

CHARLES A. NELSON

Chuck Nelson reviews SJC's greatest needs

Charles A. Nelson, '45, father of three graduates and father-in-law of two more, is the first alumnus of the New Program to head the Board of Visitors and Governors. In a recent interview, he answered a number of questions as the board's new chairman.

Q. What do you see as our major needs?

A. We won't rest very comfortably until Santa Fe gets on its feet. It's pretty clear that that has taken much longer than we expected. I'm referring to full enrollment as well as financial stability. The improvement in Santa Fe's enrollment this fall has been very heartening, but you've got to have three points on a line before you can say it's a trend.

The greatest need I see is for the college to assert itself effectively in the national debate on higher education. If there is one thing in which we really fall short, considering how special and seminal our program is, it is in getting across the ideas of the college in a way which is persuasive to a substantial number of institutions. We have the experience; we are the most dedicated to the liberal arts, and we know more about how to teach them. But we are scarcely engaged in the debate, much less the focus of it. If we were more involved, it would be very good for American education as well as for St. John's. It would enable us to influence higher education beyond this and the Santa Fe campus in other than a marginal way.

Let me be clear: I think we should be talking and writing about liberal education and about St. John's only secondarily. The college will be interesting to others not by talking about itself, but by creating a better understanding of the liberal arts.

The amount of our outstanding bank loans is a matter of concern, but the loans are not the most critical issue. The crucial test of our financial health is our ability to balance our annual expenditures with our revenues. The most worrisome problem is our operating deficit — last year, this year, and next year — unless we do something dramatic. We've got to find a way to break even or better. We can't go on indefinitely facing deficits at the end of the year.

Q. How do you view the general state of the college? What are the good things about it? The bad things?

A. We always tend to feel we are on the verge of a crisis, probably because the rise or fall of 10 or 15 students in admissions or a drop in private gifts have such a big impact on the college. When I think of the condition of the college in 1941, when I first came here, and what it must have been like four years before that, I feel that the college is basically very sound today.

The college is more heavily dependent upon private support than in former years because of the needs of Santa Fe. That support has grown significantly under Mr. Weigle's presidency. We still don't do an impressive job in reaching our alumni although their help has gone up appreciably in the last few years. I'm impressed by the proportion of alumni of other good, small colleges who provide regular financial support. Dartmouth and Williams have 60 per cent participation in their annual giving programs.

Graduates in the earlier classes of the New Program are now at an age when they can be expected to take part. Those in the first graduating class of 1941 are now reaching their 60s. The program of the college is as sound as ever, and it deserves support.

Q. Under your predecessor's, Mr. (Alexander) McLanahan's chairmanship, the board became much more active than it has been in the past. Is this something you expect to see continuing?

A. Yes, and I expect to expand that activity. We probably have a more elaborate committee structure now than at any previous time. Two new committees — the one on the college's public role and the

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The St. John's

REPORTER

Annapolis, Md.

VOLUME VI ISSUE 3

FEBRUARY 1979

Search committee starts work to find best president

The Presidential Search Committee, pledged to "the very best we've got in terms of time, energy, imagination, objectivity, and we hope wisdom," has decided on the three essential qualities required in a new president for St. John's and drafted its first set of procedures to be followed in a nation-wide search to find him.

During intensive discussions held January 19-20 in connection with the winter meeting of the Board of Visitors and Governors, D. Robert Yarnall, Jr., who was elected chairman, said members also set a two-part goal.

"The first part is that the board elect in January, 1980, the best possible person for the presidency of St. John's to take office in June, and the second is that all constituencies be pleased and satisfied with the results," he said.

He emphasized that the committee is intent on not simply seeking a new man but in assuring that sound procedures be followed.

"We decided that good procedures were to be established and followed rigorously to assure that all ideas and suggestions and viewpoints are heard and considered by the committee, and all proposals and applications be treated with

courtesy, discretion, and informed judgment," he said.

