. John's community! I can be reached at draganzajean@yahoo.fr."

**MIKE and ABBY SOEJOTO** (both A) are pleased to announce the birth of their first child, Lucila Adele. Lucy was born on September 30 in Los Angeles, where Mike is beginning his second year as an attorney in the tax department of O'Melveny & Myers. Abby recently finished the post-baccalaureate program in classics at UCLA. They'd love to hear from anyone, especially those in or passing through Southern California (asoejoto@cs.com or 323-572-0343).

**ERIN JAKOWSKI** (A) is pleased to be working at the Maryland Film Festival, now entering her third year as director of operations. She recently became engaged to Tony Tsendeas over the Thanksgiving holiday.

**MARK H. JOHNSON** (A) is pursuing a Master of Divinity at Duke University. "My fiancée, Allison Shirley of

Albuquerque, N.M., and I plan to marry on December 19, 2003. She, too, is a grad student at Duke Divinity. We plan to make our home in New Mexico upon graduation. I would love to hear from any of my former classmates or tutors including Michael Adams, Jonathon Pezold, and Nathan Zweig."

## 2000

**GIDEON BOGAGE** (AGI) just completed his fourth year teaching middle school in Massachusetts. "This year I am teaching 8th grade math and English," he writes. "Thank goodness for a liberal arts education!"

**BOB DICKSON** (A) is in his first year of medical school at Duke University, having completed pre-requisites in the Goucher College Post-Baccalaureate Premedical Program. "I'd be happy to talk with Johnnies about the medical school admissions process. Feel free to contact me at robertpicketttdickson@yahoo.com."

**PAIGE FORREST** (A) is still living in Pittsburgh and loving it. She'd love to hear from any of her classmates at forrest.paige@medstudent.pitt.edu. "If any of you are in the area, let me know!" she writes.

**CHRISTOPHER "CASEY" VAUGHAN** (A) is living in St. Augustine, Fla. "Anyone who wants to come surfing feel free to contact me at cvaughan@flagler.edu."

## 2001

**MARSHALL HEVRON** (A) writes: "After a six-month, all-expenses-paid trip to Iraq (courtesy of USMC), I find myself back in Washington, D.C., working in the Senate. Drop me a line if you're in town." mahevron@hotmail.com.

**DANIEL WEILAND** (A) is attending post-baccalaureate school at Ore-

gon State University—and thriving: "The rain is refreshing and the air is sweet. I live in a big house, so *anyone* who knows my name has a dry place to stay here on the West Coast. I'd love to hear from you!"

## 2002

**JOSEPH CHERNILA** (SF) and **ALANA HOLLINGSWORTH CHERNILA** (SF) write: "Joey and I had a daughter on April 10, 2003! Her name is Sadie Pearl Chernila."

**AUSTIN HATCH** (AGI) and his wife, Elizabeth, announce the birth of their second child, John Austin Hatch, on June 4, 2003. Austin has begun a Ph.D. program in English literature at the Catholic University of America in Washington, D.C.

**RACHEL SEAY** (A) is still enjoying teaching music and studying in San Juan, Puerto Rico. "Mighty fine beaches we've got here. Contactable at res\_sjc@yahoo.com" ❀

### WHAT'S UP?

*The College* wants to hear from you. Call us, write us, e-mail us. Let your classmates know what you're doing. The next issue will be published in April 2004; deadline for the alumni notes section is February 15.

IN ANNAPOLIS:  
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Annapolis, MD 21404;  
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ALUMNI NOTES ON THE WEB:  
Read Alumni Notes and contact *The College* on the web at [www.sjca.edu](http://www.sjca.edu) – click on Alumni.  
Let us know if you do not want a classmate posted to the Web.

## HENRY LEONG SOON

BY PERRY PLUMMER, SF70

Henry Leong Soon, a member of the class of 1969 in Santa Fe, died on September 23, 2003, in Albuquerque, N.M., at the age of 56. Henry died from cardiac complications resulting from a four-year fight with idiopathic pulmonary fibrosis, an autoimmune disease with no known cause.

