#### By NANCY OSIUS

It is 8 a.m. on a Tuesday in November. In Room 22 McDowell on the Annapolis campus, 15 men and women seated about the seminar table are considering that fundamental social partnership, the household ("A man, a woman, and an ox for plowing") and its relation to the larger partnership of the city. Copies of Aristotle's *Politics* lie open around the table as the participants take up the topic they will toss about for much of the next hour and a half: Does a city primarily exist for the collective good of the inhabitants or for the good of the individual?

Today the seminar leader is President Christopher Nelson, sitting in for Nicholas Capozzoli, who, a neurologist as well as a tutor, has been summoned away to an emergency.

One student admits with exasperation, "I expected this to be the greatest book I had ever opened. But it's very difficult to get to what he's driving at." There is sympathetic laughter.

and several times to last month's assignment in which Sophocles' Antigone pitted the individual against the state. There will be those putting forth the notion that the city exists essentially for the protection of the individual. There is a moment of suspended assent when one participant says, "The city

# EXECUTIVE SEMINARS

Professionals savor food for thought

With swoops and pauses to define terms, the discussion will move from Thomas Jefferson to taxation to NAFTA to monopolies, exists for the sake of living well."

As the alloted 90 minutes draw to a close, President Nelson asks a surprising question

to these members of an Executive Seminar: "Have you ever wondered what you are doing around this table? Why are we here?"

Self-fulfillment, says one—"Getting beyond the daily concerns."

Another ventures, smiling, "We'll be hoping that the good of all is a part of the purpose of our being here."

Presently this group of adults, who include a sailmaker, an engineer, a banker, a public relations executive, and several business men and women among their numbers, close their books, and after a few more pleasantries, file out of the room to head back to their Tuesday lives.

Bill Henderson, who runs an engineering (Continued on page 13)



The St. John's

# REPORTER

Volume 20, Issue 2

Annapolis, MD and Santa Fe, NM

December 1993

# Faculty endorses new Eastern Classics master's program

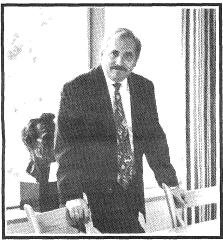
#### By LESLI ALLISON

Following several years of study, including a one-year pilot program in 1992-93, St. John's College in Santa Fe is about to create a new graduate program in Eastern classics. Upon successful completion of the three-term course of study, students will receive a Master of Arts degree in Eastern classics, granted under the auspices of the Graduate Institute.

The program was approved by a wide margin in a vote by the faculty of both campuses on November 15. The program, which needs final approval by the Board of Visitors and Governors, will be voted upon at the Board's January meeting.

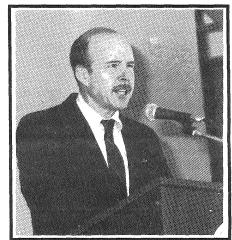
"This new project is something that will be noticed nationwide," said President John Agresto. "It pushes out further the boundaries of liberal education and finds another way of testing and sharpening the principles of our own civilization, and shows again how, by taking other cultures seriously, not patronizingly or politically, we can learn from them on their own terms."

According to Santa Fe Tutor James



President John Agresto

Carey, who directed the pilot phase of the program, the vote indicated solid support from both the Annapolis and Santa Fe campuses. "I'm glad it passed by so large a margin because it indicates a lot of collegial allegiance and respect for what we're trying to do," he said. "We look forward to doing something in the program that's worthy of St. John's College. There have been lots and



**Tutor James Carey** 

lots of inquiries and lots of people are going to be very happy that we have done this."

The program will focus on classic texts of India, China and Japan. All students in the program will be required to study either Classical Chinese or Sanskrit. The three terms required to complete the program will span the fall, spring, and summer semesters. According to Mr. Carey, the intent of the

program is to explore the Eastern tradition with the same kind of approach the college takes to the Western tradition. "In undertaking a serious and systematic study of the philosophical traditions and great books of the East, we are seeking genuine insight, not merely exposure to diversity," he said. "In the end, our primary interest is neither the Western mind nor the Eastern mind, but the human mind."

The program is scheduled to begin in the fall of 1994, with enrollment limited to 21 students. Tuition will be the same per credit hour as the Graduate Institute at \$387/credit hour (estimated for 1994-95). Completion of the program will require 34 credit hours for a total tuition of approximately \$13,200. Limited financial aid will be available.

Literature on the graduate program in Eastern classics will be available shortly. Due to the limited enrollment, anyone interested should contact the college as soon as possible. All inquiries should be directed to The Graduate Institute, St. John's College, Santa Fe, NM 87501-4599; (505) 988-4361 or (505) 984-6082.

#### Peter Davies, A'48, provided food for the hungry

#### By NANCY OSIUS

Not too long ago he was moving between such countries as Somalia and Ethiopia and Zimbabwe, bringing to places of great human hardship the expert knowledge gained over long years of service to underdeveloped nations. When the subject was famine or drought, Peter Davies was likely to be offering testimony at Congressional hearings or speaking to the media. As president of InterAction, a coalition of international relief, development, refugee, environmental and population groups, he

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played a signal role in advocating for and eliciting the generous help Americans have traditionally shown to the needy around the world.

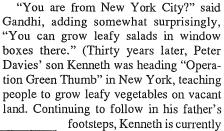
Today he is back in Annapolis for his 45th reunion, one of many who are looking into old classrooms and greeting old friends. He is back for a singular reason as well: at

the Homcoming Banquet last night, the Alumni Association presented him with its highest honor, the Award of Merit.

Peter Davies has just retired from Inter Action, which he helped form in 1984. His post as president and chief executive officer was the culmination of a career in international development and assistance that took him around and around the globe.

He likes to say that it all began in 1946, when as a mer-

chant seaman who had landed in Bombay, he sought out and met Mahatma Gandhi at a prayer meeting. The wise man asked him where he had come from.



footsteps, Kenneth is currently in Swaziland working for the UN World Food Program.)

Mr. Davies himself came away from the fateful meeting with Gandhi with a firm commitment. After completing his A.B. degree at St. John's he received a master's degree in agricultural economics from the Harvard Graduate School of Public Administration (now the Kennedy School). As a conscientious objector, he was initially blocked in

his chosen career in public service by McCarthy era security strictures, but after President Kennedy was elected, Mr. Davies was named

Peter Davies, A'48

(Continued on page 12)

#### SJC curriculum good for African-Americans, says college guide

At a time when the "politically correct" trend in colleges and universities appears to be toward diversifying studies, the liberal arts education offered at St. John's has been included in *The 100 Best Colleges for African-American Students*, by Erlene B. Wilson (Penguin).

"Traditionally, this kind of thought-provoking education has eluded African-Americans as they struggle with issues of basic survival and the distractions of family life and community responsibility," Ms. Wilson writes. "Ironically, it is perhaps this kind of education that can most benefit African-American students as they are challenged to deal with an increasingly tense society."

#### New telephone system at Santa Fe campus

In October, St. John's College in Santa Fe installed a new telephone system, MYTEL 20001 FIBEROPTIC. According to switchboard supervisor Chris Burke, "The buildings on campus are now connected by fiberoptic cable. The new system is state of the art and is an excellent platform on which to build all our telecommunication needs for the future.

"One of the main advantages to the college is that people can now dial directly into the departments from outside, bypassing the switchboard," Chris said. "We also cut down enormously on the number of lines that the college was using previously. We had separate lines for almost everything: modems, faxes and pay phones; and now we've incorporated all these under one 'umbrella' which will save significantly in telephone

According to Chris the college had outgrown the old system which could not accommodate increasing demands, nor could it be expanded. This problem became critical with the addition of new dormitories. The new phone system now offers a number of time-saving features, including the soonto-be installed voice mail. "It basically acts as an answering machine for all staff offices and executives, increasing our ability to exchange information and cut down on paperwork," Chris said. "With the voicemail feature we will be able to access messages from anywhere."

New key telephone numbers are as fol-

Main Number: New switchboard number is 984-6000 although the old number 982-3691 will remain valid for at least a year.

For direct dial use (505) 984 + extension

Admissions: 6060 Advancement 6099 Alumni: 6103 Bookstore: 6056

Conferences & Symposia: 6024

Dean's Office: 6070 Graduate Institute: 6082 6042 Library: Parent Program: 6082 President's Office: 6098 Public Relations: 6104 :984-6003

### St. John's on Adler's Short List of Top Colleges

To hear Mortimer Adler tell it, St. John's is one of only three first-rate undergraduate colleges in the country, according to an article published in the August 13, 1993, edition of the Pittsburgh Post-Gazette. Thomas Aquinas College in Santa Paula, Calif., and the University of Notre Dame in Indiana are the two others that offer a classical approach to teaching. While it is fashionable for academics to deride the classics in favor of feminist or multicultural writings, Mr. Adler remains a supporter of writers such as Plutarch, John Locke, and John Stuart Mill. "I make no apology for being in favor of dead, white European males," he said, referring to favorite authors such as Plato and Aristotle. "The truth is always the same...Cultural diversity is all right with respect to dance, dress, and cuisine."

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USPS 018-750

#### \$100,000 grant for teachers from Kornfeld Foundation

Annapolis President Christopher B. Nelson recently announced that the Emily Davie and Joseph S. Kornfeld Foundation has awarded the Annapolis campus a \$100,000 grant for an outreach program. The Kornfeld Foundation is located in New

The four-year program will enable three teachers from Rice High School, located in Harlem, to obtain masters' degrees from the St. John's Graduate Institute. These teachers and many of their colleagues at Rice will also be trained in the methods of the Touchstones Discussion Project, a program for grades 4-12 based on the St. John's seminar method. By the end of the four-year grant period, all students at Rice will be participating in weekly Touchstones discussions.

Rice High School is a Catholic school operated by the Order of Irish Christian Brothers. It was recommended for the project on the basis of its key position in both the New York Archdiocese and the worldwide Christian Brothers school systems. The Order of the Christian Brothers is noted for the quality of its schools serving students of all backgrounds. Rice High School has a diverse racial, ethnic, and religious popula-

The Touchstones Project model of cooperative learning has been incorporated into the curriculum of schools in more than 25 states and four foreign countries. The project, developed by tutors Geoffrey Comber, Nicholas Maistrellis, and Howard Zeiderman, has proven successful for students of the entire range of abilities and interests, from those at-risk to the highly gifted.

When notified of the grant, Brother John Walderman, vice-principal of Rice High School, said, "Touchstones discussion classes produce essential skills not found anywhere else in schools. Our students will learn how to become collaborators in their own education." He also praised the Graduate Institute, noting that the Kornfeld Fellows, as they will be known, will learn new approaches to teaching and learning in which the primary role of faculty is to encourage inquiry by asking and clarifying questions instead of lecturing as authority.

The program will begin in November.

#### **Grex Theater** Group performs Antigone

By MARY JO MOORE

St. John's College and the Grex student theatre group presented Sophocles' Antigone with four show dates in November.

Director Scott Capehart, a recent graduate of St. John's, wrote the musical score. Richard Saja, who designed A Midsummer Night's Dream in May was artistic director for set and costumes. The cast included Yvonne Woods as Antigone, Tyler Hartford as Creon and Ann Laurino as Ismene. The chorus was Erika Hildebrandt, Melissa Bisagni, and Gillian Tan.

According to Director Scott Capehart, his decision to produce the Greek tragedy was prompted by "the particular resources and knowledge available at the college."

"The play has always interested me," he said. "I think of all the Greek tragedies we read (at St. John's), the relationships among the characters seem the most real and dramatic....It was a very stark and simple production. We made an effort not to try to associate the play with any particular time period."

Crediting early teachers in Winchester, Virginia with nurturing his interest in acting, Scott said, "My first directing experience was at Annapolis in my freshman year. The play was William Saroyan's Hello Out There. I definitely learned from the process."

The ensemble for the play consisted of two flutes, an oboe, three strings and percussion. "The music, like the design, was stark", Scott said. "It was definitely influenced by modern dissonant music. Shostakovich has been the biggest influence on me. It's exciting that I've given myself an opportunity to write within a structure rather than trying to just sit down and write."

Antigone tells the story of a young girl who goes to her death defending her most deeply held beliefs. Creon, the king, refuses to grant burial to Antigone's brother because of his attempt to conquer the city. Antigone, believing that Creon's action violates the fundamental laws of the gods, buries the body, consciously defying Creon's decree. He sends Antigone to her death, intent on maintaining the integrity of the laws and upholding his authority as king. The gods punish him for his stubborn and irreverent actions.

While it addresses the question of reconciling earthly and eternal laws and the relationship of the individual to the state, the focus of this production is on the broader conflict between the individual's conscience and respect for the law.

"The thing that I really focused on in the play was the relationship between awareness and free will, and I think that that's one of the broadest themes of the play and perhaps not the most obvious," Scott said.

"It seems like the play subtly suggests that through our awareness we create our own ability to be volitional and Antigone embodies that, while Creon, through his lack of awareness, is more controlled by

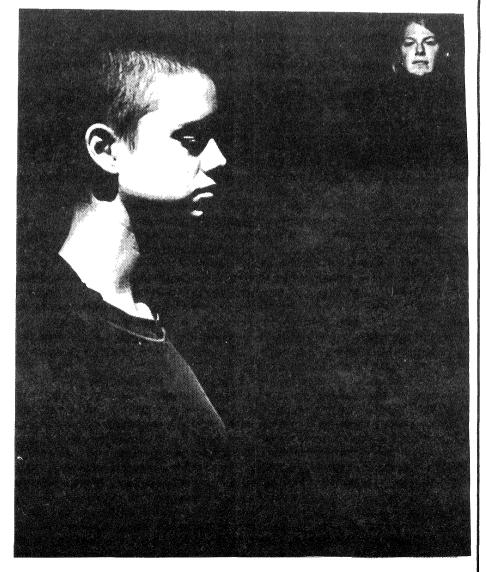
According to Erika Hildebrandt, chairman of Grex, "Grex is St. John's community theater and consists of graduate students as well as current students." Erika, whose mother was a director at a small college in Pennsylvania, grew up with the theater around her. "Every summer since I was 15 I have been an actress at the Pennsylvania Renaissance Fair, so I learned a lot of improvisational and period Shakespearian theater there.

"At St. John's there was theater going on

when I got here at the end of the freshman year, but I wasn't cast in any of the shows that I auditioned for. Then, 'Reality' was so dismal in my sophomore year that I thought it would be uplifting for our 'Reality' as sophomores to have a huge production. I really started Grex as a group in order to launch a production of A Midsummer Nights Dream. Antigone was our second production."

Her role as Chairman of Grex in Antigone was advisory. "I helped with logistical things." She said, "I also played the chorus leader in the play. The chorus involved choreography and singing as well as the line work and appeared during five major odes as well as within the scenes. We share the role, and serve as advisor to Creon." Erika said, "In the original Greek they all would speak as one voice."

The cast also included Nicolas Gray as Haemon, Casey Joseph as the sentry, Chad Rackowitz, Tiresias and Ben Haller, the messenger.



Student production of Antigone on Santa Fe Campus

# SCHOLARSHIP

# First Masterworks book is out SJC faculty members edit, contribute to series

The first of 11 projected volumes in the series Masterworks of Discovery, Guided Studies of Great Texts in Science, a project first conceived and subsequently organized and edited by Annapolis tutor Harvey Flaumenhaft, has been published by Rutgers University Press.

The volume is *Gregor Mendel's Experiments on Plant Hybrids* by Alain F. Corcos and Floyd V. Monaghan.

Mr. Flaumenhaft has been working on the project since 1985, when he came up with a suggestion for the National Endowment for the Humanities panel he was sitting on: Educated people, who would read writings of Shakespeare or Rousseau but not those by great thinkers in natural science and mathematics, might benefit from short "guidebooks" to help make the thought of these thinkers accessible, he said.

The NEH was receptive to the idea and awarded Mr. Flaumenhaft a grant to set a series in motion and to begin writing his own volumes for it. The NEH also made grants for the writing of some other volumes in the series

Mr. Flaumenhaft has been joined in the project by other tutors from both St. John's campuses: Annapolis Tutor Emeritus Thomas K. Simpson, Annapolis tutor Joe Sachs, Santa Fe tutor Dana Densmore, and former Santa Fe Tutor William Donohue.

Noting that most books presenting the great scientists are either popularizations that merely talk about their work or else are commentaries on their writings for special-

ists, Mr. Flaumenhaft remarked recently that the *Masterworks of Discovery* series "is for intelligent persons who want to read these texts for themselves, and are willing to do some work if given appropriate help."

In his preface to the first volume, Mr. Flaumenhaft wrote, "To be thoughtful human beings—to be thoughtful about what it is that makes us human—we need to read the record of the thinking that has shaped the world around us, and still shapes our minds as well." Scientific thinking is fundamental to this record, he continued.

To be published in the series this winter is Newton's Optical Writings by Dennis Sepper of the University of Dallas. After that will come Maxwell's Papers on the Electromagnetic Field by Mr. Simpson; Newton's Principia, by Ms. Densmore; and Aristotle's Physics by Mr. Sachs.

Mr. Simpson's manuscript is now being used in a preceptorial by tutor Marilyn Higuera on the Annapolis campus.

Currently supported by the Bradley Foundation, Mr. Flaumenhaft himself is writing two volumes for later publication in the series: Apollonius and Descartes on Geometry and Ptolemy and Copernicus on Astronomy.

Other books in the series will be Aristotle's Parts of Animals by James Lennox, and Kepler's Account of the Planets by Mr. Donahue. Under negotiation are books on Lavoisier's Chemistry and Darwin's Origin of Species.



Left to right - Jeffery Wallin, executive director of the AALE, Professor Ralph Learner of the University of Chicago Committee on Social Thought, and Stephen Balch, president of the National Association of Scholars participate in a panel discussion on "Free Speech on Campus—Absolute or Qualified" at the 1st annual meeting of the AALE.

#### Liberal arts meeting at Santa Fe

By LESLI ALLISON

Members of the American Academy of Liberal Education (AALE) convened October 29 and 30 at St. John's College in Santa Fe to discuss future accreditation standards for liberal arts colleges. The keynote speaker for the event was Jacques Barzun, author, former provost and professor emeritus at Columbia University. Dr. Barzun spoke on the social repercussions of declining education standards. Discussion panelists included, among others: Dr. Paul Gross, director of the Center for Advanced Studies, University of Virginia; Dr. Ralph Lerner, Committee on Social Thought, University of Chicago; Dr. Thomas E. Dillon, president of St. Thomas Aquinas College; Dr. Ralph A. Rossum, Fletcher Jones professor of American Politics, University of Redlands; and Stephen Balch, president of the National Association of Scholars.

The first of three panel discussions focused on past, present and future accrediting standards for liberal education; the second on the role of science in liberal education; and the third on freedom of speech on campus.

The purpose of the panel discussions was to discuss guidelines and policies of the AALE which plans to become an accrediting agency for liberal arts colleges.

Comprised of some of the nation's leading scholars and college presidents,

the AALE made national headlines with the announcement of its formation in March, 1993. The board of directors, chaired by Santa Fe President John Agresto, includes: Jacques Barzun; Edward O. Wilson, Harvard University science professor and Pulitzer Prize winner; former Colorado Governor Richard D. Lamm; Chester E. Finn, Jr., former assistant secretary of education and founding partner of Chris Whittle's Edison Project; Elizabeth Fox-Genovese, professor and former director of women's studies at Emory University; and Shelby Steele, English professor at San Jose University, among others. Jeffery D. Wallin is the executive director.

In a New York press conference last spring, members of the academy said their intent is to provide support and guidelines for traditional liberal education. The group, which aims to acquire accrediting status, has proposed 17 standards for providing a liberal education. These include the central importance of teaching over other activities, including research; having senior faculty members teach introductory and other lower-level courses, and graduation requirements insuring that at least a third of a student's course work be devoted to general liberal arts courses such as history, literature, languages, mathematics and science.

# Pesic writes on "Hyperspace" Idea for paper originated in undergraduate days

By LESLI ALLISON

"Euclidean Hyperspace and its Physical Significance," an article by Santa Fe tutor Peter Pesic, was published in the November issue of *Il Nuovo Cimento*, the physics journal of the Italian Society of Physics (Societa Italiana di Fisica). The publication is one of the standard international journals of physics.

According to Mr. Pesic, the idea for the article originated 25 years ago in a discussion he had as a student with a Harvard professor, Julian Schwinger, who won the Nobel Prize in physics in 1965 for his work on quantum electrodynamics.