During the seven or eight hours in which the committee met for the first time, Mr. Yarnall said it made good progress on a description of the presidential position, which is to be refined and made public after the committee's next meeting in New York on February 23 when President Weigle has been invited to be present to give members the benefit of his experience.

"The committee concluded the new president must possess three absolutely essential qualities," the chairman said. "First, he must have a deep commitment to liberal arts education. Secondly, he must have an ability and

willingness to raise the funds required in order for the college to flourish, and thirdly, he must have an effective presence on both campuses."

Mr. Yarnall said once the committee has arrived at its decision, it will make a single recommendation to the board rather than present it with a handful of alternative candidates.

In addition to drafting guidelines for confidentiality to protect applicants, committee members also developed during their two meetings the first draft of procedures governing applications, proposals, screening, interviews, campus visits, reports to the board, negotiations,

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Grant to help Paca-Carroll

St. John's has received a \$14,000 matching grant from the Maryland Historical Trust toward cost of working drawings for renovation of the Paca-Carroll House, President Richard D. Weigle has announced.

The small, Federal style dormitory on the St. John's Street side of the campus is one of three buildings the college is planning to renovate and enlarge.

Financing will be undertaken in part as the result of the \$1.75-million bond bill the State of

Maryland has authorized in exchange for approximately three and a half acres of college land on the east side of Bladen Street. Under the bill, St. John's must provide matching money.

Besides Paca-Carroll, the other two buildings which the college is planning to renovate are the dining hall, Randall Hall, and the gymnasium, Iglehart Hall.

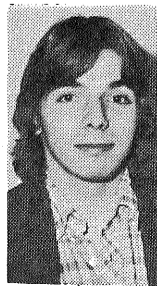
Thus far the college has received \$205,000 from the Hodson Trust for the dining hall

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Seven who transferred.....

St. John's College has a large number of students who transfer here from other colleges, 31 per cent of the freshman class in Annapolis over the past six years. The figure is no larger than that for other colleges, but what makes it unusual is that, since students may enter only as freshmen and no transfer credits are accepted here, students are extending, sometimes substantially, the number of years spent in undergraduate education. Here students tell something of their experience in transferring to St. John's.

In the mid-winter of 1975, Paul Thomson's philosophy class at McMaster University found itself divided on the question of the purpose of education, and Mr. Thomson, along with three of his classmates, was assigned the task of devising the ideal education program.



What Mr. Thomson and his group came up with was a curriculum with a striking resemblance to St. John's. He knows that because the graduate assistant who was guiding the small tutorial for his large lecture class, Jack Lincoln, '74, commented on the similarity.

Intrigued, Mr. Thomson wrote for a catalog, and the following year he and another member of the tutorial, Martyn Kendrick, came south to St. John's. Mr. Kendrick, who is now living in France, dropped out at the end of his freshman year, but Mr. Thomson is now a junior committed to the completion of his program.

Questioning the value of his 400-member lecture courses, Mr. Thomson was fully ready for the school which he had so much anticipated.

"The attitude at McMaster was almost one of frivolity," he recalled of his year as a philosophy and religion major there. "Students thought nothing was more important than getting through the year in April, taking their exams, and writing good research papers."

The second semester Mr. Thomson very seldom set foot on campus and never went to lectures. He concluded the year with a grade point average which ranked him ninth in his class of a thousand.

A native of Scotland, where he began his education in Edinburgh at age four, Mr. Thomson had moved rapidly along in school during his elementary and

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NMS figure same at SJC, U. of Md.

St. John's College, with approximately 375 students, had as many National Merit Scholars enrolled as the University of Maryland at College Park in 1977-78, a year when the university's undergraduate enrollment at one point exceeded 30,000.

A study made by the State Board for Higher Education reveals each institution had seven. An average of a third of St. John's freshman class annually hold some sort of NMS recognition, ranging from commended to full scholar.