Henry's illness forced him to resign from his work as a computer programmer and to chain himself to an oxygen cannula. Even so, he had to restrict his physical activity in order to merely keep his oxygen levels in the poor range. This was hard for Henry because he had been an avid outdoorsman who hunted birds and waterfowl and was a devoted martial artist, with a black belt in Kojasho karate and a brown belt in judo. It was doubly hard because he had to make a transition from being in control to being dependent. Denied any but the most modest activity, Henry took up gourmet cooking again, wrote a few short stories, and renewed his interest in fishing. He was easily stoic and generous, with courage and cheerfulness to the end. He collapsed on a fishing day-trip with his daughter, and died several hours later at the hospital.

St. John's was a significant experience for him and for me. We had continuing discussions about philosophy, virtue, education, politics, and the commonweal, the role of violence, humor, religion, and philosopher-kings. And of course there were the hilarious stories about the people and life at the college: the food service, ties at dinner, dorm life, tutors, smoke so thick

at seminars that sometimes someone would crack a window open, March Madness, haircuts by David Moss, the erection of the fortress-like "girls'" dorms meant to lock up the women past curfew until the fire marshal forbade the locked bars, *in loco parentis*, the evening half the students were suspended for protesting (by breaking) the inane dorm rules, the dialectic comparisons of LSD and marijuana, etc.

In one of his last e-mails to me, Henry wrote that he had grown more conservative as he grew older: "But I also got more optimistic and more trusting in the Will of the People, not the will of the philosopher-king, even though he be me. The inefficiency of the American system is also one of its greatest strengths and protections, I believe. Lots of people talk about the 'good old days.' Me, I think we are living in the best of times right now and I believe that things will continue to get better, thanks to the Constitution, freedom, and capitalism..."

"I think America offers possibilities instead of promises, choices instead of certainties...I like that. It lets me be a little rebellious. I wouldn't want any government official telling me what I should think and should do—there's plenty enough people trying to do that sort of thing as it is."

Henry's religious views changed as well, as he came to embrace concepts of Zen Buddhism and Taoism. "This is an oversimplification, but I like the way the Tao Te Ching promotes the virtues of the simple and the humble," he wrote. "I like the way Zen advocates that true knowing is non-intellectual, and I like the way the existentialists emphasize that choices define

your being. And I like the Golden Rule, too.

"So, I think that what you do defines who you are—what you do is more important than what you believe...And so far, I'm glad that my beliefs have let me handle this illness pretty well, all things considered."

Henry's wife, Denise, and his children, Maile and Garrett, survive him. ❀



HENRY LEONG SOON, AN AVID SPORTSMAN, ENJOYED AN ACTIVE LIFE.

## WILLIAM D. GRIMES

William D. Grimes, class of 1952, a research analyst who became an antiques dealer, died Oct. 23 at his home in Olney, Md. He was 74.

A native of Pittsburgh, Grimes served in the Marine Corps before coming to St. John's. After college, he began his career with the Naval Ordnance Laboratory in Silver Spring, and later in White Oak, Md. His work included operations research analysis and missile engagement studies. After his retirement in 1984, he continued working in the antiques business he had founded with his wife, Diane Grimes.

An avid participant in local theater, Grimes performed lead roles in plays for children and performed onstage and contributed backstage in Olney Studio of Dance productions. He was a former president of the Friends of Olney Theater.

## STAN DAVIS

Stan Davis, the founder of Santa Fe's largest construction firm and an ardent supporter of the Santa Fe campus, died in July at age 80. A partner in Davis and Associates, Davis built the John Gaw Meem Library, dorms, and many other prominent buildings in Santa Fe and throughout the state. The Colorado Springs, Colo., native started working in the construction business in 1946 and came to Santa Fe in 1948.

When Davis was the contractor for the Meem Library, he paid to have the beams carved at the library after the college ran out of money and couldn't afford the work.

## ALSO NOTED:

**ROBERT C. BORNFIELD**, class of 1951, July 3, 2002

**REV. JOHN R. COOPER**, class of 1937, Oct. 30, 2003

**THE REV. CHRISTIAN A. HOVDE**, class of 1945, May 22, 2003

**VERNON TSOODLE JR.**, Santa Fe class of 1981, Nov. 12, 2003

**WILLIAM R. WHITE**, class of 1939, Aug. 6, 2003

## PETRA: THE LOST CITY OF STONE

**W**hen Vivian Ronay (class of 1965) first visited Petra in 1986 as a tourist, the city was deserted. She saw it

almost as it must have looked to Swiss explorer J.L. Burckhardt, who rediscovered it for the Western world in 1812: an empty, ancient city cut into the high desert cliffs of southern Jordan.