"Thad been asking him how to understand some of the central ideas of modern quantum field theory, especially the TCP theorem, which shows the necessity of particles and anti-particles of the same mass and charge," Mr. Pesic said. "He mentioned to me work of his that connected this theorem with the idea of a four-dimensional Euclidian space attached to the four-dimensional space-time used since Einstein and Minkowski."

Mr. Pesic noted that during the past 20 years, Euclidean techniques have become widely used, particularly in the search for an adequate theory of quantum gravity.

Since his discussion with Professor Schwinger, Mr. Pesic said he has remained intrigued by the idea for many years. "I tried to think about whether it might be only a mathematical trick as most physicists seem to think, or whether it might have some real

physical significance. Gradually I came to think that it was physically significant and have tried to show in this paper what that significance is.

"The heart of my idea is that the Euclidean space introduced by Schwinger and others, which I call "hyperspace," gives a deeper insight into what underlies the quantum theory of fields and the emerging quantum theory of gravity, even though this hyperspace is not directly observable, but is knowable as one probes the underpinnings of those theories. In the space-time which Minkowski and Einstein introduced, space and time are, to some extent, kept distinct and separate in character, even though they are unified together into a four-dimensional manifold. By contrast, in Euclidean hyperspace, space and time are completely interchangeable and thus a perfect symmetry between space and time can be introduced into physics at this fundamental, theoretical level, even though observation will only show distinguishable space and time. In essence, Minkowski's dream of the unification of space and time has here found surprising realization.

"It is musing to think that Euclid reemerges into contemporary physics after it had seemed that he was completely superseded by non-Euclidean geometries."

Mr. Pesic, who is musician-in-residence at Santa Fe, holds a Ph.D. in theoretical physics from Stanford and formerly did research on elementary particles at the Stanford Linear Accelerator Center.

#### Fulbright for George Dolan, SF'92

George Dolan, SF'92, has been awarded a Fulbright Scholarship for overseas study. The award will allow Mr. Dolan to teach English in a South Korean middle school for one to two years.

Mr. Dolan already has arrived on the island of Cheju-Do where he will reside part-time with a Korean family and part-time in an apartment.

According to his mother, Barbara Dolan, he will have a two-month winter holiday which will enable him to travel. After completing the school year, he may opt for a second year's assignment in the same or different locale.

The Fulbright will provide Mr. Dolan with a \$1000/month stipend in addition to all expenses and travel.

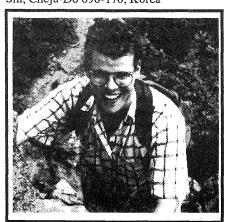
Created in 1964 by the U.S. Congress, the Fulbright Grant's mission is to foster mutual understanding among nations through educational and cultural exchanges. Each year, approximately 5,000 grants are awarded to American students, teachers and scholars to study, teach and conduct research around the world, and to foreign nationals engaged in similar activities in the United States.

The U.S. student program is designed to give recent BS/BA graduates, master's and doctoral candidates, young professionals

and artists opportunities for personal development and international experience. The program includes university course work, independent library or field research, classes in a usic conservatory or art school, special projects, or a combination of these. It is the policy of the Fulbright Scholarship Board that grants be awarded to the best qualified students regardless of degree level.

Anyone wishing to write Mr. Dolan can contact him at the following address:

George Dolan, Cheju Chung-Ang Middle School, 323-14 Yeon-Dong, Cheju-Shi, Cheju-Do 690-170, Korea



George Dolan, SF '92

# Profile of a mission: Search team rescues plane crash survivors

By LESLI ALLISON

On August 28 two persons—Luiz and Nancy Natalicio, from El Paso, Texaswere flying a Cessna 172 in the vicinity of Terrero, New Mexico approximately 40 miles northeast of Santa Fe. Turning up into Bear Creek Canyon, Luiz realized he could not gain enough altitude to clear Elk Mountain at the east end of the canyon and would have to crash. Rather than panic, he reduced speed, searched for the best site and, approximately ten feet above treeline, deliberately stalled the plane. The Natalicios survived the crash. This mission profile is an account of the events leading to the crash and the ensuing rescue by the St. John's College Search and Rescue Team.

While in Santa Fe to attend a workshop on flying in mountainous areas, Luiz and Nancy Natalicio decided to make a quick flight over Terrero where Nancy had spent summers during her childhood. They had taken some photos and were heading back when Luiz realized he had turned into Bear Creek Canyon and had lost altitude. Facing Elk Mountain, and with canyon walls on either side, he saw there was no alternative but to crash.

A neurologist who works with physiological trauma victims, Luiz said he has spent considerable time reflecting on the way he himself responded at the time he realized the dilemma.

"All systems that were detracting shut down," he said. "I was focused only on finding the right place to put it down."

When he finally did stall the plane, it was over a younger stand of timber. According to the FAA inspector, the plane knocked over one tree and then spun 360 degrees on impact with a second tree. The plane slid down the second tree and came to rest at the base.

"Iremember seeing the green trees going by out the side of the plane," Nancy said. "I would not look ahead. The next thing I remember is looking up to see Luiz washing blood off his face with gasoline dripping from the wing." When Nancy pointed out to Luiz that it was gasoline, not water, he said, "No wonder it burns!"

Despite multiple injuries, the Natalicios decided the best course would be to leave the plane and walk down-stream in order to find their way out.

At 2 p.m. on August 28, the plane's emergency signal was detected by Scott Air Force Base, and the New Mexico State Police was notified. A mission was initiated with participating teams including: Civil Air Patrol, the Los Alamos Fire Brigade, CD1, the 542nd from Kirkland Air Force Base and St. John's College Search and Rescue.

At approximately 4 p.m. a Civil Air Patrol plane located the crash about two to three miles northwest of Elk Mountain, at an elevation of 10,100 feet. The State Police helicopter reached the site a short time later; hovering about 200 feet over the wreckage, the helicopter personnel saw no signs of life.

St. John's Search and Rescue was mobilized at 8:15 p.m. Two field teams and a base camp team left St. John's College for Rescue Base near Elk Mountain.

St. John's Search and Rescue volunteer Troy Lewis, SF'94, was a member of Team 1. According to Troy, the weather was a major factor throughout the course of the mission. Visibility was less than the range of the flashlights and the terrain was extremely rugged and with dense tree cover.

"Those were some of the worst conditions for a search I've ever been in," Troy



Rescue team members pose for a photograh with the Natalicios on their return to Santa Fe in October. Left to right-Patrick French, Brian Stricker, Pete Weidmann, Elizabeth Rohrbach, Rick Guadet, Luiz Natalicio, Nancy Natalicio and Herb Kincey.

said. "Part of the terrain danger was that we had to go across these fields of wet, lichen-covered rock, carrying packs."

As the night turned to daylight and the rain continued, team morale began to drop. "We were all kind of nervous and apprehensive because with plane crashes you never know what you'll find, especially since it was a small plane," he said. "After about four hours of searching—it was about 6:30 a.m.—we all sat out on some rocks in a clearing. I think that was the low point for all of us since we had been searching all night and we hadn't found them. We'd all been up 24 hours by that time and we were fading in and out of sleep."

Although the wreckage had been spotted from the air, the two ground teams had difficulty locating the site due to terrain, poor visibility and inaccurate coordinates.

At approximately 9:40 a.m., as the weather began to clear, the State Police helicopter arrived to help guide the teams to the crash site.

"We all ran to where the chopper was hovering," Troy said. "To have a sprint like

plane and had taken a small piece of carpet and two large maps of the region. Nancy had carried with her a purse and camera.

"That camera case was really helpful," Luiz said. "We used the strap to immobilize her arm."

Initially, the Natalicios had not expected to spend the night, particularly when the helicopter appeared that evening over the crash site. However, when the weather began to worsen and the helicopter departed, they knew they were in for a long night.

"At about six o'clock the helicopter took off down the canyon, right in front of our eyes," Luiz said. "When Nancy asked for a cigarette, I knew things were bad because she hasn't smoked in ten years. By the way, I also knew the forecast. We knew it would rain."

The Natalicios used the small piece of carpet, the maps, and Nancy's large purse to keep their upper torsos dry that evening. "We just let the rest of us get wet," Luiz said. They spent the night against a tree on the steep slope of the canyon just above the cliff.

always a feeling of disbelief...I'm not hearing anything...it must be one of our own team members yelling back," Troy said. "But within minutes, Brian, Gene and myself were talking to the Natalicios."

"I fell to my knees and sobbed, Nancy said. I couldn't believe they were there."

For the next two hours, while waiting for the arrival of CH-60 Blackhawk helicopter from Kirkland Air Force Base, the teams helped warm the Natalicios with hot drinks, clothing and sleeping bags and attended to their injuries.

When the helicopter arrived, the Natalicios were bundled, one at a time, into litters and hoisted 75-100 feet up into the helicopter.

"It was quite an experience having the chopper so close," Troy said. "The turbulence was so strong we were holding on to trees and vines. Two packs were almost blown down the mountain. But we were all in good spirits because we knew we would be out in three or four hours."

Once the helicopter left, Teams 1 and 2 combined and different members of the teams elected to depart by different routes. Some climbed the steep canyon wall that they had descended the night before. Others chose to hike down Bear Creek to the Bear Creek campground.

"I vividly remember being told it would be an 'easy, four-mile hike downhill,'" Troy said, "a stroll, if you will, something we were all looking forward to."

They set out downstream at 3 p.m., only to encounter numerous creek crossings at mid-thigh to mid-knee, dense growth, and fields of slippery, lichen-covered rocks.

"I think I bonded more intensely with the members of the team that were on the last part of the hike than I ever have before in previous searches," Troy said. "I think the endurance requirement or necessity that we were subjected to, coupled with our fatigue, made for a situation where we either were considerate or compassionate toward each other or our team integrity would have been compromised."

"Î remember at one point Rick (Gaudet, SF'92), asked me how I was doing, and I replied, 'I'm cold, wet and miserable,' and he kind of chuckled and said, 'Oh, then you're fine,' and kind of smiled. And we both really laughed because that put things in perspective for me. I realized that we're all friends here, it had for all of us to be where we are now, but we're still a team."

At 9 p.m. the team decided to stop for the night. Short on food and minus one sleeping bag which had been sent with the Natalicios, the team combined resources to make it through the night.

"We consolidated what we had and worked together as a team to make do," Troy said. "It was very unifying. Once you're in the field like that, your deficiencies are everyone's deficiencies."

The next morning the team left the canyon bottom and climbed to the top of the ridge where they located a trail. After several more hours they reached the campground.

"We came upon Gene Tyson (rescue volunteer), lying in the back of his pick-up truck, reading a book, with a big vat of hot cocoa going," Troy said.

Almost two months later, the Natalicios returned to Santa Fe to meet and thank the team that rescued them.

"You are on our minds constantly, Luiz said. And we can only dimly appreciate the kind of effort it takes to keep a program like this going."

"I never thought I would consider suicide as an option," Nancy told the team later. "[But] after seeing the helicopter leave, I wasn't very hopeful."

that was very demanding. I got to the site right after Brian did. He and I dropped our packs and approached the aircraft, still anticipating the worst. And to our surprise, it was completely empty. There was a trail of blood-soaked kleenexes leading away from the plane."

The two teams made a decision to initiate a search immediately. "We were worried about the condition of the pilot and we were still unsure if there was a passenger," Troy said. "We began searching downstream, aggressively calling for the subject."

It was not long before they heard a response to their calls.

We heard the faintest 'hello'," said Luiz. "When the team found us it was a critical moment."

The Natalicios, after leaving the plane, had bushwhacked down the canyon until they came to what for them was an impassable cliff. In the effort to get around the cliff, they had climbed part way up the canyon until they realized they could not continue. Due to injuries which included a fractured clavicle, a dislocated shoulder and a fractured humerus, Nancy could only use one arm to pull herself up steep slopes or to balance in precarious places.

Luiz, at one point, had gone back to the

The next morning, their hope was rekindled by the appearance of the State Police beliconter

"It came really close and pointed right at us," Luiz said. "I just knew he was looking right at me. We waved our maps and our arms. The helicopter kept moving very slowly, all around us and pointing right at us but then it started to move away, over the ridge, until we couldn't hear it anymore."

The Natalicios could not have known that the helicopter, rather than looking for survivors, was directing ground teams to the crash site.

"I never thought I would consider suicide as an option," Nancy told the team later. "After seeing the helicopter leave, I wasn't very hopeful. I knew they call off searches after a certain amount of time. Luiz suggested getting back to the plane but I wasn't sure we could make it or even find the plane again. There was a bluff right in front of us and rather than do it slowly and painfully, I thought we could throw ourselves over and get it over with. I was just waiting for the right moment to suggest this to Luiz."

According to team members, the Natalicios, standing above them, at first sight looked like raggedly dressed homeless people.

"Just like on previous searches, there's

# Brock, Martin, and Sloves named to college trustee board

Sandra Schubert Brock of Annapolis, an expert in international trade and government relations and wife of former United State Senator William E. Brock; John Duncan Mack of Ringoes, New Jersey, a former corporate president and vice president; and Marvin Sloves of North Salem, New York, and Santa Fe, chairman and chief executive officer of an international advertising agency, have been appointed to the St. John's College Board of Visitors and Governors. The 56-member board makes policy and oversees administration of the college.

Sandra Brock began her government career in 1972, working on the Republican presidential campaign; subsequently she was appointed to a senior position within the administration.

In 1978 she formed SMC International, a highly-regarded transportation firm representing the interests of domestic and international air carriers. When the firm was merged with a large Washington law firm in 1984, Mrs. Brock became its international aviation trade specialist.

Among her numerous honors is the distinction of being elected in 1983 as the first woman president of the AERO Club, the oldest aviation and aerospace organization in the country. That same year, she was recognized by the national aviation club as one of the 10 most outstanding woman in aviation. In 1987, President Reagan appointed her to the President's Commission on Privatization. In addition, Mrs. Brock sits on the boards of the Pediatric Aids Foundation; the U.S. Holocaust Council National Board; the Women's Leadership Network, and the National Air and Space Heritage Council.

Currently she is writing the book, Getting It Right: Three Generations of Women Talk About Love and Work, which will be published next spring by Villard, a division of Random House.

John Duncan Mack, an alumnus of St. John's College and a 1950 graduate of the Harvard Business School, retired last year as vice-president of Strategic Development of Carter-Wallace, Inc. He had served as president of Carter Products Division from 1976 to 1991 where he was responsible for product lines such as Arrid, Pearl Drops, and First Response.

Mr. Mack began his career as a salesman, working his way up to manager of Duncan Hines Enterprises. He then joined Clairol as advertising manager, and later directed a 400-person regular Clairol sales force and founded the electric hairsetter business. As executive vice president of the company, he made several major acquisitions.

In addition to serving as director of the Board of Appliance Science Corporation, Mr. Mack is a town committeeman and planning board committeeman in East Amwell, New Jersey; trustee of the Community Foundation of New Jersey; and

A Sign of the Season—Smiling snowmen remind holiday celebrants that it's time for The Third Annual Santa Sing-Along and Cookie Exchange at the Annapolis campus on Sunday, Dec. 19, at 3 p.m. The Hard Travelers will lead a traditional sing-along in FSK Auditorium for children of all ages. Meet Santa—bring three dozen cookies to exchange, if you wish—and leave filled with the holiday spirit. Extending greetings from behind the icy forms are Sing-along organizers Annapolis artist Nancy Hammond, college Board of Friends member Ruth Dukkony, and college Vice President Jeffrey Bishop.

Jeffrey Bishop.
Keith Harvey photo

president of the Hunterdon Central High School Foundation.

He has served as national fundraising chairman of St. John's College, and is a former trustee of the New York City YWCA, and the Dr. Franklin Perkins School for Exceptional Children in Lancaster, Massachusetts.

Mr. Mack received the Silver Star in World War II while serving in the Infantry. He is married with four children.

Marvin Sloves is chairman and chief executive officer of Scali, McCabe, Sloves, Inc. The advertising agency, with worldwide billings, was identified as "one of the most creative agencies in the United States," by the French magazine *Strategies*.

Mr. Sloves began his advertising career as a researcher for the Marlboro account at Leo Burnett in Chicago. In 1964 he joined Papert, Koenig, Lois as vice president and account supervisor of Xerox Corporation. In 1967, he cofounded Scali, McCabe, Sloves, Inc.

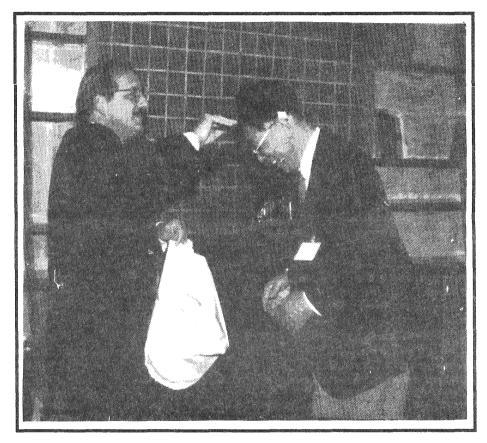
Among his numerous honors was being named one of the Top 10 Men in Advertising (New York) by McCall's Magazine in 1992.

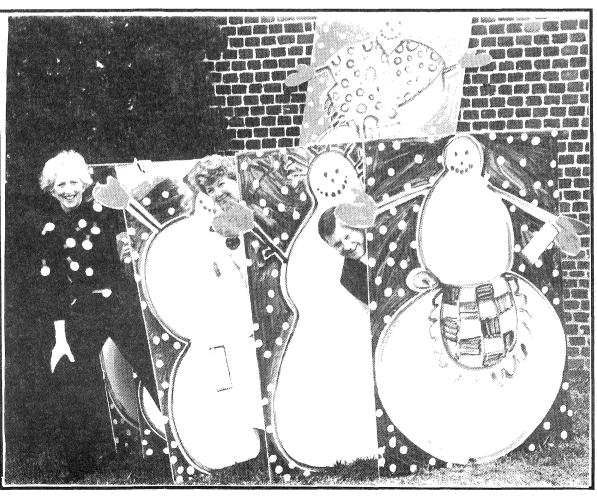
Mr. Sloves is on the Board of Directors for The Chamber Music Society of Lincoln Center, The Santa Fe Opera, The Santa Fe Chamber Music Festival, New York Council for the Humanities and The Burden Center for the Aging.

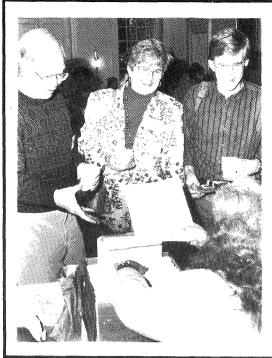
He is an alumnus and fellow of Brandeis University. He did graduate work in Chinese at the University of Chicago.

In photo above right, President John Agresto exchanges gifts with Mayor Tatsuzo Nagare of Tsuyama, Japan. Tsuyama is Santa Fe's Japanese Sister City. Mayor Nagare and an eleven member delegation were in Santa Fe on October 5 to cultivate friendships and open opportunities for exchange. St. John's hosted a luncheon for the guests who were interested in St. John's curriculum and the Eastern studies program. The college presented each member of the delegation with black, wool baseball caps bearing the St. John's insignia, right.









## Parents' Weekend in Annapolis

#### By KATHY DULISSE

Unrelenting rains did little to dampen the enthusiasm of the record number of parents and family members who attended Parents' Weekend on the Annapolis campus. The 282 participants—parents, grandparents and siblings joined 148 students for a weekend of special activities which included seminars, a meeting with college administrators, social events, and a student organized Halloween Waltz Party.

On Friday, parents were invited to audit their student's classes, and for many it was their first opportunity to see the St. John's teaching method in action. "My mother was very impressed," said Stacie Slotnick whose mother Joyce Slotnick attended her senior math class. "I can't believe we talked about skewed lines at dinner that night." The next day both parents and students were eager participants in seminars on Sophocles' Oedipus Rex. Freshman Larry McNeely enjoyed hearing his father voice the same conclusions that he had reached in an earlier seminar on the

same subject.

President Christopher Nelson welcomed parents to campus at a special parents' session where he talked briefly about the Middle States Reaccreditation Review the College had recently gone through. Dean Eva Brann, and Assistant Deans Jonathan Tuck and Wendy Allanbrook answered questions from parents that focused mainly on the college's academic program.

**DECEMBER 1993** 

Saturday evening was free time for parents and students, and many took advantage of the fine restaurants in downtown Annapolis, then danced the night away at the students Halloween Waltz Party in McDowell Hall.

The Weekend concluded with a Sunday brunch hosted by President Nelson.