Alumni Notes

By Tom Parran '42
Director of Alumni Activities

1931

The fall, 1978, issue of *Lacrosse*, published by the Lacrosse Foundation, Inc., contains a fine article by associate editor Milton R. Roberts, entitled "Beaten By a Pool Stick," about, in case you haven't guessed, Bobby Pool. The article tells of Bobby's career at St. John's and later, listing his many very real contributions to the game of lacrosse, contributions which earned him a place in the Lacrosse Hall of Fame in 1963. Milton Roberts makes us youngsters sorry we missed Pool's varsity days here although there was one Varsity-Alumni game in the spring of 1939 which will always stick in our memories (no pun intended).

1941

Gerard J. Martin, Baltimore Manager of Passenger Sales for American Airlines, has been elected to serve on the highest governing body of the International Association of SKAL Clubs, an organization of professionals in the field of tourism with 443 clubs and over 25,000 members located throughout the world. At the organization's 39th Annual Congress, held in Singapore in November, Martin was elected to a four-year term as international director. He has been with American Airlines for 35 years, and, with his wife, Mattie, makes his home in Cockeysville, Md.

1942

Warren Bomhardt, who is living at 1523 Cold Spring Lane, Baltimore, writes:

Lately I have been wearing out the steps of the Enoch Pratt Library branch up the street from me about 100 yards. This is because of a project on which I embarked in 1975. I am attempting an overall look at the pre-war 1930-40 period to do much of what Dr. Louis Snyder, your recent lecturer and 1928 alumnus, did in his many works: an analysis of the German motivation to such unbelievable commitments. It is, at different times, intriguing, boring, back breaking, eye-straining, and most of the time captivating. I wrote to him of my approach and received a very fine, encouraging letter, in which he urged me to continue with all possible speed."

1946

A recent letter from Samuel Sheinkman reveals that, after seven years in New Hampshire, he has returned to New York City to live and work. While in the White Mountain state, Sam had an appointment in the psychiatry department of the Dartmouth Medical School and practiced in and around Peterborough. Back in New York he is in private practice, with appointments at Mount Sinai Medical School and Mount Sinai Medical Center.

1956

Joseph Cohen, on sabbatical from teaching duties at St. John's, is spending the year at Oxford with his wife and three children.

"The experience of the first term was very full and satisfying," he writes, "perhaps

too much so since I indulged myself by attending many lectures in various subjects without devoting full time to concentrating on any one. It's what I consider my St. John's vice that I find very hard, or am disinclined, to break.

"A seminar on moral philosophy and lectures on philosophical analysis, linguistics, and the concept of language, the history of Greek, and the political philosophy of liberalism were the major attractions for me the first term, with a few law lectures thrown in to justify my obtaining a seat in the law library ... Next term, however, I hope to narrow my focus and begin to work out some thoughts on paper."

1968

Bartholomew Lee, after several years with a large firm in San Francisco, has opened his own office for the general practice of law. We're not certain just what his new practice entails, but from the announcement we received, Bart obviously can do 'most anything: "Specializing in Federal Cases, Antitrust Matters, Complex Civil and Criminal Litigation and International Intrigue."

1968—Santa Fe

Steven Shore sends us an address change — to Columbia, Md. — and advises that he is a business analyst with the Baltimore firm of PHH, in the Fleet Management Services — Information Services area. Steve says he would welcome correspondence from friends. He lives at 8796 Cloudleap Court, #14, in Columbia.

1970

A brief note from Patricia Carey Frame reveals that she and, Matt, '73 are living in South Burlington, Vt., where he works as a programmer for IBM. She is at home taking care of Laura Elizabeth, born last May.

1971

Tom Day, whose marriage to Lois Eckler, '77, was announced in the November issue, has confirmed all that with a November letter to this office. He adds that Lois graduated from Earlham College in Richmond, Ind., this past spring with a major in English. Their honeymoon, a "sea-to-shining-sea cannonball rally," included visits to Rocky Mountain National Park, the Grand Tetons, Banff, Custer Battlefield, and places in between.