The Nabataeans, builders of Petra, were traders, a tribe of pre-Roman Arabs who dominated the region beginning around 300 B.C. Their group extended from northwestern Saudi Arabia to Damascus in Syria. Distinctive facades carved into sandstone cliffs and boulders marked Nabataean cities along the ancient spice route in this region. Petra was one of the major crossroads of the east-to-west route for silk and the primarily north-to-south frankincense route, and its inhabitants lived on tolls and taxes. According to the Old Testament, a battle took place from the heights of the tallest mountain in Petra. Another cliff top, said to be the burial site of Aaron (Haroun in Arabic), the brother of Moses, has been a holy place for Christians and now Moslems.

In 1988, Ronay received an assignment from *The World and I* magazine and spent a month with the Bedul Bedouin of Petra. Bedouin culture is the root and origin of all the countries in the Arabian Peninsula



(with the exception of Israel) and pre-dates Islam. Ronay photographed and took notes regularly as she joined the Bedouin in their daily activities. She returned almost every year between 1988 and 1992; however, other assignments prevented her return until 2001. This past spring, during the Iraqi War, she made another trip to a rather deserted Petra for final images and research for her current show.

During the 1988 visit, her friendship with a son of one of the five sheiks of Petra

gave her the equivalent of an “all-access pass” to be honored by any Bedouin while hiking on her own. Granted access to every facet of life in Petra, Ronay has photographed Petra during the day and night, in tents, and in the Nabataean caves in which only a few families remain. She’s grown close to many people in the community and fended off many a marriage proposal, some made in jest, some serious. Her evocative photographs provide a sense of the individual lives of the Bedouin, their interesting culture, and a spectacular desert environment.

In the mid-1980s, the Bedouins agreed to move out of the caves and into a small village set on the edge of Petra National Park where they live today. In her more



ABOVE: BEDOUIN WOMEN HERD GOATS TO GRAZE IN CENTRAL PETRA.

AT LEFT: BEDOUIN TRAVEL THE TRADITIONAL WAY.

OPPOSITE TOP: THIS PICTURE OF ABU GASSIM, A SHEIK OF ONE OF THE FIVE TRIBES OF THE BEDUL BEDOUIN OF PETRA, IS AMONG RONAY’S FAVORITES.

BOTTOM: THE KHAZNEH, OR TREASURY, THE MOST FAMOUS OF PETRA’S MONUMENTS, IS CARVED FROM RED SANDSTONE THAT SHINES BRILLIANTLY IN THE LIGHT OF THE SUN.





recent trips, Ronay has been dismayed to see the traditional ways of life eroding now that these tribes are living in built structures with modern conveniences. Their old agrarian community has been replaced with a market-based economy thriving on

tourism. (Petra is among the most popular tourist destinations in the Middle East.)

“Because of tourism, some of the people of Petra have gotten very wealthy, and it’s created disparity and a lack of trust. When I visited in 2001, everyone came to me to

talk about these new troubles. Western anxiety just hadn’t existed there before, and now it seems it has seeped into every nook and cranny,” she says. “I was stunned.”

Ronay believes that such a resilient culture will adapt to change with the help of the Petra National Trust, created by the Jordanian government to preserve the heritage and way of life of Petra. “They will be able to find a solution,” she says. ✦



Ronay’s exhibit, “The Bedouin Tribes of Petra,” will be on display at the American Museum of Natural History in New York through July, in conjunction with the archeological show, “Petra, Lost City of Stone.” The exhibit then travels to five other venues in the United States and Canada. To see more photographs or get details on the exhibit, visit Ronay’s Web site at: [www.petraphotos.com](http://www.petraphotos.com).

## FROM THE ALUMNI ASSOCIATION PRESIDENT

Dear Johnnies,

Homecoming events on either campus are many and varied. One opportunity, often overlooked but always exciting, is the Gathering of All Alumni. After the picnic and before the games on Saturday, we meet to catch up on news from the college and from the Alumni Association. The program lasts about an hour and provides a year's worth of news and notes.



The President of the Association Board (that's me) gives a short report on what's happening in the Alumni Association, including sta-

tus of old projects, new initiatives, and strategic opportunities.