Perhaps the success of the weekend can be summed up in the words of Freshman Rebecca Michael, "My mom and I had such a special time together; we enjoyed ourselves so much. I really hated to see her go."

Above left - Nancy and Barry Bosworth and son David, A'94, check in for Parents' Weekend.

Left - Under Dr. Weigle's portrait, Maura Tennor, A'97, and her parents Mike and Eileen look over the schedule.

Right - President Nelson provides an explanation to lan Brennan, A'97, and several visitors.





Left - Side by side in seminar are Allen Ziegenfus, A'96, and a classmate's mother, Harriet Pool.

Keith Harvey photos

# A A COMPANY

President Christopher Nelson, right, greets German Ambassador Immo F. H. Stabreit and Mrs. Stabreit

# Special Guests at Expressionist Opening Anne Fischer, daugher-in-law of the collectors of the German Expressionist artwork displayed at the Mitchell

Gallery, was an honored guest at the opening reception in September, along with the ambassador from the German Federal Republic, Immo F. H. Stabreit and his wife Bar-

The work displayed in "The Eye of the Collector: Ludwig and Rosy Fischer and the Rise of German Expressionist Art,"

organized by the Virginia Museum of Fine Arts in Richmond, was produced between 1909 and 1924, and was taken safely out of the country by the Fischers when they fled Germany in the 1930s. The unsettled world before World War I and between the wars was reflected in the prints, painting and sculpture which were soon to be labelled "degenerate" in Hitler's Germany.

Mark M. Odell photos, reprinted from The Capital





Left - At the exhibit were Mitchell Gallery Board member, James Cheevers, left, Gallery Friend Ruth Morgan, and Maryland state comptroller Louis L. Goldstein.

Right - Mitch Nathanson, Friend of St. John's, left, Anne Fischer, donor, and tutor Thomas May pause for a chat.

#### Parents' Weekend in Santa Fe

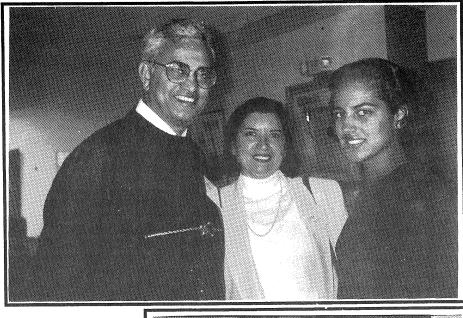
The fourth annual Parents' Weekend in Santa Fe was held October 14-17. Weekend guests included 186 parents, family members and friends of students.

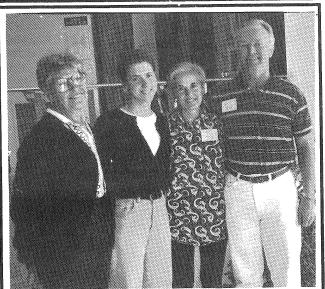


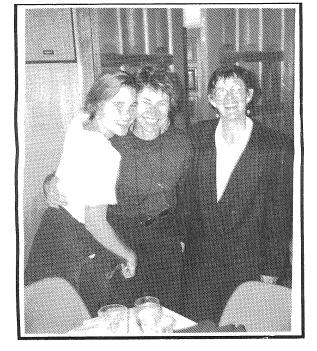
Above Right - Mr. Arvind Shah and Mrs. Aban Shah of Santa Barbara, California with their daughter Sapna Shah, SF'97.

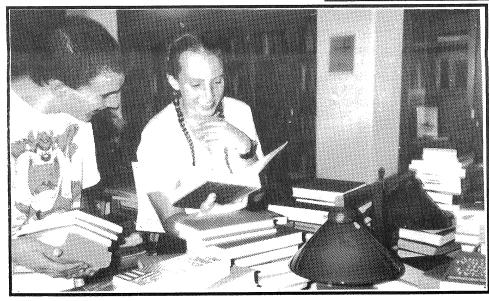
Above Left - Santa Fe Vice-President Jeff Morgan announces the winners of the Parent-Child Look Alike Contest: Linda Mack of Minneapolis and her daughter, Kendra Mack, SF'95. Warren Mack, Kendra's father also attended.

Right - Left to right-Louise Wagner, grandmother, Kirsten Jacobson, SF'96, and parents Jeanne and Mark Jacobson of St. Paul, Minnesota.









Far left - April Davies, SF'97, with her mother Molly Davies of New York City and a friend, Polly Motley.

Left - David Harman, SF'94, and Kira Zielinski, SF'95, pour over books at the Parents' Weekend Meem Library Book Sale.

Lesli Allison photos

#### Parents' Seminars 1994

February 6: El Paso

March 6: Phoenix

March 13: Albuquerque

April 24: Minneapolis/St. Paul

A joint function of Advancement and Admissions, the Parents' Seminar Series offers an opportunity for parents of current and prospective students to experience a St. John's seminar and to meet with college officials and Admissions representatives. Prospective students are invited to attend with their parents.

Detailed information including seminar topic, times and locations will be mailed to parents shortly. For further information contact Susan Friedman in the Parents' Program office in Santa Fe at (505) 984-6082.

#### Santa Fe mayor honors Rescue Team founder

Santa Fe Mayor Sam Pick has declared Sunday, December 12, 1993, Herb Kincey Day. Kincey is the founder and general coordinator of the St. John's College Search and Rescue Team.

Originally from North Carolina, Kincey was driving through New Mexico in 1969 when he decided to visit Santa Fe. From that moment on, he made Santa Fe his home.

An Outward Bound instructor at the time, Kincey soon became involved in outdoor and wilderness activities in New Mexico, founding the St. John's Search and Rescue Team in 1971. With 18 original members, the goal of the team was to teach wilderness survival skills and to offer their rescue expertise to the public in the event of emergencies.

Today the team, which is headquartered at the college, consists of approximately 90 volunteers, half of whom are St. John's students and the other half, members of the local community.

Working in cooperation with the New Mexico State Police, the team searches for and evacuates lost or injured people in wilderness and remote areas.

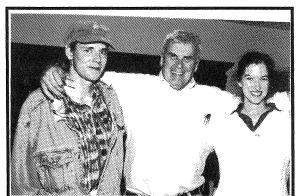
The driving force behind the team, Kincey assists during rescue missions, both in the radio room and the field. He also trains students and community members in wilderness survival, rock-climbing, technical rescue, navigational skills, radio-use and first aid, among other things. For many

students he has served as a mentor in leadership, communication, team work and community service.

In addition to his activities with the team, Kincey holds the rank of captain in the Civil Air Patrol and in 1990 was awarded the CAP national Exceptional Service Award. In 1991 he was made an honorary member of the St. John's College Alumni Association.

See rescue story, page 4.

Left to right-Team member Patrick French, SF'95, Herb Kincey and team President Elizabeth Rohrback, SF'86.



#### **ALUMNI NOTES**

#### 1919

John W. Wood Jr. (A) was the subject of a recent feature in The Annapolis Capital elaborating on the active life of this World War I veteran. Mr. Wood, who attended both the St. John's Preparatory School and the U.S. Naval Academy, went on to win wrestling championships in his 20s, and last fall at the age of 93, won a croquet championship at his retirement community. When not swimming his daily 10 laps in the pool, he is an outstanding member of the volunteer discharge team at Anne Arundel Medical Center—helping escort 16 patients from their rooms to their waiting cars on a typical weekday. Mr. Wood worked in the metallurgy division of the former Navy Experimental Station, with an interlude at Westinghouse and the Annapolis Metropolitan Sewage Commission.

#### 1940

William A. Carter (A) was appointed in May to the Delaware Higher Education Commission, and in June received an honorary degree from Delaware Technical and Community College. In 1965, Mr. Carter, a businessman, headed a state committee that decided a community college system was feasible. He was president of the trustees from 1973 to 1983. When asked what was the most significant contribution of the college to Delaware, Bill said, "It made, for the first time, two years of higher education available to every citizen of Delaware, regardless of their socio-economic background." After graduating from St. John's, Bill entered the U.S. Naval Academy for Reserve Naval Officer training. Shortly after World War II began, Bill commanded a U.S. Naval gun crew on a Merchant Ship Ironclad and participated in the celebrated convoy "PQ17." For his heroic efforts, he was awarded both the Silver Star and the Russian decoration, "Order of Fatherland Wars, 1st Class." Upon return to civilian life, Bill became superintendent of the Houston-White Company basket manufacturing plant. In the 1970s he helped develop a shopping center in Millsboro, Dela-

#### 1943

Paul Ehrlich (A) regrets having missed the 50th anniversary homecoming having been enroute from Singapore to Hong Kong. He sends regards to all and would especially like to hear from Douglas Buchanan.

#### 1966

Kay Randolph-Back (A) was named program associate in the health area by W. K. Kellogg Foundation. In addition to providing program support in health matters, Kay contributes to the advancement of the mission and goals of the foundation. She assists program directors with project analysis, development, and implementation. Previously, she served as director of public policy for the Hunger Action Coalition of Southeastern Michigan. Kay earned a master's degree from the University of Pennsylvania, and her juris doctorate from Georgetown University Law Center. She is a member of the State Bar of Michigan, the National Health Lawyers Association, and the American Public Health Association.

#### 1971

Perry Braunstein (A) is living with his wife and two children at his in-laws' fruit farm in Germany. The 1603 farmhouse is "quite quaint and cozy," he reports..."we've got a still which we use for making 'Schnaps,' kirschwasser, and the like with the fruit we pick." Perry earned his master's degree in classics from N.Y.U., then taught at the Ecole d'Humanite'in Switzerland. Next he studied in Germany and took state exams. Since then he's been teaching, and has organized several student exchange programs hoping to overcome the historical prejudices between German and French students. He'd enjoy hearing from St. Johnnies, especially those living in Europe and Israel.

#### 1973

Jan Lisa Huttner (A) extends her regrets at being unable to attend her 20th reunion but "swears by the memory of Harold Stone's vampire cape that I WILL attend our 25th." From Chicago she sends regards to all.

#### 1974

Theodore G. Wolff (A) was married on July 19, 1991. His wife, Peggy, is an architect.

This January he launched "Wolff Associates," a planning, urban design, environmental assessment, and landscape architectural firm.

#### 1975

"Great-spirited, caring people and we're learning good medicine," writes Laura T. Bridgman (A), a naturopathic medical student at Bastyr College in Seattle. She plans to complete the four-year program in 1995, and in the meantime hikes the forests and mountains, and plays folk music on hammered dulcimer with friends.

Marsha Donna Hayden (SFGI), who now wishes to be known as just Donna, is currently teaching English and is department chair at Associacao Escola Graduada de Sao Paulo in Brazil. One of her English department colleagues is another St. John's alumnus—Peter Born (A'83).

#### 1979

Marjorie Hutter (A) and husband, Russell Frank, recently became parents of Simone Claire. The couple lives in Amherst, Mass., where Frank practices law, and Marjorie recently became assistant director of Foundations and Corporate Support in the Alumni Affairs and Development Office of Amherst College. Their address is 251 Middle St. Amherst, Mass. 01002.

Michael J. Sloper (SF) was recently appointed director of the central office of the Esperanto League of North America. He invites inquiries and conversation about world language problems and their possible solutions. He especially welcomes contact from teachers of language (and other forms of rationality). Write him at Box 1129 El Cerrito, CA. 94530. Michael reports that his theatre work "has been on the upswing lately," having played in *Brigadoon*, this summer, and *MacBeth*, this fall, and recently singing chorus in the *Revels*, a semi-pagan holy-day dramatic ritual

#### 1981

Emi Sarah Geiger (A) married Boaz Leslau in 1992 and gave birth to a son, Reginald Gilead, in February, 1993. "We are enjoying our tranquil, happy lives in Jerusalem," she writes. "We have a garden with hundreds of flowers, hummingbirds, woodpeckers, and one small poisonous snake. Oh well."

Christopher Mark (A), who recently moved 15 miles from the country to the "big city" of Erie, PA., is anxious to hear from Johnnies in the area. Christopher, who tutors in math, reports business is brisk. Friends can reach him at 157 Sheridan Ave. #3, Erie, PA. 16502

#### 1984

Alexandra E. Mullen (A) recently joined the faculty of Providence College in Rhode Island, where she teaches Victorian literature. Last January she married Roger Kimball, a New York City writer and critic.

**Donna K. Wilson** (A) married Michael Vales and the couple has a son, Andrew. Donna's address is 133 Del Oaks Road, Madisonville, LA. 70447.

#### 1985

Martin Marklin (A) and his wife, Christine, proudly announce the birth of their first child, a son, Matthias Kolbe, born August 15. Matthias weighed 8 lbs., 7 oz., and was 21 inches long.

#### 1986

Kristen Ann Baumgardner (SF) married David Charles Caven on August 1, 1993, in a mountain meadow in Boulder, Colorado. Jennifer Flynn Israel (A) and Michael Ryan (SF) were both there for the event.

#### 1987

Justin Burke (A) participated in a Fantasy Day Event at Fenway Park in Boston. The sponsorship campaign was supported by more than 30 friends, family members and business contacts who contributed more than \$3,000 for the Jimmy Fund for Children's Cancer Research, which benefits from the event. Justin got to try to hit a home run at the Green Monster, the left field fence that's 38 feet high. He and friends started out in the 600 Club, a glass-enclosed hospitality section above and behind home plate. Justin got a Red Sox jersey and cap and was escorted to the visitor's locker room to change. Naturally, while in the batting

cages, he had good luck with practice swings, but no luck with the real 10 pitches. With the excitement, he even missed seeing his name on the scoreboard.

Joy Kaplan (SF) writes that after two years of working with international theatre groups and teaching English in Alexandria, Egypt, she moved to Istanbul to continue her work. She's also making documentary films with her husband, Ahmed Hamouda, whom she married in May. She would like to hear from anyone involved in international theatre, especially in North Africa, Europe, or the former Soviet Republics. "Istanbul is a great town. Contact me if you'd like to visit," she says.

#### 1989

Linda Hamm (A) and Don Schwimmer (SF'79)) moved to Seattle three years ago. She is a legal assistant and he works for Microsoft. Lisa Kallman Hopkins (SF) and her husband Phil Hopkins (SGI'92) became parents of daughter, Rebecca Leyna Hopkins, on Sept. 2, 1993.

#### 1000

Alexandra Edelglass (A) is a medical student at SUNY at Stony Brook.

Andy Ghiz (A) married Christi Zehringer in Richmond, VA., on September 28. Present were Susan Haines (A), groomsmen Charlie Schlueter (A) and Ken Paradis (A). The couple will be moving to Pittsburgh in November. Andy is a branch manager for Ghiz Inc., an industrial sales and engineering firm.

Chris Newman (A) and Paola Newman have returned from a two year stint teaching English in Japan. They brought back lots of souvenirs, a little Japanese language, and a child, their first. "Lucus," according to Mom and Dad, is adjusting well to America after spending his first month in Japan. They're living in family housing at the University of Michigan, where Paola is pursuing a degree in architecture and Chris is working for a law firm. They'd love to hear from any classmates or friends who are passing through. Their address is: 1634 McIntyre, Ann Arbor, MI. 48105, or phone (313) 764-6188.

(Continued on page nine)

#### Liberal Education on an Alaskan Island Alumni Profile: Dorik Mechau, A'56

#### By LESLI ALLISON

It may be fairly said that where Johnnies go, dialogue follows, even to the more remote regions of the globe. The case certainly seems to be true for Dorik Mechau.

On Sitka, a small Alaskan island, Mechau is now the Associate Director of The Island Institute. Formerly director of the Alaska Humanities Forum, Mechau became involved with the Institute when he married its founder and director, Carolyn Servid.

"Together, we are engaged in the further development and nurture of [the Island Institute] through a number of interrelated programs, projects and activities, whose object might be characterized as deinsitutionalized liberal education," Mechau said.

A small, non-profit organization, The Island Institute is now in its eleventh year. The Institute offers four primary programs designed to generate dialogue about issues central to human experience.

The Sitka Symposium on Human Values and the Written Word is an annual conference which explores relationships between writing and questions of social and ethical importance, between ideas and the responsibilities of our work and our lives. According to a brochure on the program, "Because so much about our human lives is recorded and preserved through language, we frame each symposium with a guest faculty of writers and thinkers whose work lends insight to questions posed by a selected theme."

The symposium theme for 1994 will focus on the theme of work in terms of its implications for people's lives, human values and its impact on the quality of government and society. Held in June each year, the symposium welcomes participants from around the country for a modest tuition (\$185/week in 1993).

The Island Institute's Residency program brings writers, artists, and humanities scholars to the island of Sitka for month-long stints three times a year. Participants are provided with room and board and afforded the opportunity to pursue their own work. In turn, once each week, residents engage in some form of dialogue or conversation with the community.

"We combine talents from outside the community with talents of the community," Mechau said. "Sitka is on an island. It's got a regular daily jet service. We're a large community relative to other area island communities. Those other communities have very little opportunity to do the kind of thing we're doing, so we try to work with them and share these opportunities."

The Visiting Writer Series is a program initiated by the Institute in cooperation with English departments at the University of Alaska Anchorage and Fairbanks campuses that brings writers to Sitka for readings and discussion.

Finally, the Community Forum Series provides panel discussions and seminars for local residents on issues ranging from "The Purpose of Education" to "Community Conflict."

"We're very interested in trying to further the democratic process in our community and to get people to think about what kinds of demands a democratic government makes on people," Mechau said. "If I were to simplify our purpose I would say that our interest is in engaging the imagination and intellect and spirit of people in this community and those who attend from other places, to engage them in an active way so that they're thinking about these issues themselves and not relying on expert to tell them what the truth is.

"Finally, I might say that we have a very strong interest in including Alaskan Native people in our program. Although they now represent a small percentage of the population here, they are very important in our thinking. For instance, relative to the subject of work, it's very clear that the traditional subsistence way of life is very different from work in a wage economy where you are working for someone else. Many Native people are working through this transition and burning issues include things like whether they will have a right to hunt and fish in the old ways or whether they will have to bend to the requirements of state and federal agencies."

Anyone wishing to know more about the Island Institute can contact Dorik Mechau at:

The Island Institute Box 2420 Sitka, Alaska, 99835 (907) 747-3794.

#### A writer at the wheel Alumni Profile: Joyce Turner Reyes, A'87

By DONNA BOETIG

"Possibility of snow," the National Weather Service announced over the airwaves, breaking the easy talk show banter of the mid-morning. Of course, it's winter in Wyoming, what would you expect? Joyce Turner Reyes, A'87, thought as she maneuvered the 75,000 pound tanker loaded with dry goods over the curvy hills. Her body ached. She had been driving for nearly 10 hours.

The snow began falling as she glimpsed her husband, Luis Reyes, also a long-haul trucker, asleep on the soft mattress in the rear of the blue tractor. The two took turns driving. Rising at 4 a.m., breaking for coffee, then trucking through the night, they'd log almost 200,000 miles a year. Sometimes when they hauled frozen food, they'd unload as well as load the cargo. (It's not the long routes that kill, Joyce commented, "it's the 300-400 mile trips, with the loading and unloading, that eat into your time.")

This trip had been going well until suddenly the wind from the plains whipped the snow like a fan with confetti, and minutes later the road before her disappeared under a sheet of white. Oh my, God, Joyce thought as the snow rendered her windshield wipers useless. White out!

"How are the roads up ahead?" Joyce asked, turning on the CB radio.

"The highway's closed from Rock Springs to Little America (Wyoming)," a stern voice replied.

Another driver interrupted, "Can anyone see me?"

"Yes, you're off the road. You're in a ditch," someone replied.

"It's one mile to a truck stop," a voice instructed Joyce.

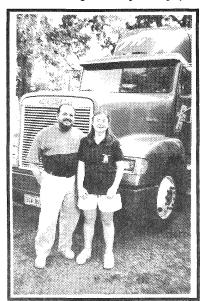
Can I make it safely? she thought.

Out of the corner of her eye she spotted faint gray tracks in the pavement. Are they on or off the road? she wondered, horrified.

Taking a deep breath, she mustered her confidence and slowed the rig to a crawl. Then following the barely visible tracks, she inched her way inside the white cloud, every turn of the wheels knotting her nerves. With intense concentration, she banished her nightmares. Finally, reaching the truck stop, she turned off the engine, allowing her body to sink deep into her seat.

Then she smiled a broad proud grin.

Joyce left St. John's after two years— "too many coffee shop parties, and too little studying," she says—then headed for the shores of North Carolina to write her novel. With the book unfinished, she enrolled at Winthrop University in Rock Hill, South Carolina, and organized a philosophy club,



Joyce and Luis on the road.

then graduated with degrees in both biology and philosophy. "While at college I realized I wanted military discipline and adventure," she says.