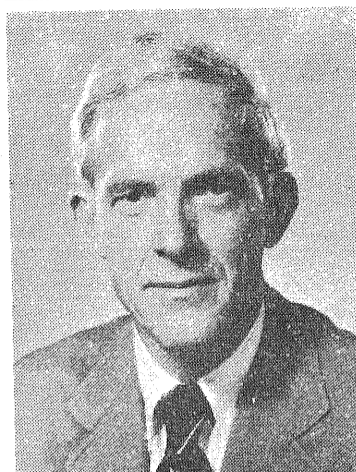
In Seattle Tom interviewed for a job with Boeing Aerospace and upon his return to Annapolis in September, he received an offer he accepted. So in October back went the Days across country, and they are now settled in Kent, Wash., just south of Seattle. Tom works as a technical aide writing software connected with the cruise missile program.

1972—Santa Fe

December brought a newsy letter from Melissa Kaplan announcing, a bit after the fact, the she and Ray Drolet, '69, were married last June 29 at Sedona, Ariz. Sister Sharon Kaplan, Wallace, '64, and, brother Bart,

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Introducing the board



RICHARD M. BURDGE

Richard M. Burdge is serving as chairman of the board's highly important Finance Committee and on the executive committee for the Fund for the 1980s.

Now executive vice-president of the INA Corporation of Philadelphia, he is a former president and chief operating officer of the American Stock Exchange in New York, a post he assumed in November 1972. Previous to that time, he was executive vice-president and senior vice-president of the exchange.

He joined INA in 1975. In 1976 he assumed operating responsibility for the Life and Group Division and the non-insurance businesses of the corporation. Prior to that Mr. Burdge was responsible for the non-insurance subsidiaries comprising the Finance and General Group, data processing administration, and personnel functions of the corporation.

During his association with the American Stock Exchange, Mr. Burdge was a member of the boards of the Depository Trust Company, the American Stock Exchange Clearing Corporation, and the Securities Industry Automation Corporation. He is a member of the Board of Trustees of the Philadelphia Saving Fund Society and a member of the Pennsylvania Chamber of Commerce and World Affairs Council.

Born in Point Pleasant, N.J., in 1927, he served in the U.S. Navy in 1944-45. He holds a bachelor's degree from the University of Pennsylvania Wharton School (1949) and a master's in business administration from the Harvard University Graduate School of Business Administration. He lives in Haverford, Pa., with his wife and four children.



SHARON BISHOP

Sharon Bishop is a 1966 alumna whose thinking has left an imprint on three board committees and who will be serving on two more this year: the Presidential Search Committee and the Annapolis Admissions Committee.

She has been a member of the ad hoc Committee on the College's Administrative Organization and served as chairman of both the ad hoc Committee on Non-Discrimination and the Annapolis Visiting Committee.

Miss Bishop is a managing associate of the Institutional Management Consulting Division, specializing in social welfare, of Booz, Allen & Hamilton, a management consultation firm whose Washington office is located in Bethesda, Md.

A native of Havre de Grace, Md., Miss Bishop came to St. John's at the end of her 11th grade, and following her graduation, entered Bryn Mawr, where she was elected chairman of the Student-Faculty Curriculum Committee. With a master's degree earned in 1970, she became the first person Bryn Mawr admitted to the doctoral program in social service without first doing mandatory field work.

She has served as project director and evaluation specialist for the Delaware Division of Social Services, as chief of research, evaluation and planning unit of a Federally-funded social services demonstration project for the Delaware County Board of Assistance, and as a social worker for the Philadelphia Department of Public Welfare.

She resides in Reston, Va.



RAY CAVE

A 1949 graduate of St. John's and managing editor of *Time* magazine, Ray Cave was elected to the board last year and is serving on the Annapolis Visiting Committee.

Mr. Cave joined *Time* in March 1976 as an assistant managing editor after writing and editing at *Sports Illustrated* for 17 years. He was named managing editor of *Time* on September 19, 1977. For a six month period in 1975 he served as acting editorial director of all *Time*, Inc., publications.