Treasurer of the Association Board (that's Bill Fant) reports on our financial status as an Association. As they say, "follow the money," and you'll see how we meet our commitments to you and to the college.

A highlight of the meeting is the campus update. The president and the dean both share information about what's happening on the campus, with the Program, and with students and tutors. I never know what will be more surprising: the things that change or those that stay the same!

Honorary Alumni awards come next. As you know, each year the Association selects members of the community who are not alumni of the college to join the association as Honorary Alumni. Those selected are familiar and beloved tutors, staff, or friends of the college. We invite special friends of the awardees to say a few words in presentation, and the recipients take a turn at the microphone. No one talks better than a Johnnie, and when the topic is a friend and colleague, the speeches are moving and impressive. These presentation and acceptance talks are priceless. They inform or remind us of personal and professional traits that bring people in and make them treasured members of the college community.

Elections, by-laws revisions, announce-

ments, and so on are the "business" of the meeting, and we move through them quite quickly.

As the meeting closes, we honor those alumni who have passed away in the preceding year. We call it In Memoriam. For me, this is one of our most meaningful community rituals. Regardless of whether I know them, whether they are from Annapolis or Santa Fe, whether their time was before or after mine, I am always moved to hear their names and dates of attendance read in the midst of a weekend when we rekindle old friendships and build new ones around the Program and the community that supports it.

So, the next time you're at Homecoming, take a bit of time out of your Saturday afternoon to connect (or reconnect) with the larger community of the college. Attend the All Alumni Gathering to remember the past, and explore the present of the college as an institution and as a community.

Sincerely,  
Glenda H. Eoyang, SF76

## SIX HONORED AT ANNAPOLIS HOMECOMING

Three Annapolis alumni received Awards of Merit, and the Alumni Association welcomed three new members into the fold by selecting them as honorary alumni of the class of 2003 during homecoming festivities September 12-14 in Annapolis.

Arts writer and consultant Adam Pinsker, class of 1952, has enjoyed a long and fruitful career in the arts. After St. John's and a stint in the Army, he studied at the music conservancy of Stuttgart, Germany. He went on to manage symphony orchestras in New Jersey and Buffalo, managed the Pennsylvania Ballet, served as executive director of the Association of American Dance Companies, and spent more than a decade as executive director of Dance St. Louis.

William Warfield Ross, class of 1947, helped to found the Washington law firm of Wald, Harkrader and Ross. He was a founding member and served on the executive committee of the Lawyer's Alliance for World Security, which is focused on limiting the use of nuclear weapons and minimizing the risk of other weapons of mass

destruction. Among many other professional and civic activities, Ross has been involved in the American Bar Association and the ACLU.

A member of the class of 1963, David Krimins earned a master's degree from Johns Hopkins University and a medical degree from Hahnemann Medical College in Philadelphia. After completing his internship at the Medical College of Virginia, his residency at Abington Memorial Hospital in Pennsylvania and his pulmonary fellowship at the University of Rochester and Strong Memorial Hospital, Krimins served as a major in the U.S. Army Medical Command on active duty. He specializes in internal medicine and pulmonary medicine, and has been a member of the medical staff at AAMC since 1979.

An Annapolis staff member, Fred H. Billups Jr., and two long-serving tutors, Malcolm Wyatt and George Doskow, became Honorary Alumni during the All Alumni Gathering as part of Homecoming weekend.

In his 35 years as a tutor Doskow taught the entire undergraduate program and much of the graduate program. He provided leadership as dean in the early 1980s, and throughout his time as tutor helped the college continue to re-examine its principles, said tutor Geoffrey Comber. "The college has gained immeasurably from George's 35 years of service," Comber said.

Malcolm Wyatt joined the college in 1958. He received his bachelor's and master's degrees from the University of Virginia, and held a Fulbright Fellowship for the study of mathematics at the University of Nancy in France. He served as assistant dean and as director of the Graduate Institute.

Bud Billups has served as treasurer in Annapolis since 1991. Before then, Billups was executive director of the Pew Charitable Trusts in Philadelphia; he also served for many years as an executive with Exxon. At the time Billups joined the college, President Christopher Nelson said, the college was spending too much of its endowment principal annually, staff turnover and absenteeism were high, and facilities were suffering. But in Billups' tenure, the college has balanced the budget or had solid surpluses for 12 years, cut endowment spending in half, and has seen its bond rating improve. Billups also supervised 150 construction and renovation projects in Annapolis. ❀

## IRON CITY ALUMNI FORM NEWEST CHAPTER

A group of Pittsburgh-area alumni transformed an enthusiastic reading group into an official chapter this fall, receiving their charter at Homecoming festivities last October in Annapolis.