Enlisting as a seaman apprentice in the Coast Guard-she would be promoted to third-class boatswain's mate within three years, and remain on inactive status today—she earned \$240, plus benefits, for a weekend of rescuing boaters. "Most of work was fairly routine, very little of dramatic stuff," she says. Still she enjoyed the diversion, and as fate would have it on summer duty at Harbor Beach, Michigan, she fell in love with Luis, a warm hearted damage controlman from Puerto Rico with a son and daughter. As the Gulf crisis intensified, Joyce wondered whether it would affect her. Sure enough, she got called for duty on her wedding day. But she sought and received a reprieve.

Happily married, Joyce still suffered wanderlust when she spotted a television commercial for a tractor trailer driving school. "We could do that together," she called out to her husband, who was already enrolled in a similar program.

"I knew someday I'd want graduate school and maybe a career in environmental science," Joyce says, "but for now I wanted travel, to learn about this country, meet its people, write, and be with Luis."

After two months of full-time study at

the truck driving school, they earned their commercial drivers license permitting them to operate trucks up to 80,000 pounds, and received endorsements for tanker, double, and triple trucks, and trucks carrying hazardous materials.

In April 1991, the pair began driving as a team and so far have covered 44 states. Their most popular route is Interstate 80 from the mid-west to California. Says Joyce, "The road rises from a little above sea level to nearly 8,000 feet with lots of blowing snow in the winter. There are deserted areas, and it's not unusual to see herds of roaming antelope."

With power steering, brakes, and mirrors, the actual driving of a 65-foot rig is fairly easy, or so she says. "It's harder to drive a car because you can't see as far ahead." Yet on occasion when she drove double trailers, she concedes "there's a problem getting into parking spaces—you can't back up."

Driving 300 days a year, up to 11 weeks straight, can provoke her to drink bottom-less cups of coffee, pop caffeine pills, listen to financial reports, talk shows, and all types of music on the AM stations. "You play tapes at your own risk because the truck's vibrations tangles them," she says. An air bag on the bottom of the driver's seat absorbs shock, and she has learned to regulate how much she drinks because, as she puts it, you can't always find a rest room in isolated territory. After adding 5 pounds the first year to her 5'-2" frame, she managed to lose 10 pounds scaling back on snacks.

Among the joys of her job are the friends she has made: an older woman customs broker in Canada, a retired widow in Nevada. Says she, "The most important thing I learned about talking with people is to ask questions of older ones...They're the best sources of information about the history, customs, and economic bases of an area."

Most intriguing to Joyce are the perceptions strangers have of her. "Women break their necks to stare up at me," she says. "Because I'm driving a truck some think I'm trashy. They don't realize I'm educated, and have manners..."

Trucking has inspired Joyce's writing, and she has published two short stories about her experiences. Currently she's writing an adult book about her travels, and plans a column for a South Carolina newspaper. But for now, Joyce is thrilled to be able to earn her living experiencing adventure every day.

#### **ALUMNI OPPORTUNITIES** from the Placement Office

The Oregon State University Center for the Humanities invites invitations for faculty research fellowships for 1994-95. The Center for the Humanities will appoint up to four external faculty fellows with annual stipends up to \$27,000. Applicants are encouraged to submit proposals which address the research theme, "The Idea of Order in the Arts and Sciences." Applicants must have a Ph.D. and at least one year's teaching experience. Contact: Peter J. Copek, Director, The Center for the Humanities, Oregon State University, 811 S.W. Jefferson, Corvallis, OR 733-4506, (503)737-2450. Deadline: January 15, 1994.

The National Research Council plans to award Ford Foundation Postdoctoral Fellowships for Minorities selected from among scientists, engineers, and scholars in the humanities For more information, write: Fellowship Office, National Research Council, 2101 Constitution Avenue, Washington, D.C. 20418. Deadline: January 7, 1994.

The Robert L. Gale Fund for the Study of Trusteeship supports basic and applied research projects aimed at improving understanding of governing boards and trustee characteristics, responsibilities, and performance, as well as presidential roles and practices as they relate to board responsibilities. Grants ranging from \$5,000 to \$15,000 may be awarded to individuals or institutions, and proposals are invited from academic researchers, independent scholars, nonprofit practitioners, and doctoral candidates. The deadline for proposals is January 31, 1994. Contact: Barbara Taylor, (202)296-8400.

PSI Services, Inc. is seeking candidates for the position of Psychologist, to conduct evaluations and interprets tests and observation results using DSM IIIR. In addition, candidate will provide consultation to PSI treatment programs, and conduct individual and group therapy sessions. Qualifications: M.A. or Ph.D. in Psychology, demonstrated clinical testing and writing skills, experience in evaluation and treatment planning for developmentally disabled, infants, or young children. To apply send resume to: Mr. William Howard, PSI Services, Inc., Commercenter West, Building A, Suite 220, 1777 Reisterstown Road, Baltimore, MD 21208, (410)486-4757.

The Department of History at Appalachian State University offers to a qualified graduate student, a Master of Arts degree in History and the opportunity to learn about scholarly publishing by working as an editorial assistant for Albion, a journal of British studies. Qualifications for internship: conscientious and accurate work habits, good language skills, a commitment to learning, ability to use word processing and database applications, and knowledge of the humanities, social sciences, and history. Internship carries a stipend of \$7,000 per year, and consideration to receive an out-of-state tuition waiver. Apply to: The Cratis D. Williams Graduate School, Appalachian State University, Boone, NC 28608 and submit separately a letter explaining why the internship is desired and what your qualification are to Dr. Michael J. Moore, Department of History, Appalachian State University, Boone, NC 28608, (704)262-6004. Applications will be reviewed beginning March 1, 1994.

#### 1991

James Abram McShane ("Shum") (A), writing from Africa says that he is teaching math and "finds the Peace Corps challenging and real. As brother Michael, A'88, has said, 'Mail in your mailbox is psychological currency wherever you are.'" Shum also writes "Teeth! Tongue! Lips! An entire goat mouth! Served in a succulent, yet subtly peppy red sauce yesterday to me! At breakfast! for a free sample and a copy of Mortimer Adler and Mike Pfister's co-authored classic Truly Appalling African Breakfasts for Everyman. Shum's address: Corps de la Paix Americaine, BP 35, Save, Republic of Benin, Afrique. The number for his family in Nebraska: (402)-488-0262.

#### 1992

Elyette Block (SF) will be spending two years with the Peace Corp in Kaduna, Nigeria, beginning December, volunteering in the Health Extension program, Guinea Worm Eradication-Sanitation. The first year she will teach young girls how to prevent the spread of a worm that breeds in running water by using alternative water methods. The second year, she'll direct the construction of wells and water filtration systems in the villages. Elyette spent four days in November training in North Carolina and will receive another three months of in-country training in Nigeria before being sent

to a village.

Gigi Escalante (A) sends greetings from New York City.

Tim Hanes (A) expected to leave Los Angeles in October heading for Costa Rica for "fun and excitement" and learning Spanish. He planned to be in language school in Antigua, Guatemala, five hours a day, five times a week, and expected to spend Christmas with his family there. Tim has enlisted for a four year stint in the Army's Signals Intelligence/Electronic Warfare Operations Field (linguist), and is set to leave for basic training at Fort Leonard Wood, Missouri, Jan. 20, 1994. After basic training, he will attend the Defense Language Institute in Monterey, California.

Pamela Stark (A) works at the Center for Literacy as a VISTA volunteer in charge of curriculum and resource development. "My job is *very* interesting," she writes. "I love it."

#### 1993

Karen Marie Bell-Andrews (AGI) and her husband, Ben, announce the birth of their daughter, Amelia Jane, born Oct. 9, 1993, who weighed six pounds, twelve ounces.

Sara Ard (A) and Tedd Naff (A'92), who were married July 17, 1993, in Marion, Iowa, are living in the Bronx, New York, where Ted is attending Fordham University's philosophy program.

Justin Cetas (SF) and Diana Rempe (SF)

were married in Dallas on July 17. The wedding was attended by more than 20 Johnnies, and was a mini-reunion for the class of '93.

James Lank (A) is attending Harvard Law School.

"Truly paradise on earth," is the way Bill McMahon (A) describes his teaching assignment on the Island of Palau, in Micronesia. As a member of the Jesuit International Volunteer Corps, he is teaching for geometry, chemistry, and computer skills two years in a government high school.

Walter Sterling Jr. (A), recipient of a Javits Fellowship and teaching assistant in philosophy at Emory University in Atlanta, writes: "...When I first thought about philosophy and graduate school, I was very uncertain as to what, in fact, those words applied. One of the first things I heard a tutor say on the subject was that we at SJC speak our own peculiar dialect, while the rest of academia speaks theirs, and some translation is in order. This sounded right to me, and I think it was useful to hear, because it was at least a provisional way to understand the gap that I knew I had to cross. In the end, however, I think the translation was relatively minor in comparison to how much my St. John's education had taught me what I need to know to get started in the academic world of philosophy....'

# ANNAPOLIS: Homecoming 1993

#### "One Man's Meter" witty, nostalgic

"The chief reason for attending to the

details of meter is not performance but

plain knowing"—Elliott Zuckerman

By NANCY OSIUS

Annapolis Tutor Elliott Zuckerman began his Homecoming lecture "One Man's Meter" October 1 in a reminiscent vein.

Evoking the Brooklyn of his childhood was the first of many strategies in the speaker's entertaining journey towards his thesis that understanding meter is essential for understanding poetry. In this childhood Brooklyn, Ebbets Field was visible from the roof of his apartment house, the Brooklyn Museum provided a first introduction to the great names in intellectual history, and the Botanic Garden with its "metrically" arranged Japanese cherry trees was the setting for his earliest reading of poetry.

In a witty and densely allusive lecture, Mr. Zuckerman, a painter and musician himself, used visual and musical parallels to verse; a poet and editor, he performed metrical and lexical sleight of

hand to demonstrate the richness of great verse and the thinness of lesser versifying.

Mr. Zuckerman, who has been a member of the Annapolis faculty since 1961, is in his second and final

year as occupant of the chair on ancient, medieval and renaissance thought, partially funded by the National Endowment for the Arts. This year he has led a faculty study group on prosody, meter and verse, as a provision of the grant.

A. E. Housman's familiar poem, "Loveliest of trees"—"not a good poem," said the speaker, who thereafter pitilessly subverted it for his own purposes—was his chief example in the lecture. Initially the poem was useful for examination of its regularities and irregularities and a combination of distinction and banality. It also allowed Mr. Zuckerman to draw from his own etymological storehouse about such matters as the names of numbers.

In the meantime, those in the audience who had forgotten their *iambs*, *trochees* and *dactyls* were getting an entertaining short course, as the speaker laid out the metrical expectations set up by a poem and the force of controverting such expectations. (Even those who remembered their metrics likely met up with some new words: *amphibrach*, a stressed between two unstressed syllables, or *isochronous*, equidistant in time.)

Mr. Zuckerman gave more respectful attention to Andrew Marvell's poem "To His Coy Mistress" where he found first amusement and then power in the use of stresses in two key lines: "My vegetable love should grow/ Vaster than Empires, and more slow..." Marvell's second line here provided a valuable parallel to line one of Housman's poem, where a similar metrical reversal, "Loveliest of Trees, the cherry now" is, in Mr. Zuckerman's words, "so arresting that it carries the rest of the poem—carries it right into the anthologies."

In a display of often amusing virtuosity, Mr. Zuckerman now scattered enough new syllables into the Housman poem to stretch the four foot lines into five feet—iambic pentameter—and to evoke both Keats and Alexander Pope along the way. "It is because of such desecrations that I chose a mediocre poem [Housman's] to work on," he commented, adding, however, that tampering even with the tunes of great artists—Mozart and Bach—is useful in understanding how they work.

A passing glance at other quatrains—ballad meter as used in Wordsworth's poignant poem "Lucy," a second poem by Housman, and the limerick brought Mr. Zuckerman to the rueful admission that he didn't have time to "ring all the changes of what happens when we leave off various measures of the original quatrain"—an exercise he would likely have enjoyed.

He moved then to the identification and effect of stress patterns in lines of great poetry. Presenting a nameless critic's assertion that many iambic pentameter lines have only four enunciated stresses, he passed along that critic's example—"the most famous speech in Shakespeare"—for analysis, Hamlet's "to be or not to be" soliloquy. He agreed that in the first lines of the passage there were four, not five, stresses grouped into pairs on either side of a central unstressed preposition—the stressed syllables in the first line are be, not, that and question. But his own effective rendering of the line supported his assertion that these lines contain a fifth and central, but unheard, stress. "Most English verse is not purely accentual, but what is called accentual-syllabic," he

noted, and misreadings result in placing the four stresses equidistant in these irregular lines.

In Macbeth's soliloquy where the king begins "to contemplate the parade of his magnificent despair," the line "To-

morrow and tomorrow and tomorrow" invites articulation of all five stresses of the pentameter, Mr. Zuckerman said, including the two ands. "The little word and can be the most wearying of common words," he said. "It can also connect worlds of hopelessness, as it does, for example at the dead center of Tristan and Isolde."

Turning to the comparison of metrics in prose and poetry, he suggested that poetry can be viewed as "representing a selection and stylization of the more complex elements of ordinary language." His expressive reading of the first lines of the Declaration of Independence ("five and a half lines of rather good iambic pentameter") supported his assertion that reading prose aloud benefits from knowing the parts of speech "and where the joints are." Similarly, "It is small wonder that the attention to poetic elements should improve one's performance of verse."

But effective performance in either medium was not the goal of the study of prosody, he made clear. "The chief reason for attending to the details of meter is not performance but plain knowing," he concluded. He defended the effort to force a phrase into a metrical pattern set up by the poem: it is "bound to be

revealing," he said. "I have yet to find a good poem or piece of music that doesn't survive such fitting with a new noticeable richness."

Mr. Zuckerman's complete address may be published in a future issue of *The St. John's Review*.

Keith Harvey Photos



Alumni Association Honorees Peter Davies, left, and Edward Sparrow.

# Edward Sparrow, Peter Davie honored at Homecoming Ba

Two distinguished men were honored at the Homecoming Banquet Saturday, October 2, the recipients of the highest honors the Alumni Association has to bestow.

The first of these, Edward Sparrow, tutor at the college since 1957 and dean from 1977-1982, was made an honorary member of the St. John's College Alumni Association. Mr. Sparrow retired

from the faculty at the end of fall semester, 1992.

The second honoree was Peter Davies, A'48, who recently retired from a career in international relief and development. He was given the Alumni Association Award of Merit.

The honorary alumni membership was presented to Mr. Sparrow "in virtue of his many years of devoted service to the col-

lege" and with "gratitude for the friendship he has extended to generations of students and colleagues, helping to foster a greater sense of community on the Annapolis campus," according to the citation.

An alumnus of Harvard College, class of 1951, with a law degree from Harvard Law school and an M.A. from the Teacher's College, Columbia Univer-

sity, Mr. Sparrow "escaped sive education by joining said Michael Blume, A'78

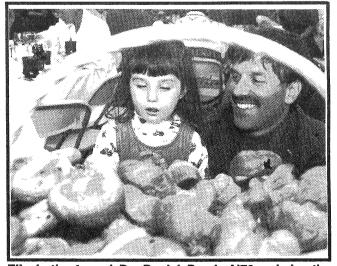
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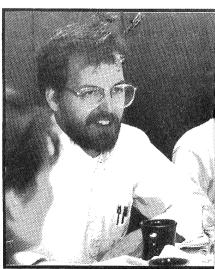
Peter Davi tions to interrelief efforts,

agriculture and reproducti "leadership in business, thropy," were noted in t Award of Merit.

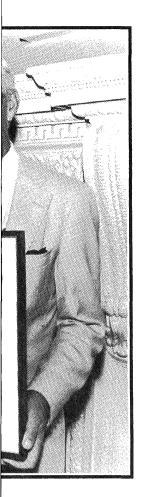
Stephen Bergen, A'47, vies whom he first came to Israel in 1950. In a group



Elizabeth, 4, and Dr. Daniel Pearl, A'73, admire the bounty at Sunday brunch.



At brunch are Mark Middlebrook, A' wife of classmate, Jim.



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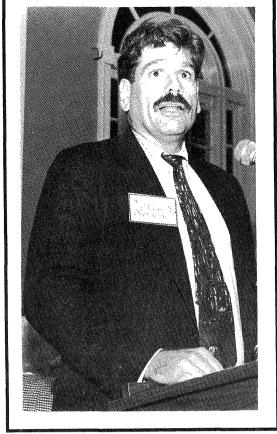
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President Chris Nelson addresses fellow alumni.

other Johnnies as Doug Buchanan, A'43, David Rea, A'49, Peter Weiss, A'46, Jerry Cantor, A'47, and Harris Wofford, HA'87, the participants did farm work by day, and sat up half the night to debate the merits of the kibbutz idea—"a kind of travelling seminar."

"Of all those in the group, Peter was not only the best real worker—he also really knew something and really cared about farming and life on the land," said Mr. Bergen. While Peter Davies didn't become a farmer himself, "he did go on to devote his life to efforts to alleviate world hunger and poverty, especially in rural areas."

In reply, Peter Davies turned first to his memories of those "wonderful formative years at St. John's," with a short nostalgic journey through recollections of respected classmates, venerated tutors, late dances and long arguments.

With the rueful hindsight of maturity, he said that as a student he failed to appreciate the abilities of his tutors, especially their patience in "letting us roam and then pulling us back on track with a well chosen question." He did not realize at the time how important St. John's was to be in his life.

But the "skills gained at St. John's" have been valuable throughout his career, he said—such skills as those he used as a recent participant in a session on ethical and legal issues in humanitarian assistance in conflict situations—"to think for myself, to be articulate, to press one's own view, to see the larger picture and to develop and express ethical principles."

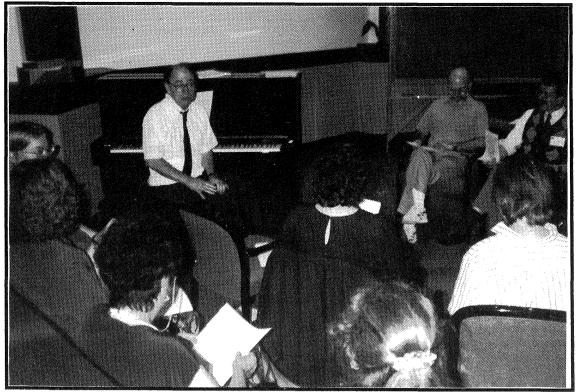
Many details of his distinguished career in public service are included in an interview on page one.



3, and Mrs. Bailey,



Stella Gold, 11, and her father trip the light fantastic, while their campanion Kari Jenson, A'78, not shown, nursed a sore foot.



Freshman chorus revisited, with tutor Michael Littleton at the piano.

Allan Hoffman photo

#### Reunion sights and sounds

Beginning in July, 1992, chief organizer Lyn Cronin began to prod friends from the class of '83—by the fall of 1993, planners were linked regularly by conference calls initiated in her Norwood, Massachusetts, office. Classmates came in droves, although ironically Lyn, ailing, couldn't come. Big events for the class were the Rock Party on Friday night with deejay professors Richard Miller and Darrel Moellendorf providing the patter, and the first ever Homecoming Waltz party, orchestrated by Jim Bailey. Other planners were Sue Maguire Shock, Kathy Bergren Smith, William Hill, Cindy Walton McCawley, and Mark Middlebrook.

Children gambolled and parents chatted at the Saturday picnic under the trees, and then the class of '78 decamped to McDowell to discuss New Program founder Scott Buchanan's essay "The Liberal Arts." David Woolwine, Fred Bohrer, and Larry Ostrovsky

were the planners.

A "Hospitality Suite" in McDowell 22 awaited the returning member of the class of '73, where they were greeted by steering committee members Jane Spear, Maria Coughlin, Ted Hendricks, Jessica Weissman, and Dan Pearl.

Nothing was nicer at the class of 1968's 25th reunion than lunch on Dorcey Wend Rose's sunlit deck overlooking Lake Hillsmere, followed by a seminar on "Don Quixote" led by Brother Robert Smith. Besides Dorcey, reunion planners were Vicki Cone, Deborah Schwartz Renaut, Gilbert Renaut, and Joe Sachs.

Gathering for their 40th reunion, headed up by Frank Atwell, many of the class of 1953 lunched together Saturday noon in the Private Dining Room and then whiled away the afternoon reminiscing.

(Continued on page 12)

Mary Weigle, second from left, visits with speakers at Dr. Weigle's memorial: Alumni Association President Sharon Bishop, A'65, Brad Davidson, A'77, center, George Bingham, SF'66, second to right, and Harvey Goldstein, A'59.



#### Alumni honor Richard D. Weigle

Richard Weigle in his vigorous stewardship—proper and exuberant by turns, the good-humored observer of student shenanigans, a visionary, an activist—these were the memories drawn forth from three alumni who were students during his tenure as president of the college from 1949 to 1980. A fourth alumnus read a resolution passed by the Alumni Association board "which conveys at least some of the sadness and sense of loss which we feel at [his] passing."

The climax of the special Alumni Association

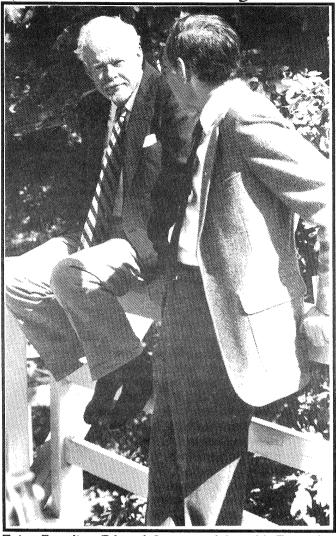
meeting at Homecoming in Annapolis October 2 was the Tribute to Richard D. Weigle, who died December 14, 1992. It was the first opportunity for Annapolis alumni to praise the man to whom the 1993 Homecoming celebration was dedicated.

Mary Weigle, his companion for over 50 years of marriage, listened attentively to the speakers.

Harvey Goldstein, A'59, former Alumni Association president, remembered being summoned into the presidential office by an amused President Weigle in

(Continued on page 12)

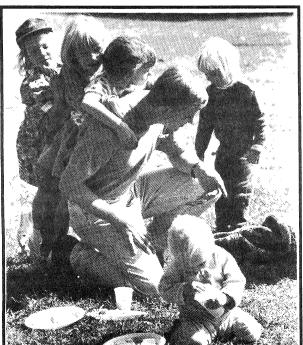
#### Annapolis: Homecoming, 1993



Tutor Emeritus Edward Sparrow visits with Tutor Joe Cohen at Class of '68 reunion.



Deborah Papier, A'72 waltzes with Peter Fairbanks, A'73 in the Great Hall. Keith Harvey photo

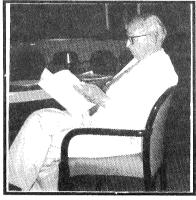


Jeff Wall, A'83, plays with small companions at the '83 picnic. Stephanie Harvey photo

More Reunion Sights (Continued from page 11)

A letter and invitation from Peter Kellogg-Smith, filled with light-hearted memories, summoned the class of 1943 last fall to its 50th reunion. They remembered, they came, and on Sunday morning, they gave Peter a standing ovation for his efforts. Some of Peter's memories: numerous "Sunday mornings"; Bob Story constructing a still in his dorn room closet; Nicholas Nabokov conducting the St. John's Symphony Orchestra, made up of three Johnnies and 32 townies and Navy bandsmen; and recollections of cheerful Miss Ebaugh on the switchboard, "surrogate mother" Kitty Lathrop in the bookstore, and boatbuilder Franz Plunder.

These men came back to the "big five-o": besides Peter, Ralph Baltzell, Monte Bourjaily, Douglas Buchanan, Alan Eckhart, Bill Hart, Claude Leffel, Richard Mallon, Francis Mason, Alexander Slafkosky, Willard Stern, Ollie



Left - Dr. Douglas Buchanan, A'43, is the son of New Program founder Scott Buchanan. Allan Hoffman photo

Above - Classmates revisit 1983 yearbook with Assistant Dean Jonathan Tuck. Harvey and Harvey photo

Special Assistant to the Special Assistant to the President for trade policy, promoting the Trade Expansion Act at the

> The years following found him working as deputy managing director of a \$68 million fertilizer project in India and as director of the Accelerated Rural Development Program in Thailand. Then it was the Food for Peace AID program in Brazil, where he directed agricultural, health, nutrition and population programs; next, four years of travel through Latin America and the Caribbean as program director for the International Planned Parenthood

> For eight years he was president of Meals for Millions/Freedom from Hunger Foundation, commuting to Davis, CA. He added to the number of countries and rural develop

ment programs served, and increased seven fold the foundation's budget. After he helped form InterAction, presiding over a merger of two international development agency umbrella organizations, he is credited with doubling its membership (there are now 152 international private voluntary member organizations such as CARE, Save the Children, International Rescue Committee and Oxfam). InterAction's members account for over \$1.5 billion of private funding and \$600 million of government funds.

St. John's provided him with "the language to build consensus," he says. "St. John's taught me to see the larger world picture and to work to help others to realize that they have the innate ability to gain self-reliance and respect. The college has always been an important part of my life."

While he speaks with pleasure of retirement and more time with his wife Phyllis, a lawyer with New York City, also now retired, and his family (a second son is a veterinarian and a Ph.D. in immunogenetics doing research on cattle disease), Peter Davies of course has new projects afoot. He expects to work with Saferworld, a British group dedicated to curbing the arms trade. He also expects to consult for Save the Children, UNICEF and Oxfam, and other "short term assignments." The more things change, the more things remain the same.

Weigle Memorial (Continued from page 11)

the 1950s. He and several fellow students were building a computer for their senior lab project, and were displaying the acronym for the Boolean Algebra Tabulating and Reasoning Device everywhere possible-a French word thought not fit for the eyes of Presi-

dent Eisenhower, who was about to visit the campus for a dedication.

Mr. Goldstein recalled as a new graduate in the 1960s being summoned into the president's office by an excited Dr. Weigle to see the maps and plans and blueprints of the Santa Fe campus.

Sharon Bishop, A'65, remembered Dr. Weigle as the college's in loco *parentis*, "somewhat remote, morally strict, even stem at times." When she was a student in the 1960s and dormitory gender segregation was the rule, she remembered one occasion when she and her friends were in a mixed social situation in a men's residence and suddenly Dr. Weigle was at the door. "Fear was in my heart," she said. However, the president surveyed the scene, and kindly gave them permission to continue.

By the 1970s, as a member of the Board of Visitors and Governors, she had begun to understand and fully to appreciate Dr. Weigle's contribution to the college. "Dick was a man of vision—is there another small liberal arts college with two campuses with the same program 2,000 miles apart? he was a man of action...he was also something of a magician—he rescued the college from the brink of financial disaster too many times to even count."

Dr. Weigle was "impressive-so proper and correct," said Brad Davidson, A'77, speaking for the students of the 70s. His generation called him "Uncle Wiggley," and perpetrated an infamous senior prank on him, to which he was apparently equal-"parking [Dr. Weigle's] purple college car on the Quad, removing the tires, locking two pigs inside after removing the locks, and rigging the horn to sound when we closed the car at 5 a.m."

An Annapolis resident, who served several terms on the Annapolis City Council, Mr. Davidson sought advice from his mentor, but Dr. Weigle never offered any unless asked. Mr. Davidson had special words of praise for Dr. Weigle's role as a founder and early president of Historic Annapolis. He helped "preserve...Annapolis for the ages," said Mr. Davidson.

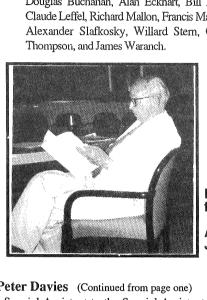
The Alumni Association resolution read by George Bingham, SF'66, said, in part: "Dr. Weigle's leadership and vision guided St. John's College during his more than 30 years as its president. He devoted his seemingly boundless energies to the well-being of the college and of the St. John's program and brought to it the vigor and vitality which the college enjoys today. He touched and enhanced the lives of two generations of alumni and all who succeed them are in his debt."

It was Dr. Weigle's vision of the college that Annapolis president Christopher Nelson pledged to carry forward in the remarks he made at the opening of the morning meeting.

He brought good news to his listeners about the college financial situation. After thanking them for their participation in annual fund giving, support of the capital campaign launched in April and in other ways, he reviewed the acquisition of the former state Hall of Records, and its planned transformation into the new college library beginning in 1996.

In addition, a recent accumulated operating deficit had been erased, he announced. The college is on schedule in its steps to reduce annual reliance on endowment funds from 9.6% to 5% over a four year period. Three years of budget cuts—through reduced staff, salary freezes, reduced discretionary funds, and reduced instructional dollars—have set the stage for this.

In her annual academic report to the alumni, Dean Eva Brann explained the Instruction Committee rationale for the 1993-94 budget-cutting expedient of using one rather than two tutors for senior seminars: "the principle of variability." In order to set no budgetary precedents, "we never do the same thing for two years" to cut costs, she said.



Executive Semiars (Continued from page one) consulting firm and was a thoughtful and confident contributor to today's discussion, stays behind for a few minutes to help with that final question.

This is a man who has built power and de-salinization plants, and has found much satisfaction in such work. "I like a challenging problem that a customer needs help on," he explains. He adds, "There's more to life than two plus two. I thought this seminar might be a way to expand myself."

Other members of the group are in their first year of Executive Seminars; he is in his second, having chosen this theme, "Man and Citizen," and its readings, over an alternative. In fact, several members of today's class are here because, in one way or another, he recruited them.

"I have often found the readings very difficult," he says. "They have stretched me a little bit. It has taken some getting used to. Sometimes last year I wasn't sure I had read the same book as the others."

But he has a sense that he is "filling in a part of something that is missing."

Executive Seminars seem to be an idea whose time has come. Professionals outside the college purview have shown themselves eager to gather for thoughtful discussions on timeless books or timely topics.

"There is a lot of disagree-

ment as such. But conflict,

no, except one time when

a participant brought up

— Tutor Ben Milner

the Vietnam war."

Ninety-two such students—bankers, physicians, lawyers, business people, journalists, highly placed government figures (past and present), and others—are presently en-

rolled in five separate seminars meeting in Washington, New York, and Annapolis.

There is likely no more enthusiastic supporter of these outreach efforts than President Nelson himself—"a continuing presence," in the words of one tutor, as coleader of several of the seminars.

"These government and business leaders are concerned with issues that are shaping our society, and their perspectives are extremely interesting," Mr. Nelson said recently. "I'm excited that the people who make such a difference in our society are active students of the books we are reading in our program."

Beginning in 1988, the Great Issues series, a program spearheaded by Vice President for Advancement Jeff Bishop and Bill Brill, president of the Friends of St. John's, began to offer the satisfactions of seminar discussions to groups beyond the devoted cadre of community and alumni seminar members-to people barely acquainted with the college and its program. Hundreds of such newcomers crowded on campus to hear speakers like Elliot Richardson, Robert Bork, and Arthur Ashe address the subject of ethics in different areas of public life—law, medicine athletics and the like. After these major speeches, attendees divided into small group seminars, co-led by tutors, to discuss assigned readings. The Great Issues series continues—last winter David Gergen took up the topic "Whose Government is it, any-

Other formats for seminars have permitted participants to meet much more frequently—weekly, monthly, or bi-monthly—often over an entire year.

The first of these was begun in 1989 by Kenneth Brody, then a partner in Goldman Sachs, the New York investment banking house. He approached Dean Thomas Slakey seeking a tutor to lead a group of bankers, doctors, and lawyers wanting to read and talk about worthwhile books. Responding to that invitation were tutors Nicholas Maistrellis and Elliott Zuckerman. Howard

Zeiderman, and Brother Robert Smith came in later, replacing Mr. Zuckerman, who had other commitments. The three tutors organize and administer the program and spell each other in travelling to New York for 30 Sunday afternoon meetings a year. Mr. Brody's group committed itself to the very ambitious goal of covering the undergraduate seminar readings, and laid out a five year program to do so—150 two-hour seminars.

In 1992, Mr. Brody was elected to the St. John's Board of Visitors and Governors; early this year he gave up that seat when he moved to Washington to become president of the Export-Import Bank. Mr. Brody had met Bill Clinton in the spring of 1992 through their mutual involvement in the Democratic Leadership Council; later he became the candidate's leading New York fundraiser. During the general election, he helped line up political endorsements from the corporate world.

Although its founder is gone, the Brody group continues its Sunday afternoon discussions. The New York group "is a serious educational enterprise, one committed to reading and discussing very difficult books," Mr. Maistrellis comments. "The quality of discussion is very high—often as high as any I have ever been in." Perhaps predictably, once in Washington Mr. Brody

gathered a new group of 14 congenial spirits around him. He collected this group, Mr. Maistrellis says, in order to "finish the fifth year of the program he had begun" in New York. Like the New York group, the Wash-

ington group is presently reading 19th and 20th century works, just now completing Kierkegaard's Fear and Trembling and Nietzsche's Beyond Good and Evil.

So we have seminar number two.

Also in Washington is seminar number three, called the "Thaler group," which, named after Washington lawyer Martin Thaler, began in the fall of 1992, and is now into the third set of six-week seminars. Mr. Thaler, the initiating spirit along with Tutor Emeritus Tom Simpson, died after the project got under way, but the seminars continue, meeting at the Metropolitan Club, usually co-led by President Nelson and Donna Schueler, AGI'89.

Back in Annapolis, each with its own distinguished rosters, are the two groups actually called Executive Seminars. As variegated as the other groups, with a former U.S. Senator, a soon-to-be ambassador, doctors, businessmen and others among its members, the first Executive Seminar was formed two years ago when 15 men and women responded to a college invitation to take part.

"Man and Citizen" was the seminar theme, and the readings which began with Plato's *Crito*, Sophocles' *Antigone*, and Aristotle's *Politics* (Book I) extended through 10 sessions to conclude with Thoreau's *Civil Disobedience*.

Tutor Ben Milner, a member of the college faculty since 1965, has been its leader ever since. He still enjoys it, he says.

"As a group, they bring into discussions all the wisdom, insight and understanding that comes with maturity," he comments. They "talk to the books and ideas," he says, and don't approach topics from their own private perspectives as businessmen or lawyers or the like to make a point.

He warms to the subject. "For a group of people just assembled around an idea, you'd expect more abrasion, more conflict. You wouldn't expect people to fall automatically into the habits and way of conducting themselves in a class like that. But their expecta-

#### NSA funds new Annapolis telescope; Russian student exchange continues

#### By DONNA BOETIG

Soon St. John's students in Annapolis may be searching for new supernovae in nearby galaxies, monitoring variable stars, and reporting information to professional astronomers. They may gaze at new comets, track planets, and watch for unusual phenomena on the surface of the moon. They will, in a very real sense, advance their understanding of science by making their own observations—thanks to a new telescope that makes it possible to detect and record observations even in the daylight.

The college has recently received \$16,000 in matching funds from the U.S. National Science Foundation to fund this telescope. Construction will begin soon on the mini-observatory at the top of the pendulum pit in Mellon Hall, a site intended to be used for an observatory by the building's architect in the 1950s.

The new 14-inch Cassegrain telescope uses a charge-coupled device, or CCD. This CCD is a computer chip, sensitive to light, that subtracts the background effects of the sky and enlarges the resulting images.

Currently students use an eight-inch telescope, without a CCD camera. The new 14-inch telescope alone increases threefold the number of stars students see with the telescope. With the CCD, the number of stars that can be seen increases by a fraction of several hundred.

"The purpose of the telescope," said astrophysicist and Annapolis tutor Jim Beall, "is to get students more involved by taking data and recording measurement for scientific observation so they can get a better understanding of natural phenomena and their relation to physical theories."

The new telescope will complement the current students exchange agreement between St. John's and the Pulkhovo Observatory in St. Petersburg, Russia, which began with five students in the summer of 1992. In August, 1993, Mr. Beall flew to St. Petersburg to join the second group of Johnnies in the exchange, Kirk Duncan (A'96), Matt Miller (A'96), and Richard Schwidt (A'96). The three students were there for a three-week period to study observational astronomy and astrophysics at the Pulkhovo Observatory. While there, Mr. Beall lectured on "The Role of Relativistic Jets in The Broad Line Regions of Active Galactic Nuclei" at the Observatory; the students picked up a little Russian; shared meals with the scientists' families, and were treated to a guided tour of the historic city by Dr. Grigorii Kaganov, an expert on the role of St. Petersburg in Russian culture.

Three Russian students are planning to apply to the St. John's Graduate Institute in part to explore the intellectual origins of The American Republic.

In June, Maryland signed a sister state relationship with the Leningrad Oblast and a collaboration agreement with the City of St. Petersburg, beginning what may be an ongoing relationship through exchanges in business, education, culture, technology, sports, port development, and other areas of mutual interest.

#### Croatian native Leo Raditsa writes on Bosnia

A letter to the editor in the October 10 issue of *The Washington Times* expresses the conclusions Annapolis tutor Leo Raditsa reached as an observer in Croatia last August.

Mr. Raditsa was born in Geneva, Switzerland, where his father, Bogdan Raditsa, was with the Yugoslav delegation at the League of Nations. He came to the U.S. in 1940 when his father was assigned to the Yugoslav embassy.

In Croatia he found widespread denial of the secret agreement made between Croatian President Franjo Tudjman and Serbian president Slobodan Milosevic in March 1991 to partition Bosnia-Herzegovina,

"Mr. Tudjman's readiness to deal with Mr. Milosevic behind his people's back...betrays ambivalence about independence, and worse still, a readiness to make his countrymen complicit with the Serbs destroying the Bosnians."

Decrying plans to partition Bosnia, Mr. Raditsa called on Croatia to back Bosnian independence and to oppose partition—suggesting that partition of Croatia, now

one-third under Serbian control, would soon follow. By backing Bosnia, Croatia would reassure its own minorities, many of them Serbian, Mr. Raditsa said, concluding, "As things stand, if I were a Serb in Croatia, I would be afraid."

A "Letter from Zagreb," also drawn from Mr. Raditsa's observations last summer, will be published in January in *The American Spectator*.

"On the Past," an essay he wrote on the central importance of history, appeared in the winter, 1992, issue of *The Gallatin Review* of New York University.

"The Relevance of Thucydides Today," drawn from a series of lectures Mr. Raditsa gave in South Africa in 1991, uses Thucydides' insistence on the "interconnectedness of apparently discrete events" to gain perspective on more recent events, especially those of this century. The article appeared in 1993 in *The American Review*, which is published by the Rand Afrikaans University, where he lectured two years ago.

tions seemed to lead them naturally into comfortable conversation."

It is not that they all agree, he hastens to add. "There's a lot of disagreement as such." But conflict, no, except one time when a participant brought up the Vietnam war, he says. This seminar and the next are co-led by Mr. Nelson whenever he is in town.

Last year's seminar readings, based on the theme "Justice," included plays by Aeschylus, and selections from Thucydides, Thomas Aquinas, Dante, Machiavelli, Locke, Rousseau and Tocqueville. Now in their third year, a core group of original participants plus some new members is reading from Homer, Herodotus, Plutarch, Shakespeare, Swift, Abraham Lincoln and others, under the rubric, "Leadership and Authority."

Seminar number five, described at the beginning of this article, is the second Executive Seminar in Annapolis, which began the "Man and Citizen" readings in September.

"All the seminars are helping to make substantial contacts for the college," President Nelson remarked recently. "All are introducing many people to the college who care more about it as a consequence."

He paused reflectively before continuing. The seminars extend the arm of college to the world outside for "good educational purposes," he said, "and then they bring the world back to the college to help support the program."

#### Descartes in Queens?

"St. John's should set its sights very high and strive from the beginning to produce a program that is distinctive and superio,..." So wrote Robert Goldwin to Dick Weigle in 1966 regarding the creation of the Graduate Institute, originally called the Teacher

After its initial Summer '67 offering on Politics and Society, the Institute continued its orientation to teachers. The following is from a 1968 Bulletin: "The Institute offers to members of the teaching profession-and others who are qualified-an opportunity to pursue a demanding and comprehensive course in the liberal arts.."

What impact has the GI had on American education? How has it changed its student-teachers? With this issue, we conclude a series of articles written by GI graduates, all career educators. Our thanks to our contributors: Martin Drew '74SGI, Principal, Linden JHS, St. Albans, NY, Dr. Paul Bitting '74SGI, Ass't. Prof., North Carolina State U., Beverly Angel '89SGI, math/science teacher, St. Michael's Academy, Austin, TX.

#### "Am J Your Type?"

How has my education at St. John's affected my teaching? I wish I could say that I have initiated major curriculum changes or been moved to begin a "Great Books Seminar for Students" because the connection between St. John's and those sorts of activities is direct and therefore easy to explain. For me, as a science and math teacher, the impact has been far more subtle, though, I believe, just as radical. The greatest changes have been in how I treat non-math/science topics in the classroom, in the type of role model I believe I present to my students and in how I relate to my colleagues in other teaching fields.