Given their creativity in putting together seminars and sharing hosting duties, it's no wonder the chapter has had little difficulty in attracting new members and getting alumni together. For example, member Carol Brinjak (SGI96), who works for the Pittsburgh Opera, arranged for the chapter to attend a dress rehearsal of Benjamin Britten's *A Midsummer's Night Dream*; participants later gathered for a dinner seminar on the play.

For another meeting, John Newell (A86), a classics professor at the University of Pittsburgh, led the group in a discussion of Parmenides' *On Nature*. "He brought us his translation and notes, which were very helpful," says Joanne Murray (A70), who has been leading the chapter until a president is elected. "The poem is pretty-opaque."

Murray had been active in the Washington, D.C., reading group (which also later became a chapter) and had good intentions to form a chapter when she moved to Pittsburgh, where she is a material scientist for Alcoa. She says the chapter owes a great debt to Robert Hazo, class of 1953, who planted the seeds by getting alumni together for seminars at Pitt.

"He wanted to expose his honors students (at Pitt) to seminar-style discussions, and a whole bunch of us (alumni) showed up," Murray says. "After we did the seminars on American founding documents we decided to keep going as a group."

So far, the group has met only for seminars and opera performances, but "we keep threatening to have a social function,"



GARY PIERPOINT

ALUMNI BOARD MEMBER CAROL FREEMAN PRESENTS A CHARTER TO JOANNE MURRAY.

Murray says. Other seminar readings have included Sartre's "The Wall," Melville's "Bartleby the Scrivener," Dostoyevsky's *Notes from the Underground*, and Kuhn's *The Structure of Scientific Revolutions*.

It takes patience and persistence to get a chapter off the ground, Murray says. Seminars have drawn groups as small as three people, but at the chapter's most recent seminars, "we had to keep bringing in more chairs," she says.

"It's always a little bit slow. You start with six people and get everybody's schedule coordinated," Murray says. "You have to be sensitive to every single person in the group in order to get a critical mass together."

While the group could have continued as an informal gathering of alumni getting together to read and talk about books, chapter status brings a valuable connection with the Alumni Association.

"We benefit from the communications from other chapters. I go to (association) board meetings. Carol Freeman (AGI94) sends around a list of readings and chapter activities. It's good to know what other chapters are doing and reading and what's successful," she says.

As a big city with a small-town atmosphere, Pittsburgh has been a great place to start a chapter. "It's easy to make connections in Pittsburgh," she explains. "And of

## ST. JOHN'S COLLEGE ALUMNI ASSOCIATION

Whether from Annapolis or Santa Fe, undergraduate or Graduate Institute, Old Program or New, graduated or not, all alumni have automatic membership in the St. John's College Alumni Association. The Alumni Association is an independent organization, with a Board of Directors elected by and from the alumni body. The Board meets four times a year, twice on each campus, to plan programs and coordinate the affairs of the Association. This newsletter within *The College* magazine is sponsored by the Alumni Association and communicates Alumni Association news and events of interest.

*President* – Glenda Eoyang, SF76

*Vice President* – Jason Walsh, A85

*Secretary* – Barbara Lauer, SF76

*Treasurer* – Bill Fant, A79

*Getting-the-Word-Out Action Team Chair* – Linda Stabler-Talty (SFGI76)

*Web site* – [www.sjca.edu/aassoc/main.phtml](http://www.sjca.edu/aassoc/main.phtml)

*Mailing address* – Alumni Association,  
St. John's College, P.O. Box 2800, Annapolis,  
MD 21404 or 1160 Camino Cruz Blanca,  
Santa Fe, NM 87505-4599.

course, all St. Johnnies are bonded for life. You just have to put one St. Johnnie in a room with others, and it's instant seminar."