"The Graduate Institute appealed to me

on a purely personal level because I felt a

growing sense of dissatisfaction with the

narrowness of my education."

To explain, let me begin by saying that I had been teaching in private, college-prep high schools for eight years (with a reasonable degree of success) before I ever heard of St.

John's. The Graduate Institute appealed to me on a purely personal level because I felt a growing sense of dissatisfaction with the narrowness of my education. I wanted to learn more about the ideas I sometimes overheard the liberal arts teachers talking about in the faculty room. Simply put, the other math/science teachers never seemed to have the same off-periods that I had and I didn't like feeling left out of the conversations. I never considered or expected that St. John's would affect my science/math classroom.

At that time I did not realize that one of the biggest problems we face in education is the "departmentalization of knowledge." By high school, students have begun to classify themselves as math/science types and to shun, as far as they possibly can, any course that is not their type. And, because we as teachers are also typed, they inveigle us to be their allies. I can't count the number of times I have been confronted by a some liberal arts type student with the whine: "Why do we have to take this course? I asked my English (or History, or Latin, etc.) teacher for help on this Chemistry (or Algebra, or Physics, etc.) assignment and he/she couldn't do it either, so why do I have to learn it? I hate math/science anyway and I'm never going to use it!" I used to get furious with my colleagues (fortunately, mostly silently!) for providing my students with fuel for such complaints and thus making my job more difficult. It never occurred to me that, when one of my star math/science types asked for "help" on a poetry interpretation theme paper, he or she might be gathering fuel for a similar attack on the English teacher! When adolescents ask such a question about the utility of a topic, there is no way to give them a simple, direct and satisfactory answer. The answer must, I think, be "built in" to what we teach and modeled by who

In the classroom, where I used to stick strictly to



Teachers in the Graduate Institute program on graduation day in Santa Fe in 1970.

scientific/mathematical facts, theories and processes, I now pepper my lectures with historic and literary allusions and I so frequently stress the necessity of clearly communicating one's ideas that my students complain that I should have been an English teacher. I allow more class discussion and require more reading, more writing, and, I hope,

more thinking. Because I feel comfortable doing so, I now take time to discuss the political, social and ethical impact of science and technology-thus indirectly answering my questions about why they have to study math and science.

Interestingly, quite often students will respond to such discussions with "We talked about that in History (or English, or Theology, etc.) just yesterday and have you ever heard about Aristotle? (or Kant? or Hobbes? etc.)" When my students express surprise that I, a math/science teacher, should know anything of the "liberal arts," I have learned to respond with "Well, that's part of what it means to be educated." I hope, in this way, that I'm also giving my math/science type students answers to the questions with which they plague their liberal arts teachers.

In any case, my relationships with my colleagues have also changed. As I had hoped, I'm no longer left out of the conversation whenever anything deeper than last night's TV show is discussed in the faculty room. We have some marvelous discussions and occasionally the topic even veers towards a math/science field! Very often it seems that we talk about how insights or methods in one field can help to illuminate other areas and all of us are, I believe, experiencing a greater sense of collegiality.

Before I began teaching at this school, Larry Davis (SGI '87), who also teaches here, was instrumental in getting a group of the faculty together in a St. John's style seminar on a Theology/Philosophy related text. We still meet once a month and I think these discussions are affecting the faculty, making them more open to new ideas, more willing to take intellectual risks, and more committed to education as a life-long process. For example, a few weeks ago one of the math teachers became ill and an English teacher, Mrs. Maher, was called upon to "babysit" his pre-calculus class. The students had been left an assignment to complete but ran into difficulty and asked her for help. One of my liberal arts type students gleefully reported to me that Mrs. Maher had no idea how to work the problem but "she made us all pull our chairs up in a circle and talk about the problem and she kept asking us questions and making us explain things to her and we figured it out. Pretty good for an English teacher, huh?" "Well," I was glad to answer, "that's part of what it means to be educated."

Beverly Angel, '89 SGI St. Michael's Academy, Austin, TX.

#### CHAPTER CONTACTS

Please call those listed below for information about alumni activities in each area,

ALBUQUERQUE: Harold M. Morgan, Jr. (505)266-5330.

ANNAPOLIS: Joel D. Lehman (410)956-2814

AUSTIN: Paul Martin (512)327-6854.

BOSTON: Alvin Aronson (617)566-6657.

BUFFALO/ROCHESTER/TORONTO: Annapolis Alumni Director Betsy Blume (410)626-2531.

CHICAGO: Rick Lightburn (312)552-1461 or (708)575-3956(W), or Erin Milnes at (312)271-1039. DALLAS/FORT WORTH: Suzanne Doremus (817)496-8571 or Jonathan Hustis at (214)340-8442.

LOS ANGELES: Julia Takahashi (213)434-7624.

MINNEAPOLIS/ST. PAUL: Glenda Eoyang (612)783-1405 or 379-3883(W).

NEW YORK: Sylvia Hermanson (212)463-7392, or Peter Burdge or Jill Silberman at (212)677-1145.

PHILADELPHIA: Jim Schweidel (215)836-7632.

PORTLAND: Dale Mortimer (206)737-7587. RICHMOND: Maya Hasegawa (804)355-5095.

SACRAMENTO: Arianne Ludlow (916)362-5131 or Helen Feeley at 452-1082.

ST. LOUIS: Lorin Cuoco (314)935-5576 or 725-8972(W).

SAN FRANCISCO/NORTHERN CALIFORNIA: Toni Wilkinson (415)255-2255 or 550-1280(W).

SANTA FE: John Pollak (505)983-2144 or Cindy Jokela at 982-3691.

SEATTLE: Jim Doherty (206)937-8886.

WASHINGTON, D.C.: Sam Stiles (301)424-9119.

# St. John's College



Glenn Ballard, SF'68, Editor

Thomas Geyer A'68, Communications Committee Chair

**Chapter Profile:** 

NYC chapter runs seminars, picnics, and "Reading Group"

The New York Chapter's yearly schedule of events follows a form familiar to most "St. Johnnies"—reading and discussing.

Four times a year—twice in the fall and twice in the winter/spring—alumni from in and around New York meet at Manhattan's Princeton Club, in Midtown. There a guest tutor, most often from the Annapolis campus, leads a seminar on a preselected reading. Fall 1993 seminars featured the Nathaniel Hawthorne short story, "Peter Goldthwaite's Treasure," led by Timothy Miller, and one of Montaigne's essays, "On Experience," led by John Verdi.

In June, area alumni, their families, children and guests meet for a picnic and seminar. In recent

years Tom Geyer (A'68) has hosted this event. His hillside home near Morristown, New Jersey, over-

looking the forests where General George Washington once wintered his troops, provides a comfortable and picturesque setting for an afternoon of eating and talking.

In the fall of 1992, another readingand-discussion group took shape when a handful of alumni met one evening to informally discuss their reading of "The Pagan Rabbi," a short story by Cynthia Ozick.

Since then, these meetings have continued, and taken on a life as the chapter's "Reading Group." Participants take turns hosting the group in their own

homes, on alternate months from the Princeton Club seminars. At each discussion, members decide collectively on the time, place and reading selection for their next gathering. Most often, the group has settled on more contemporary, and longer, works than those tackled at the seminars. Past readings have included, for instance, AIDS and Its Metaphors, by Susan Sontag; Lincoln at Gettysburg, by Garry Wills; and Beloved, by Toni Morrison.

N.Y. Chapter members include all graduates and former students of both the undergraduate and



Hallie Leighton, SF'92, center, and Elizabeth Powers, A'89, take part in seminar at Princeton Club led by Mr. Verdi for NYC chapter.

Graduate Institute programs, from both the Santa Fe and the Annapolis campuses, who live within a wide radius of New York City. All are invited to attend chapter events. At all events guests are welcome and encouraged to participate.

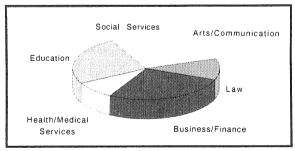
Sylvia Hermanson, SF'80



Tutor John Verdi

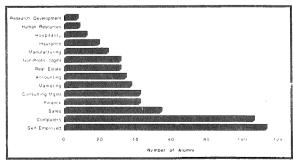
#### St. John's College Alumni– What they do for a living

Approaching the half-century mark in age, I now occasionally allow myself to reminisce about "the good old days," which definitely include my time as a student at St. John's. Like most of my classmates, I ignored the issue of how to make a living until compelled by circumstances. Even then, it seems less appropriate to speak of my "career" than my "careen" through occupations. I have been lucky at making a living, and needed to be, given my lack of foresight. I have worked as merchant marine, pipefitter, college teacher, and management consultant. With those reminiscences in mind, I was naturally interested to see the latest news on alumni occupations.



What do SJC Alumni do for a living?

When I was a student at St. John's, we believed that most alumni became teachers, doctors, or lawyers. That may or may not have been true in the 1960s, but it certainly is not true today. The 1992 Alumni Register reveals that more of us are in business than in education, and that more alumni are in arts/communications than are in either law or medicine.

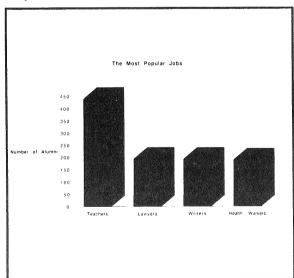


**Business/Finance Occupations** 

Of the alumni who responded to our survey, 2,924 provided information about their occupations. Of those respondents, 590 are in business-related jobs. The most popular business occupations are self-employed entrepreneur, computers (programmer, systems analyst), and sales.

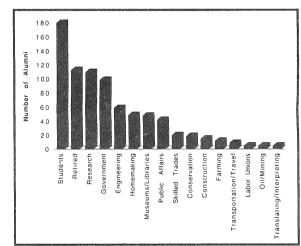
Education is the seocnd largest occupational category with 540 alumni, or 18.5% of respondents. One hundred ninety-eight of us are teaching at the college level, 144 are teaching high school, and 98 are involved in pre-school through eighth grade. The remainder have administrative positions.

Other points of possible interest: 89 alumni are in the performing or visual arts, and 48 are in media-related occupations. There are 105 physicians, 25 nurses, and only six dentists. Forty-three alumni are ministers and 96 are counseling therapists. We are doing our part in the legal field with 194 alumni lawyers.



The Most Popular Jobs

As is often the case with data of this sort, everything depends on how you form groups. If we look below the big groups (business, law, education, etc.), and focus our attention on the largest subgroups, our 1960s assumption holds up better. Four hundred forty alumni are teachers, 194 are lawyers, 193 are writers, and 190 are health professionals. Even so, altogether these amount to less than 35% of all alumni.



Other Alumni Occupations

As we see, 789 alumni are in occuptions other than those discussed above. Other occupations include being a student (180), retired (113), research (110), government (99), engineering (58), homemaking (49), museums/libraries/galleries (48), and public affairs (42). Smaller numbers are involved in skilled trades, conservation, construction, farming/ranching, transportation/travel, labor unions, oil/mining/energy resources, and language/translating/interpreting.

Do any of you readers know about occupational distributions for alumni of other colleges, or other possible comparisons such as total national population? If you have data or know how to go about getting it, please let me know.

I plan to do an ongoing series of articles about alumni in various occupations. First on the list is ALUMNI IN THE ARTS. What should be second on the list? Can you point us toward worthy individuals to be interviewed? Are you one of the 193 writing professionals? Are you willing to write an article for the series? Please give me a call or write to:

#### Glenn Ballard, SF'68

SJC Alumni Association Newsletter Editor 4536 Fieldbrook Rd. Oakland, CA 94619 (510) 530-8656

#### TEACHING AT ST. JOHN'S COLLEGE

Statement of Educational Policy, 1993-1994

By EVA T. H. BRANN

(The following are extracts from the Dean's statement, prepared in accordance with the requirements of the Polity. Not reprinted are sections VIII. Rigor and Vigor; IX. Class Discipline; X. Tutors' Conduct; XI. Politics in Class; XII. Criteria for Reappointment; and XIII. The Dean's Duties. The statement in its entirety may be obtained by writing to the Dean's office in Annapolis.)

Is teaching at St. John's College an activity in line with the standard practice of good instruction or a forbidding mystery? Is it articulable knowledge or intuitable art? Is it a demonstrably effective job to be done or a hit-and-miss muddling-about? Is it a career or a vocation, an ancillary occupation or a high calling?

Who among us has not been puzzled by these questions, leaning to cheerful or to dismal answers, as we are feeling exhilarated or exhausted?

This moment seems a good time for me to try my hand at delineating teaching at this school. For three years now I have not been in a classroom except occasionally. At such a distance the messy perplexities of daily practice are transmuted into neat precepts of universal wisdom — it is the common condition of those "that do not do the thing they most do show." On the other hand, the more often I am obliged to explain our central activity, the more it seems to me an impossibility, recalcitrant to words and unachievable in deed.

Are we so different from all other teachers? Well, to my mind all good teachers do have some rock-bottom virtues in common. Faithful preparation and fairness in evaluating students are among these indispensable and generally undisputed decencies of the trade. There is another set of virtues (they often reflect on the first) that are made questionable in times, like ours, that are not educationally very sensible: keeping the classroom free of politics and keeping just the right personal distance from students. Happily we have not had many of these bedevilments.

And then there is a sphere of specific excellences. There is a conception of teaching in respect to which we really do differ, toto caelo, from most of the academic world. In institutions of higher education elsewhere, especially in university teaching, engaging in cutting-edge research, publishing copiously, delivering authoritative lectures, performing stimulatingly in the classroom, are all requirements of promotion. With us these count as side issues or even as real mischief. It follows that our positive teaching modes, which I attempt to set out below, will indeed be different from those of the academy, in fact dramatically opposed to them.

Teaching seems to me to be our last frontier for the rest of the twentieth century. If the present principle is to make ourselves, such as we are, better and better, teaching is the place of action. Teaching happens to be what our students care about most. They will put up with common spaces that invite vandalism and toilets that defy gravity if only their classes are good. Classes are also what they complain about most. They put up with their out-of-sync curriculum with wonderful equanimity; when it is challenged they more often than not defend it fiercely. But class conduct is the focus of complaints. Some of these complaints make me sorry and ashamed. Occasionally, sensitized by the huge expense of their education, students treat it as a commodity and want value delivered, as if they had not understood the college at all. Occasionally a student, drawing too abrupt a conclusion from our saying that all students are co-responsible for the class, comes to complain about other students, beholding sternly the mote in a classmate's eye but considering not the beam in their own. All three deans in Annapolis try to deal with this campus phenomenon, which is fairly recent (recall that we had a faculty meeting about it not long ago) with whatever manifestation of aversion and sympathy it requires.

Finally it is in order to talk about teaching because we must, all of us, but myself particularly, explain our requirements to new tutors and to tutors up for reappointment. All newer tutors are in need of help with teaching devices, some do not so much need as desire to be told what a tutor is supposed to be, and some require explicit, reiterated instruction in anticipation of the hoped-for moment when they take off on their own.

Therefore I shall try my hand at articulating briefly, under a baker's dozen of rubrics, what it means to teach in this college. Busy colleagues may pick and choose among the headings that interest them. I would, however, be obliged, if they read Section VII on the "Middle Way," since it is for me the crux of the Statement.

#### I. Tutors' Intellectual Life

I mean to talk here of the problems and practicalities of our intellectual life, not of its essence, which is beyond the scope of this (and probably any) institutional statement.

Our teaching is, as our title of "tutor" proclaims, a kind of guardianship; we hold only a watching brief with respect to our students' learning. It is an exhilarating but also an exhausting way. All the cut-anddried comforts of ordinary university teaching are missing: the yellowing, tried-and-true lecture notes, the objective test and the TA-marked blue books, the weekly office hour, the whip of posted grades, the didactic leading question. Instead we submit to the anxiety of active standing-by; we assume the duty of bringing our colts to water and making them drink, when at the same time we are as uncertain as Socrates was that true knowledge can be drunk (Protagoras 324 a-b, Symposium 175 d).

Moreover, precisely because we do not preempt the intellectual initiative, we have to be prepared for every kind of question, and just because we do not assume any professional authority, our students want to share our intellectual substance. Hence in the account book of the intellect, tutors will in the course of years show red ink, having expended themselves in teaching without quite sufficiently replenishing their minds by leisurely learning.

So it seems to me that our reticent but responsible way of teaching requires a particularly vigorous and continually reinvigorated intellectual life. What can we do to support it?

1. A first help is for tutors to accustom themselves to listening in a profitable way. Even in the first years of teaching it is not going to happen very often that we learn from the students in the direct way of hearing something startlingly illuminating. But I think that tutors for whom the seminar retains its savor learn to carry on an internal conversation, a kind of silent descant embellishing the theme of the audible discussion. Such inner talk is not unlike a reader's response to a Platonic dialogue, in which continuous critical commentary on the argument itself is melded with an avid interest in who says what.

2. A well-thought-out and balanced progress through the Program seems to me among the first desiderata. We share with

our students the acedia, the dispirited disgust (a theological sub-vice of tristitia, depression) that comes from doing too much too perfunctorily; it is our perpetual problem. The tutors, however, get another chance. Immediate repetition of tutorials both for better classes and for the tutor's intellectual satisfaction seems to me very healthy. I even think — though some colleagues disagree — that doubling classes is often profitable; the students in one class have the immediate advantage of the experience gained in the other and the tutor gains time for deeper preparation.

The complementary necessity is for learning new parts of the Program. Advancing to the next stage often casts an illumination even over classes that seem at first to have intellectually miscarried.

3. The well-springs of the college's intellectual life are our many and various funded and unfunded study groups. There is no better restorative for tutors than these studies freely chosen and then discovered to be very pertinent to teaching, no better place to gather material for the classroom, no better occasion for tutors to gain insight into their colleagues' intellects, no better chance to turn collegiality into friendship. The same goes for our three annual faculty seminars.

I should add that the weekly tutors' meetings for each class, though obligatory and largely concerned with schedules, pedagogy, and problem-solving, often do go over into the more material mode of a study group. To newer tutors they ought to be indispensable.

4. Although the academic phrase about "doing one's own work" is not part of our common diction, a personal, perhaps even secret, project calling for cumulative reflection and finished formulation is invaluable for repairing the drain on a tutor's intellectual substance and for collecting the dispersion of thought imposed by the Program.

It goes without saying that long-range study and daily preparation within the Program is our foremost common restorative.

5. The sacred story after which the sabbatical institution is named speaks of a seventh day of rest. Most tutors probably need a months-long sabbath when all work is ended. But beyond that time we are, I think, to take the word "rest" in the sense of leisure, meaning work that is not labor, and activity without compulsion — in short, free study and perhaps even contemplation. The sabbatical is least of all a reward for a span of intense work on small pay; it is the time of preparation for the next stretch of service.

In this institution tutors are not asked to give an account of how they spend their well-earned free year. But as it is the school's duty to fulfill its promise of freed time, so it is the tutor's to turn that free time into leisure, for two reasons: to return as a better tutor "and because it seems that happiness is in leisure" (dokei te he eudaimonia en tei schole einai, Nicomachean Ethics 1177 b 4).

The Placement and the Advancement Offices can also help tutors find fellowships on their own, and we should, as a matter of policy, be most liberal in granting unpaid leaves of absences.

#### II. What is a (Seminar) Question?

No student, in my opinion, should pass through the Program without having at least once reflected and written on the question: "What is a (good) question?" For we value the art of asking questions and, to judge from seminar post-mortems, consider ourselves connoisseurs of the interrogative mode.

It seems that neither the pointed demand for information nor the bewildered request for some, any, enlightenment is a good question in our sense (though in classes either one is much better than none). To think about what makes questions good, it seems to be necessary to consider how much of the answer should be insinuated into the question, and, more fundamentally, how much knowledge is presupposed in a well-framed question. Everyone will recognize here the Menonic "paradox of inquiry" that is the ultimate problem of philosophy as distinct from metaphysics. (It is meticulously pursued in tutor Stewart Umphrey's book Zetetic Skepticism).

Aboriginal as the problem is, it bears quite practically on the seminar. The way tutors' mastery of a text enters into the framing of a question (be it at the opening or in the course of the conversation) determines the quality of their seminar-leading. If a tutor is truly clueless, the opening question will lead nowhere, though the conversation may take off on its own. If a tutor is in possession of a cherished theory, the students will go on a treasure hunt, and possibly discover something. The student's cri d'esprit, "What could he be after?," is not the least incentive to mental activity. I think most colleagues have theories concerning good seminar questions that lie in between these extremes. They try to find an opening that, on the one hand, functions as a genuine question for them (on the hypothesis that they will learn with and from the students), and, on the other, gives a direction that incorporates some interpretation or discovery or observation (because as seminar "leader" they rightly feel obliged to do some leading).

I like those middle questions best because they show the almost magical capacity of an ingeniously focused yet unobtrusive tutorial inquiry to stir up the students' intellects. Such question-asking seems to be an art, since it requires (besides careful reading) both native invention and accumulated experience. And like any art, it can be, to some degree, acquired by effort: Co-leaders can be observed and consulted; the opening question can be preplanned in concert; it can even be discreetly appropriated from the memory-store of previous years. Yet, although good question-asking is without doubt our most specific virtue as teachers, we are not good at telling each other what we are doing and how we do it. A number of us have, to be sure, lectured and written on the question "What is a question?" (for example, Sam Kutler, Joe Sachs, Stewart Umphrey, and I myself). But on the conviction dear to me (though not held by all my colleagues), that in this school, at least, almost all good practice springs from prior contemplation, I wish that all my colleagues would at some point have a bout with "erotetics," that is, the theory of questions. Perhaps we could start with a year's worth of faculty seminars.

#### III. Sensibility

A home version of Pascal's dispiriting observation concerning the two human kinds, the *esprit de géométrie and the esprit de finesse* seems to apply to us. We tutors appear to have among us philosophical and aesthetic dispositions, though more of the former than the latter. It seems good to me that there is so much genuine and subtle philosophy among us, but not so good that we do not encourage ourselves and our students enough in what might be called the refinements of noticing.

I am not about to raise the question of visual arts again, which we have talked into a dead end for the rest of this century. We need not be dissatisfied with the outcome, though I do wish tutors would now and then spontaneously admit a pertinent painting into their tutorials. We have a gallery and gallery lectures, and Santa Fe has a successful visual arts program in the spring semester that we might look at, come the year 2000. I think it made some sense for Annapolis to stick with the liberal arts (which seem to me in principle distinguishable from the fine arts) for the undergraduate program.

Now what we do in this mainstay of our

mission (in my understanding, we read the great authors of the West and study the liberal arts) seems to me to be a subsphere of how we do it (in my view, we approach the texts directly and learn liberal skills for the sake of conducting a shared inquiry). Thus the how is much more expansive than the what and is applicable to all the world's arts and books. The Graduate Institute seems to be an opportune proving ground for this claim, and both the Eastern books and the visual arts may find fitting places there.

Meanwhile there is the fact, commonly remarked, that in seminar, at least, we slight our literary texts — of which there are too few anyhow — by allowing the students to turn them into sets of philosophemes. If the cause of this routine alchemy were a love of wisdom, of delving beneath the surface, we should be gratified, but it is too often simply an awkwardness in dealing with human variety, a lack of training in noticing — in short, a blunt, unhoned, and uncultivated sensibility. The result is the opposite of philosophy - facile abstractness. On some occasions, we should make our students stay concrete, make them notice detail, make them treat characters as souls rather than as emblems. It will be uphill work, for volumes cannot convey the neglect the sensibility suffers in the age of "sensitivity." Part of the responsibility in making tutors better at guiding students to an exercise of their sensibility rests with those members of the faculty who consider themselves to have a propensity for literary reading and informed seeing. (It is an open secret that they are most effective if they make their case ex parte philosophiae.)

We have had, and are having, happy study groups in French poetry (some of us will recall that in the ancient debate preceding the choice of French over German, French poetry was proposed as the training ground of the sensibility), in prosody, and in aesthetics. For students, we have had successful preceptorials in the visual arts, and lectures by tutors who are not only enthusiasts but also questioners of art (lately, for example, Nina Haigney's "Socratic Mimesis and Vermeer's Head of a Girl").

These activities do a three-fold good. They cultivate a complementary aesthetic learning, they provide a recreation of the spirit, and they go some way toward nullifying Pascal's dismal division.

#### IV. Modes of Reading

It would be uncandid to claim that we do not have an institutional mode of reading, a latitudinarian yet delineable mode, with which every tutor will want at some point to come to grips. Here a difficulty comes, so to speak, to our aid: Our way of reading is not to be found as a category in books on hermeneutics or literary theory. It is all our own, and it is richly self-contradictory. Our books are of a stature to support such oppositions. While my list of characteristic features will be new to few of us, my advocacy of it might be totally agreeable to even fewer. We might put a discussion of our mode of reading on the agenda of a not-too-distant faculty meeting. I will sketch out my understanding briefly and only insofar as bears on our teaching.

- 1. Directness and Tangency. We ask ourselves and our students to focus on the texts in the first instance, to go at them directly, without mediating introductions, background lectures or commentary. Nonetheless we permit seminars to go off on tangents, to bring in peripheral considerations, and to enter personal experience if it furthers the conversation. We demand conversation that is textually focused and permit conversation that is humanly roving.
- 2. Authors and Self-Sufficiency. We talk as though we thought that books had authors and that it is the author's thinking that is to be discovered and understood, while claiming that the books are self-sufficient wholes

that have cast loose from their masters and can outlive their time. We inconsistently insist on plumbing the mind of the author and on respecting the free-standing self-sufficiency of the textual *logos*.

- 3. Texts and Themes. We suppose that the surface particularities of textual presentation are inextricably involved with the substance of the work, and yet we are finally devoted to abstractable themes and perennial questions. For us the submissive receptivity of textual study and the spontaneous activity of free inquiry, which are surely somehow at odds, are also somehow at one in pedagogical practice.
- 4. Meaning and Truth. Though we differ from most other colleges in holding the working hypothesis that meaning is established so that truth might be judged, there are always works that seem to call for capturing the concept accurately while foregoing the question of truth. In short, we do not subject all texts, or any text often, to the verity question. We mirror the human condition in doing but rarely what we were specifically meant to do.

Teaching at St. John's requires juggling, more or less consciously, the requirements of these incongruent ways.

#### V. Lectures and Publishing

We do not ask our tutors to publish, either for appointment or reappointment. In this we differ radically from most other institutions of higher education, where one substantial refereed publication a year is a minimal requirement for staying on. The reasons are plain: Since we do not teach the accepted university specialties it is not practically relevant to the task of our tutors that they contribute to their former fields. Again, since we do not teach in the mode of scholarship, that is, through the most recent secondary literature, it does not promote our teaching to do advanced research.

In universities research is done not only for the advancement of science and learning but also for the intellectual invigoration of the professor. What do our tutors do instead?

We have been telling ourselves that students should do more writing. Tutors also should and do write, but in a different mode. The students' writing, except perhaps for the senior essay, is a continuing exercise. Tutors tend, rightly, to write at certain epochs in their lives — when they are about to reach some closure or conclusion, however temporary, in their thinking. The form they most often choose is the lecture. The college gets the good of a careful stretch of thought, coming from one of its own (and tutorial lectures still tend to make for the best question periods), and the tutor gets to be heard - and having hearers for one's words is like supplying water to those compressed little Japanese paper flowers; both expand and bloom. There seems to me no doubt that in view of our endlessly conversational lives, the eventual fixing of thought in writing is almost necessary, and that an expansive moment of public presentation should follow.

For these reasons we do not require but only invite newer tutors to lecture. (If they offer to lecture the lecture committee tries to accommodate them as soon as possible.) There are pitfalls here. Lectures and question periods are very revealing of the state of a tutor's intellectual store. Probably a newer tutor would be wise to talk the offering over with friends on the faculty.

Eventually a tutor might conceive the duty of working on or even writing a manual. This thankless and absolutely essential teaching task is caught between the Scylla of solitary, personal production not quite geared to the practical needs of a college and the Charybdis of consultative compromise not quite satisfying to anyone. Tutors who do it should insist on clear mandates and respectful reception.

Should we write books? There is cer-

tainly satisfaction in a product of the mind that has material heft, a satisfaction particularly needful in so elusively productive a profession as we pursue. Yet it is possible to claim that the making of books and the conducting of inquiries are mutually exclusive. Certainly our faculty has a fair contingent of intellects seen less and less often at other schools — people who think all the time and say memorable things, but hardly ever write. I think people should write books only to keep from bursting. Lectures and internal notes remain the formats most germane to us.

It seems obvious that a publication requirement would be irrelevant to our sort of teaching, but that most tutors should write, for themselves and for the community.

#### VI. Socratism

Others say of us that we use the Socratic method. We know better. The Socrates of the Dialogues is a jigged figure, caught in the rigid web of the written text that he eloquently and paradoxically decries in the Phaedrus, and his maker makes us think that his character is in control of the conversation up to its purposed end; we, on the other hand, are alive and rarely in control. Socrates has leisure for long talks and moments of rapt insight; we live scheduled lives and gain our earthbound understanding through extended study. Socrates says: "I was never anyone's teacher" (Apology 33 a); it is undeniable that our profession is teaching, though we are not professional teachers. Socrates never took an obol; we get paid, though not well.

Moreover, we know, for we are close to the texts, that the Platonic Socrates has no "method" in the Cartesian sense, no universal analytic approach, but that, though all the dialogues are set works of art, each conversation is a unique way into its subject.

And yet somehow this Socrates is our guardian saint or inciting demon, as the case may be—for two reasons, as it seems to me. One is that through failure and perplexity he keeps his faith in the deed of inquiry. The other is that he asks questions, leading questions to be sure, and listens to the answers, out of concern for his fellow-citizens and fondness for the young. I think most of us wish to be that way.

I think furthermore that we have room for both modes: the free conversation in which we engage with students as with partners knowing only marginally less, and the pedagogical game in which we lead them to realize what we are already aware of.

The latter mode contains an enticingly dangerous possibility: guruism. I think there is nothing very wrong with the gathering attraction worked by strong spirits. It is good for students to experience the shared refulgences of intellectual adoration and good for them to know the pain of disentanglement. In fact, as a convinced Madisonian, I would rather see six such sectarian heros than one on the faculty, especially among young tutors. But in the long run it is probably better for the tutors themselves to return to the less prodigal severities of studious learning. Here is a good reason why a faculty of all ages is desirable.

#### VII. Our Middle Way

How should we characterize our way of teaching in classes other than the seminar, especially in the tutorials, which are specifically named after us? I am persuaded that it is both a middle term between various pedagogical extremes and an intersection of human necessity with intellectual choice—both a mean and a crux.

It is a mean between minimalist guidance and authoritative lecturing, mere solicitation and leading interrogation, untethered speculation and severe technicality.

It is also a crossing of the needs of our humanly diverse students (see under "Class Discipline") with our preference for intellectual immediacy. I believe that this latter mode, which entails a kind of inquiry not, to my knowledge, carried on institutionally elsewhere (except perhaps at Thomas Aquinas and Shimer College), is primary and that our pedagogy is derivative. Consequently teachers who take to our way of inquiry—either from the beginning or in time—find teaching exhilarating, while those who are ultimately out of sympathy miscarry.

The secret seems to be in knowing how to initiate and direct a searching discussion that is pitched at just the right level to draw in both adept and slow, both prepared and (even) unprepared students, a discussion too deep for brilliant display and too accessible for opting out.

The art seems to be in knowing how to make use of the technical learning we require of our students. There is general agreement that the right to speculate has to be continuously earned through close application — through rote learning, translating, demonstrating, paper writing. But the way of inquiry demands that tutors should not hang fire for too long and should not subject the class to excessively prolonged stretches of mere technicality any more than they should tolerate a lot of facile big talk. (It does seem that we should now and then break through our customary benign pretense that everyone is at least trying to talk sense; plain speaking is sometimes bracing to a long-suffering class.)

Framing the questions of the middle realm, where the heaven of speculation meets the earth of specificity, calls forth all a tutor's thoughtful ingenuity. It requires seeing for oneself, and inducing students to see for themselves, the large pathos in a small nuance of language (as exemplified in Joe Sachs's lecture on the Antigone, published in the St. John's Review, 1989-90, which abounds with such observations, germinated in the sophomore language tutorial). It requires recognizing a mathematical world pushed past its limits in a mere operation (as in Apollonius's subtraction of greater from smaller areas). It requires apprehending a grand physical theory in one diagram (as in the analysis of Newton's Proposition I). It requires discerning a conceptional gigantomachy in a formalism (as in Leibnitz's and Newton's rival notations for the differential calculus).

This kind of tutorial teaching, pitched in a middle range where naive philosophizing takes place on the basis of some first-hand acquaintance with a particular matter, does seem to permit us to carry on as we want — by disciplined conversation — and also with whom we want — with students of very diverse gifts and interests.

#### Conclusion

As teaching as it is done at St. John's of value to the world's human economy? There is an ignorant saying that those who can, do, and those who can't, teach. I would like to see those doers get unscathed through a month of the kind of teaching our tutors carry on staunchly for decades — teaching that is doing, a packed round of daily activity, activity intensified, moreover, by the fact that it cannot be done (as is much of the world's business) on automatic pilot. We cannot discharge our many scheduled obligations except as an extension of our reflective life, since our students' learning is, we think, quite immediately (if somewhat indeterminately) dependent on the good faith of our questions. I hope and believe that the teaching done at this college is, so to speak, a deed in progress that happens to be productive (albeit unquantifiably so) of real human good. The proof I would offer is of the kind logicians call ostensive: a showing of the lives that our alumni, students, and faculty try to live.

#### LETTERS TO THE EDITOR

To the Editor:

I write with concern about the letter published in the September 1993 issue of *The Reporter*, from Sally Bell. Has the

Board of Trustees indeed voted not to adopt an amendment banning discrimination against homosexuals, and if so, is there anything that makes that vote any more or less than it seems—a basic disregard for civil rights?

Please reassure me I will not have to follow Ms. Bell in withdrawing my support from the College.

Stephen Fineberg, A'64 Professor of Classics, Knox College

To the Editor:

A fiftieth reunion in 1994? It may be a quiet one. They went innocently enough on that September day in 1940 to sign the college register and later to shoot the cannon in the old tradition. There was a war in Europe, but that was far away and few of the class of '44 thought much about it.

Ninety-one freshmen were listed. Jimmy Olds came later. Paul Mellon stayed long enough to get the feel of the "New Program" and has supported it ever since. It was a motley crew. Some were on scholarships from the Maryland counties, young and eager, more knowledgeable about corn and tobacco than Plato or Euclid. Some had attended other colleges and began again at St. John's, attracted by the growing publicity for the Great Books program. They were properly awed by a little Scotsman in charge of buildings and grounds, who spouted the *Meno* to them in Greek.

They became involved, produced a winning football team, rejuvenated the *Collegian*, became singers and actors, boxers and scholars. Some found the college was not what they expected. Sixty returned in 1941 to begin their sophomore year. And on a Sunday in December their future was changed forever with the bombing of Pearl Harbor.

Some scrambled to enlist, some searched around for deferments. Most

waited, registered at their local draft board and waited some more. Studying was hard. Barr and Buchanan, the President and Dean, challenged the student body to put the war and themselves in proper perspec-

> tive. As the nation stepped up its preparation, so did the college. There were courses in radio and auto maintenance, and on the back campus, military drills began.

Within a year from Pearl Harbor, two-thirds of the class of '44 was in service, scattered from the Aleutians to North Africa, Texas to Pacific atolls. Four did not return. Ed

Bligh, Ed Freeburger, Francis "Tallahassee" Lowry, and Bill Price were killed in service.

The college continued, despite a shrunken enrollment and persistent pressure from the Navy to take over the campus. Seven of the original freshmen graduated in 1944. The college graduated five seniors in 1945 and four in 1946, including Irwin Tucker, first of the class of '44 to return from service.

With peace, others of the class returned, as did those of the other war classes, older now, more mature, with wives, children, and responsibilities. Some lived off campus, many filled the temporary housing erected on the back campus. Their children, evident everywhere, were destined to become the Baby Boomers.

Ten of the class graduated in 1947, six more in 1948. Altogether, twenty-four had made it through. A question arose in the years that followed: were they the class of '44 or of '47 or '48? Someone even suggested they should be '44 as of '47, but that was too stuffy. Now they are simply the class of '44.

They had a lot of spirit when they began. Seventeen graduates are still alive, and forty-nine others, who left early. But fifty years for them is less likely to mark their graduation than their wedding, or the birth of a child, or a beach named Omaha. Perhaps the three classes that were so shattered should heed the words of John Lennon, and Come Together for a joint return, in 1995, for instance.

Jake Smedley, A'44

#### E - Mail

All alumni and other members of the St. John's community with electronic mail addresses are invited to contact Owen Goldin (SF'79) at 6145GOLDINO@VMS.CSD.MV.EDU to express interest in continuing the St. John's conversation over E-Mail. He is considering establishing either a mailing list or a bulletin board for Johnnies with E-Mail addresses. Perhaps even an electronic seminar may be attempted.

#### Help sought for Guatemalans

Vincent Dude (A'97) spent last February volunteering at Casa Guatemala, a Guatemalan orphanage for malnourished, abandoned, and orphaned children that receives no aid from the government, and is run entirely on volunteer efforts and donations. Recently Vincent received a letter from its director describing a flood crisis. "I am counting on this community to pool its resources and make a difference," Vincent writes. He is seeking financial support, clothing, and medical supplies, and invites all to go to Guatemala during Christmas, spring, or summer break to help. "There is no comparison to the feeling you get in providing some of the love these children need so much," he writes. For more information, contact Vincent at extension 302.

#### Israel lauded by SJC student

Taking time out for a year of study in Israel, Sharon Soper (A'95) writes: "It amazes me how much beauty there is in this small country—things I never thought imaginable. I've seen the beautiful colors, patterns, and shapes of fish and coral in the Red Sea [and] as I swam I was a fish myself. I've experienced the weightless feeling of the Dead Sea. I've hiked through the exotic Arava Desert. I've seen Arabs, very religious Jews, and Muslims. I've been a part of the ancient city of Jerusalem as well as the thriving city of Tel Aviv. I've begun to speak a new language, and I'm here during this time of peace. Shalom."

#### Planned giving by Tocqueville Society

The September *Reporter* announced the formation of the Tocqueville Society, organized to recognize alumni, friends, and parents who choose to benefit St. John's College through their estates or through charitable trusts, life insurance, and charitable gift annuities.

When the Board of Visitors and Governors decided to embark on the Campaign for Our Fourth Century, it recognized that the primary objective must be to increase the endowments of both campuses. The Board determined that a minimum of \$16.8 million in additional endowment funds would be required to preserve the undergraduate liberal arts program and to make it accessible to students of all economic backgrounds.

Over the years, 90% of all endowment funds have come to the college through bequests or planned gifts. Such funds have historic consequences beyond the daily life of a college. They are permanent, often outliving buildings—i.e. endowments established by princes, archdukes and kings for Charles University in Prague, Heidelberg in Germany, the Sorbonne in Paris, and Oxford and Cambridge Universities in the 13th and 14th centuries still survive in

the records and monuments of those institutions.

You don't have to be a prince, archduke, or king to help St. John's College in this way, however. In fact, everyone can take advantage of generous incentives offered by the Internal Revenue Service for these types of gifts. Others already have. Here is one of their stories:

Before her death, Iola Scofield, widow of tutor Richard Scofield, established a life income trust in which she named St. John's College the beneficiary, after a lifetime income was paid to two close relatives.

Standing as a symbol of the Scofields' love and concern for the continuing life of the college, this bequest, which underwrote a student loan fund, already has enabled scores of students to attend the college and will enable hundreds more to pass through its doors in the years ahead.

For information about the Tocqueville Society and about gifts through estates or in trust, call Vice President for Advancement Jeffrey Bishop at the Annapolis campus (410-626-2502) or Vice President for Advancement Jeffrey Morgan at the Santa Fe campus (505-984-6101).

# Mr. Tolbert recalled by Curtis Wilson (The following words were spoken by Tutor Emeritus Curtis Wilson at James

The following words were spoken by Tutor Emeritus Curtis Wilson at James Tolbert's service October 2.)