The other founding members of the Pittsburgh chapter are: Bill and Natalie Blais (both SF94); Sylvia Denys, an invited member; Marcus Eubanks (A88); Herb Feinberg (A50); Ed Gelblum (A55); Henry Higman (A48); Ken Joseph (A70); Meghan Hughes (SF00); Judith Toliver Neely (A97); Ken Shen (A86); Christopher Kurfess (A95, EC96); Jeff Palmer (A96); and Clarence Watt (A96). The group's Web site, which includes its reading list and planned seminars, is [www.hellos.com/sjc/](http://www.hellos.com/sjc/) ❖

## CHAPTER CONTACTS

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

ALBUQUERQUE Bob & Vicki Morgan 505-275-9012	BALTIMORE Deborah Cohen 410-472-9158
ANNAPOLIS Beth Martin 410-280-0958	BOSTON Ginger Kenney 617-964-4794
AUSTIN Bev Angel 512-926-7808	CHICAGO Lorna Johnson 773-338-8651

DALLAS/FORT WORTH  
Suzanne Gill Doremus  
817-927-2390

DENVER/BOULDER  
Lee Goldstein  
720-283-4659

MINNEAPOLIS/  
ST. PAUL  
Carol Freeman  
612-822-3216

NEW YORK  
Joe Boucher  
718-222-1957

NORTHERN CALIF.  
Jonathon Hodapp  
831-393-9496

PHILADELPHIA  
Bart Kaplan  
215-465-0244

PORTLAND  
Dale Mortimer  
360-882-9058

SAN DIEGO  
Stephanie Rico  
619-423-4972

SANTA FE  
Richard Cowles  
505-986-1814

SEATTLE  
Amina Stickford  
206-269-0182

SOUTHERN CALIFORNIA  
Elizabeth Eastman  
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TRIANGLE CIRCLE (NC)  
Susan Eversole  
919-968-4856

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ROBERT S. NUGENT

AT THE FIRST GRADUATION OF THE SANTA FE CAMPUS ARE, LEFT TO RIGHT: H. GLENN BALLARD (SF68), GREER GARSON, AND JAMES LILJENWALL (SF68).

## SANTA FE'S MOVIE STAR

**A**mong the guests at the first commencement in Santa Fe was English-born actress Greer Garson, framed by these two graduates. Best known for her Academy Award-winning performance in *Mrs. Miniver*, Garson became a patron of the Western campus of St. John's College during its early years.

Garson and her husband, Colonel E.E. "Buddy" Fogelson (an oil man, rancher, and lawyer), lived part of the year at their Forked Lightning Ranch, north of Santa Fe. Fogelson served on the Board of Visitors and Governors from 1963-69, and in 1963 hosted a board meeting at the couple's ranch. Fogelson made a gift toward the preparation of architectural plans while the campus was on the drawing board.

Garson took interest in the college's library and served as a member of the volunteer Library Committee. She created the first library endowment—one that

will purchase a book for the college each year, in perpetuity. The koi pond and garden between the student center and academic complex were also funded by Garson, as a memorial to her mother, Nina. Although Garson became involved in farming and breeding race horses, she continued to act on Broadway and in films. She died in 1996 at the age of 91 and is buried in Texas. ❀



NEW ALUMNI: MICHAEL GIVENS, LYNSEY RUBIN, AND TEVIS THOMPSON, AT LAST SUMMER'S GRADUATE INSTITUTE COMMENCEMENT IN SANTA FE.

## SANTA FE

### A Call for Entries

Last year's Alumni Art Show in Santa Fe drew entries from award-winning documentary filmmakers, accomplished clay artists, painters, and photographers, many of whom had shown their work across the country. Participation in the annual show has grown each year, and the reception that takes place as part of Homecoming has become one of the highlights of the weekend in Santa Fe. Entries and inquiries for this year's show are welcome from both Santa Fe and Annapolis alumni. For details call Maggie Magalnick in Santa Fe, 505-984-6199, or e-mail [maggie@sjcsf.edu](mailto:maggie@sjcsf.edu).

### Summer Alumni Program

Week 1: June 27-July 2

Week 2: July 4-July 9

### Homecoming : July 2-4, 2004

Reunion Classes: 1969, 1974, 1979, 1984, 1989, 1994, 1999

## ANNAPOLIS

### Annual Croquet Match

St. John's vs. the U.S. Naval Academy

April 24, 2004

### Homecoming: October 1-3, 2004

Reunion classes are 1934, 1939, 1944, 1949, 1954, 1959, 1964, 1969, 1974, 1979, 1984, 1989, 1994, 1999

# ST JOHN'S COLLEGE

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