James Tolbert was sui generis. The qualities that went together in him seemed to be made for each other, as though they couldn't ever have been apart. There was the Georgian gentility; the unflagging gallantry with the ladies; the love of teasing, in a gentle mode; the probing, sceptical questions, often unanswerable; the enjoyment of people, places, and stories; his way of making pronouncements, with a little wag of the head. He was committed, deeply so, to the cause of justice, for black people and for all people. He was committed to the cause of good writing and good speaking, and his dislike of superfluity in either was intense. An upperclassman was once overheard advising a freshman not to be put off by Mr. Tolbert's withering scorn, for, he said, it did not go very deep. Well, it was amalgamated with good manners and an equable temperament, and a settled policy of stepping aside, in situations where altercations would be fruit-

One of Jim Tolbert's commitments was to this college and its program. He came here as a Ford Foundation Fellow in 1953, after earning a Ph.D. in English from the University of Texas, and serving as chairman of the English Department at the University of Alabama at Florence. In Texas he had met the woman he married; not too long ago they celebrated their 50th wedding anniversary. His love for his wife and daughters and his commitment to this college were at the stable core of his life. The concern for justice and for good writing were more quixotic constituents of his character, but still unwaveringly teristic.

I want to pause over all those years he spent in the Admissions Office. In July, 1955 he received a one-year appointment as Director of Admissions. He remained in that office, with one-year administrative appointments, till he wrote his last annual report as Director of Admissions in June 1971. Once, after he had become a full-time teaching member of the faculty, in a meeting of the new freshmen with their tutors, Jim introduced himself as having been Director of Admissions for a hundred years. It was sixteen actually, but the job, always tough, was at its toughest then. During the early fifties, the College

had shrunk, the freshman enrollment falling to 34 in 1952. By 1955 the number had been brought up to 67. Jim in his first year took it to 88, and in the following year to 111, and it never fell below 100 again, and most commonly during the sixties hovered around 120 or 130.

The Santa Fe college opened in 1964; market analysis would hardly have justified that venture. During the rest of the decade the Director of Admissions here had to assist the Director of Admissions there, while the two of them competed for available students. At the beginning of the following decade it was decided to add a February freshman class. All this time the pressure on the Director of Admissions, from the board, from the president, from the hopes and fears of the whole college community, was enormous. The uncharted future of the college hung in the balance.

Jim shouldered the job with that lanky, loose-limbed Georgian grace of his, the acerbic wit and courtly manners that people who knew him will always remember. If his friends didn't worry about him, it was because he wouldn't have allowed it.

In the final annual report that he wrote while Director of Admissions there was a section with the title: Miscellaneous Activities, Largely Fruitless. He was flooded with suggestions and commands about what he ought to be doing. One of the suggestions, he acknowledged in that report, had paid off: it consisted in writing to students who had visited the college but not applied. He wrote to the 60 such who visited in the previous year, and some 21 responded with applications: apparently a gentle nudge was what it took to start them writing those essays that the application required and which for prospective students were always such a hurdle.

Jim prided himself on recruiting students who would benefit from the Program; students with - to use his expression - luminous minds.

During most of those years, he also taught freshman language. From 1971 onwards, now full-time tutor, he taught junior and senior language, French as well as Greek; also, at least once, freshman mathematics, and of course seminars, too. He was granted one sabbatical leave, for (Continued on page 19)

#### Friends remember James M. Tolbert

#### By NANCY OSIUS

The warmth, wit and humanity of James Tolbert, tutor at Annapolis from 1955 until his retirement in 1978, and Director of Admissions for 16 of those years, returned with rare intensity as his longtime colleagues, friends and students arose to speak of him at his memorial service October 2.

His good friend Curtis Wilson, former dean, was the first of eight listed speakers to evoke Jim Tolbert, who died of heart failure after a long illness on June 23 at age 79. At President Christopher Nelson's invitation, others shared their own memories before the service concluded.

"James Tolbert was sui generis," began

Mr. Wilson. "The qualities that went together in him seemed to be made for each other, as though they couldn't ever have been apart."

Mr. Wilson's remarks are reprinted in their entirety on page 18 and 19.

Tutor Laurence Berns: "I remember more than once sitting with [Jim Tolbert] at the big table in the coffee shop, especially in the early

months of the school year. Beginning freshmen walking by would see him and stop: their eyes would light up and smile like meeting an old friend. 'Mr. Tolbert!' they'd say and come over to shake his hand. He would in a perfectly natural way light up in response. 'Why, how are you ...?' always with a first name. When he asked how things were going they knew he was truly interested. It was as if he had an unbounded reservoir of genuine parental feeling and interest in students."

Jim Tolbert

Eloise Collingwood, A'79: "[Mr. Tolbert] was exact, impatient with shoddy thought, and occasionally merciless if he felt you were unprepared and gassing away to cover up that sorry fact....I would describe him as a joyful man, in part because he was a man on a mission. His mission was to persuade people to think clearly, and the only way you can think clearly is by expressing yourself clearly...I will never meet his standard, but I am

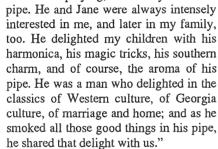
grateful to Jim Tolbert for inspiring me to try to think clearly, express myself clearly, and to prize honesty above all else."

Dr. David Krimins, A'63: "In the last half dozen years or so, I came to know Jim from another perspective—as my patient. Interestingly, my impression did not change at all—except that when I was a student, he addressed me as Mr. Krimins, and when I was his physician, he addressed me as 'David'—which made it a lot easier all around."

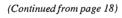
Patience Schenck, A'59: "When I arrived on campus as an 18-year-old in the fall of 1955, I had never been away from home before, never been to Annapolis, never met any of my classmates or tutors. I was walking around feeling kind of lost.

All of a sudden, this voice said, 'Patience Garretson!' Here is this tall, slender man with his hand stretching towards me. I'd never seen him before, but he *knew* me. It was just a tremendously warm feeling to be recognized when I didn't know anybody."

Dr. James Cockey, A'71: "I always found him in his chair, reading a classic book; usually with a classic piece of music playing; and always with his



Tutor Wendy Allanbrook: "[As a neophyte tutor] one place where I specially learned from Jim in those years was in don rags, where his quality of considered attention in speech was always apparent. I remember in particular one young woman who was very bright but painfully shy. He told her among other things that she had a 'luminous mind'—and she left the room obviously in an altered state, letting go for a moment of the dreary burden of self-consciousness she was carrying around. Things only grew better for her after that."



Curtis Wilson on Mr. Tolbert

for the year 1972-73. He retired in 1979. He cared about students. They were not numbers but souls. He remembered the students he had recruited, remembered those who had been members of his classes. To many of them he was a special friend. They would come back years or decades afterwards, to say hello and tell where they were in their lives. Such is the case with Paul Matsushita, who did the first two years of the program from 1957 to 1959, and later became a leading international lawyer in Japan, and on his frequent visits to this country always looked up the Tolberts. He visited Jim a few days fore his death. Such is also the case with Robert Fields of the class of 1966, who with incredible brashness and ingenuity worked his way through a Ph.D. in microchemistry at the University of Cambridge, England, supported his family in a scientific equipment business there for nigh onto two decades, then returned to this country as a scientist at the Rockefeller Institute. When visiting the college a few years ago to apply, unsuccessfully as it turned out, for a tutorship, he made a special point of looking up the Tolberts. I am sure there are others here today to whom the friendship and hospitality of the Tolberts have beckoned across the continents and the years.

Jim Tolbert had standards, and a violation of good sense or taste would bring from him a rebuke, often oblique, often ironic, usually gentle and teasing. He had a tact about teasing, and knew not to tease those who wouldn't tease well. He was not stingy, either, with praise. He was generous, outgoing, heart-warmingly friendly.

A month or so before his death, when he had become a semi-invalid, almost confined to the chair in which he spent so many hours reading, he and I had a telephone conversation about Wallace Stegner's Crossing to Safety. It is a novel about the friendship of two college English teachers and their wives. The stuffiness and prejudice of the senior professors, and the chances of life, separate them, but the friendship, with its shared commitments and understandings, persists. Jim spoke of his sadness on finishing that book, on having to put it down. He felt as if he had lost friends; Stegner's people were his kind of people, he said. They were indeed. They cared about students; they cared about each other. In the weeks since Jim breathed his last, I have thought often about how wonderful it was that he was here, all these years, a true gentleman and friend. Would to God, to use a Jim Tolbert phrase, he were still here, so that one could phone him up for a chat about books, and people, and the passing scene.

#### **OBITUARIES**

#### William Athey, A'32: former Board Member

William B. Athey, 83, A'32, a member of the college Board of Visitors and Governors from 1954 to 1960 and the recipient of the Alumni Association Award of Merit in 1971, died October 28 of a pulmonary embolism following surgery at the Greater Baltimore Medical Center in Towson, MD. He was 83.

A retired insurance broker, Mr. Athey was owner of the Hallmark Insurance Co. in Baltimore at the time of his retirement 18 years ago. He made his home in Round Bay, Severna Park, MD, and Fort Lauderdale, FL.

Born in Baltimore, Mr. Athey was graduated from Baltimore Polytechnic Institute before attending St. John's. Later he received a law degree from the University of Maryland School of Law.

At St. John's he was a member of the basketball team and of the national championship lacrosse team. He was also president of the Kappa Alpha fraternity.

During World War II, he served in the Pacific theater with the Marine Corps and was awarded the Bronze medal.

Actively interested in the college over many years, Mr. Athey was secretary of the St. John's College Alumni Association and chairman of the alumni annual giving campaign in 1968-69, in addition to his Board of Visitors and Governors service.

A member of the Merchants Club, the Center Club and the Mount Washington Club in Baltimore, he was also a vestryman at the Church of the Redeemer. His interests included travel, gardening, birds and wildlife.

He is survived by his wife of more than 50 years, Margaret Elsa Stoffregen Athey, three daughters, Lois E. and Elizabeth L. Athey of Washington, D.C., and Susan E. Athey of Ruxton, a brother, Thomas B. Athey of Washington, and five grandchildren.

#### Dr. Maurice Klawans, A'22: Annapolis physician

Dr. Maurice Klawans, A'22, a physician practicing in Annapolis for more than 50 years, died September 28 of cardiac arrest in Sarasota, FL.

He retired in 1987 from a practice he had begun in 1931 on Southgate Avenue in Annapolis, a practice that included everything from the common cold to obstetrics and major surgery, with an occasional bit of veterinary medicine thrown in. He made house calls at any time of the day or night, his daughter-in-law said recently, and routinely accepted farm produce in payment for service.

Dr. Klawans was born in Annapolis and raised in Baltimore where he was graduated from City College in 1919. A basketball scholarship brought him to St. John's, where he graduated as a pre-medical student in 1922; he received his medical degree from the University of Maryland Medical School in 1927.

After an internship at Norfolk General Hospital, he completed a residency in psychiatry at Baltimore City Hospital, and also didresidency training at the Baltimore Eye, Nose and Throat Hospital. After several years of practice in New York, he returned to Annapolis to practice.

Dr. Klawans' wife Stella Goldman Klawans, whom he married in 1931, died in 1982. He moved to Florida in 1991.

Dr. Klawans is survived by a daughter, Janice Gotch of Sarasota, FL, a son, Warren Klawans of Annapolis, six grandchildren, and four great-grandchildren.

#### Frank Leonard, A'63: special events manager

Frank Leonard, A'63, died September 9 of lung cancer during a trip to Pennsylvania to see his newborn grandchild. He had been ill for several months.

"All of us who knew him will feel the loss of one of the most enthusiastic carriers of the spirit of St. John's," said his long-time friend Tom Harvey, A'65. "He was a social catalyst, a raconteur, a man who drew people together. Lots of people cared about him."

For many years, Mr. Leonard was a federal employee in Washington, DC, working in disabilities program development, management and funding. Recently, he lived and worked as a management and special events consultant in Columbia, MD, Philadelphia, and Chicago, where he

was a resident at the time of his death.

While his family was young, they took part each year in Bread and Puppet, a festival in Vermont where the three children learned clown lore and stilt-walking. The study of Chinese calligraphy was an interest to which Mr. Leonard devoted much of his energy in recent years.

He and his wife, Allena Dungan Leonard, A'65, were married while they were students at St. John's, and their first child, Tambra, A'85, was born while her mother was an undergraduate.

Mr. Leonard is survived by his wife, from whom he was separated, by his companion Diana Barnford-Rees, by his three children, Tambra, Ariel, and Corwin, and one granddaughter, Helen Rae Leonard.

#### Deborah Traynor Botjer: former tutor

Deborah Traynor Botjer, a tutor at the Annapolis campus from 1964 to 1975, died October 15 after an extended illness in Prattsburg, NY. She was 58 years old.

For several years, Miss Traynor assisted the college in its public relations in addition to her teaching duties. She had received tenure by the time she left St. John's in 1975 to live in Ireland. She began by working as a maid in a Dublin Hotel but later settled on the Island of Aran. In recent years, she lived in the Finger Lake district of upper New York state.

She had many good friends on the St. John's faculty and was in touch with some of them for the rest of her life. According to tutor Elliott Zuckerman, "She was in

every respect an original person. Many in the college learned most unexpected things from her, often in matters of mathematics, logic and science. She was very thoughtful about the program and never depended on secondary sources."

Miss Traynor received a B.A. degree in 1956 from Mount Holyoke College and an M.S. from the University of Chicago in 1958. Before joining the St. John's faculty, she worked with the Chicago Educational Television Association for five years.

She is survived by her husband Ed Botjer. Memorial contributions may be sent to Southern Tier Hospice, 244 West Water St., Elmira, NY 14901.

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#### "A Lifetime of Imaging: Works from 1921-1991"

Margaret Lefranc, an interview

By MARY JO MOORE

A retrospective of sixty representative oil paintings, etchings, monotypes and drawings by New Mexico artist Mcrgaret Lefranc opened November 7 at the St. John's College Gallery. The show centered around key periods of a 70-year career which has included exposure to German Expressionism in Berlin, cubism, surrealism and abstractionism in Paris, and which culminated in a return to the United States and a definition of her own style.

Born in New York, Margaret knew she would be an artist at age 5. She attended the Art Student's League in New York at age 12. In her adolescent years she lived in Berlin, and later in Paris with her family. She was offered a scholarship to Bryn Mawr and had the choice of going there or to Europe with her parents. Since she wanted to be an artist anyway, she decided to join her parents in Paris.

Her first major piece, a charcoal drawing done at the age of fourteen in Berlin, was included in the show, as were a number of large oils done at ages 16 and 17. In a recent interview at her studio, Margaret pointed to a large oil, "This is the last self- portrait I did of myself. I wanted to show what happens when you get old; and it's not exactly what you'd call pleasant. It's a document," she said of her painting.

The particular flavor of her experience is evident in the following statement about her career. "I have lived a long time and in many places. Between the ages of barely 14 to almost 17, I resided in Berlin. There I saw the works of Marc, Kollwitz, Lehmbruck, Heckel, the Bruecke, Klee, Kandinsky to name a few. The great old masters in museums I adored, but it was the modernists who stimulated me profoundly.

"From 17 to 25 years of age, I lived in Paris observing the growth of art away from naturalism and impressionism. Every conceivable experimentation in the creative arts was taking place, from cubism, expressionism, surrealism to abstraction, and then some. I studied with the brilliantly gifted Russian refugees from Bolshevism, and, of course, with the original yet supremely logical French, in particular, Andre L'Hote. So much went on with studying, arguing, and drinking of cafe au lait in bistros! But I lived for the excitement of drawing and painting, as all of us artists did.

"Then the ominous shadow of Nazism forced me to leave the successful beginning of my career as an artist in Paris. I returned to the U.S., the country of my birth."

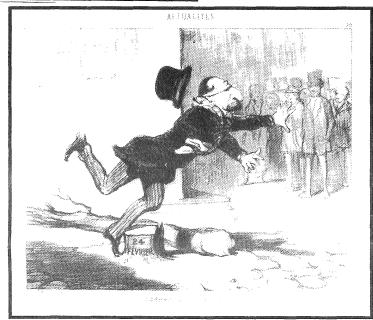
On her return to the United States from Paris in 1924 she opened the Guild Art Gallery to give young American artists an opportunity to exhibit their works. She occupied a space at 57th Street right off of Fifth Avenue, opposite Betty Parsons, which whom she later became friends. Mrs. Rockefeller owned the building and

accepted paintings when there was no money for rent. "The gallery was a successful experience," she said. "I got to be quite expert at arranging shows, and was very much liked by the press. Ashille Gorky had his first one-man show in New York, at my gallery. We sold one of his drawings to the collector Kathryn S. Dreier. She was quite a lady and she paid me \$75 for that drawing of which I got \$25 and Gorkey got \$50."

"I closed the gallery down, and in 1939 I went to see the country of my birth. I got into a dilapidated old car and I traveled throughout the whole of the United States—going from New York down South, down into the Keys, into Louisiana and Texas; and from Texas I went to New Mexico. The scope of my reaction to the enormously vibrant land commanded me to use all of my knowledge at hand. I let emotion flow through pen and brush without the sieve of intellectual analysis and considered self-criticism.

"When I got to Santa Fe, I knew instantly that I was going to live here. I knew it. I felt comfortable. I finally said to myself that I would move here as soon as I had \$1000 dollars of my own money, and that's precisely what I did," Margaret said.

Margaret moved to New Mexico in 1945 with a friend who got a Rockefeller grant to work in San Ildefonso Pueblo near Santa Fe. That was the late author, Alice Marriott. "Alice said to me, 'Why don't we team up and you do the illustrations for my book?"" Her drawings were featured in five books by Alice Marriott, two of which won the Library of Congress's One Hundred Best Books of the Year award. Throughout her life she has supported herself as a portrait artist, as a textile designer and as an illustrator. "I didn't get much money for the illustration, but I sold my sketches," she said. "I had three exhibitions at the Fine Arts Museum (in Santa Fe) which then had an open door policy. "I taught a lot."



#### "The Artist as Social Commentator: Prints by Honore Daumier" opens at Mitchell Gallery January 4

For centuries there have been artists whose work has run contrary to the grain of popular thought and, in some cases, the content of their work has placed them at odds with the government, the church, or other segments of society. In response, the best of these socially conscious artists have captured essential elements and emotions in their work, giving it timeless appeal. Included among these is Honore Victorin Daumier (1808-1879), the French painter, sculptor, and lithographer, who raised the political and social awareness of the citizens of France in the mid-nineteenth century, and whose work is exhibited in The Artist as Social Commentator: Prints by Honore Daumier, on display at the Mitchell Gallery from January 4- February 27, 1994.

The exhibition presents 46 lithographs, shown for the first time as a group, dating from 1849-1860, the time of the Second Republic and the first half of the Second Empire. The exhibit is organized by The Art Gallery of the University of New Hampshire.

An opening reception will be held Sunday, January 9, from 3:30-5 p.m. at the Gallery.

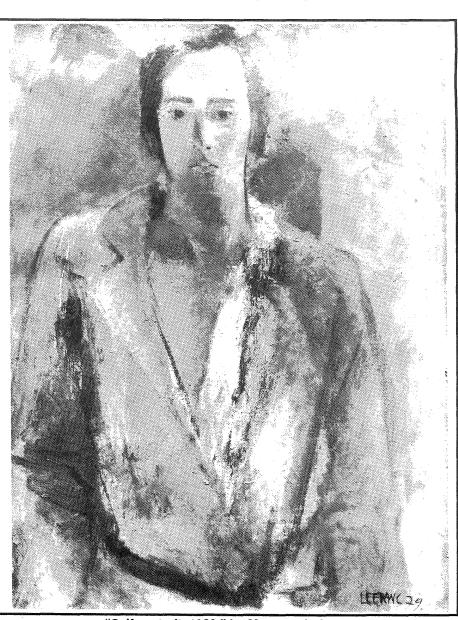
A lecture by David Ross Smith, professor of Art History at the University of New Hampshire and Samuel H. Kress, senior fellow at the National Gallery, will be held Wednesday, January 19, at 7:30

p.m. in the Conversation Room.

And on Tuesday, February 8, at 5:30 p.m. in the Conversation Room, Jane Haslem, owner and director of the Jane Haslem Gallery in Washington, D.C., will discuss the development of political cartoons from Daumier to the present.

In the span of four decades, Daumier produced more than 4,000 prints of social and political satire that reached thousands of people, many illiterate, though the illustrated journals, *La Caricature* and *Le Charivari*, and several lithographic albums produced for commercial sale.

The range in the collection is significant. The 12 prints from 1849 to 1851 were produced under the republic of Louis Napoleon during a period of relative freedom of the press. Through them viewers experience Daumier's direct commentary on French political figures and policies of the period. The remaining 34 prints were produced after the reimplementation of censorship laws; although many of them deal with political events, they relate to France's foreign interests rather than events at home. The majority of Daumier's prints from the 1850s have not been given much attention by scholars and are seldom reproduced. The exhibit, therefore, provides the viewer an opportunity to become familiar with a littleknown period within the artist's lithographic oeuvre.



"Self-portrait, 1929," by Margaret Lefranc