Mr. Cave came to *Time*, Inc., in 1959 as a writer for *Sports Illustrated*, specializing in college basketball and golf articles. In 1962 he switched to editing and rose successively to senior editor in 1962, assistant managing editor in 1970, and to executive editor in 1974, *Sports Illustrated's* second highest editorial post.

Earlier in his career, from 1952, to 1959, Mr. Cave was a newspaper reporter with *The Evening Sun* in Baltimore. He did police and investigative reporting, was a foreign correspondent in North Africa during the fighting in Algeria, and became assistant city editor of the paper. While working for the *Sun*, he was a special correspondent for *Time* and *Sports Illustrated*.

A native of Tacoma, Wash., Mr. Cave was born on May 27, 1929. During the Korean War he served in the U.S. Army. He began his journalism career in Annapolis, working with *The Southern Maryland Times*.

Board elects three trustees

One of St. John's College's oldest friends — Mortimer J. Adler — is among three new members of the St. John's Board of Visitors and Governors. The other two are Thomas M. Carnes, of San Francisco, an alumnus, and Philip Hammond, of Los Angeles.

Mr. Adler, who has lectured almost every year on the Annapolis campus since the outset of the New Program, is the author of more than 20 books, chairman of the Britannica Board of Editors, director of the Institute for Philosophical Research, and a senior associate of the Aspen Institution for Humanistic Studies, of which he

is co-founder.

Mr. Carnes, who graduated in 1952, is a principal in the law firm of Carnes and Bailey. He obtained his law degree in 1958 from the University of Michigan and served in the armed forces during the Korean War. For a number of years he and his wife have been involved in St. John's activities.

Dr. Hammond is an international authority on nuclear power with 30 years experience in handling radioactive materials and defining the economics and technology of energy use. He was formerly director of the Nuclear Desalination Program at Oak Ridge National Laboratory. The Reactor Division of the Los

Alamos Scientific Laboratory was formed to exploit his work on high temperature power reactor experiments.

The three were elected at the January board meeting held on St. John's western campus in Santa Fe.

The Reporter

Rebecca Wilson
Editor

The Reporter is published by the Office of College Relations, St. John's College, Annapolis, Md., 21404, Richard D. Weigle, president.
Published five times a year, in February, April, June, September and November.
Second class postage paid at Annapolis, Md.

Come to Poland, says Sabrina Patrone, who is there

Sabrina Patrone, '78, was back in Annapolis as classes resumed, experiencing a cultural shock borne of three and a half months education in Poland, awed by the rows of oranges and other fresh fruit in the supermarket and by the fantastic freedom of walking once again into American shops knowing she could find clothing in many sizes and colors. She also was feeling very much in need of a party in the Chase-Stone House.

Dancing Poland has, but Miss Patrone has reached the conclusion that there is so much ogling by Polish men for purposes other than dancing that she has somewhat uncomfortably retreated to quiet weekends in

her dormitory, listening to the radio or studying.

THERE ARE PERHAPS several reasons for the ogling. By limiting the sum of money the Polish are permitted to take out of the country, the government virtually entraps its citizens there. For those who want to leave, the best bet is finding someone willing to pay all travel costs and to assure some sort of job in the new country. Otherwise, marriage is a way out, particularly for a woman, and what better place to begin this business than on a dance floor.

Miss Patrone also has cooled to the notion of dancing in Poland because, with a big black market in American dollars, a Pole may

be most of all interested in how many dollars he can inveigle from his dancing partner. Since the Polish currency is totally worthless outside that country, Miss Patrone said the Polish economy is run on American dollars. Certain stores will accept only "the big green."

Miss Patrone has solved the problem of being hassled over dollars by generally introducing herself as an Italian who grew up in America. That also has the advantage of being associated with a country which the Polish respect more than the United States.

In actual fact, she was born in Torino and speaks Italian fluently, and her newly got Polish

is marked by an Italian accent.

But despite the difficulties of living in an impoverished Communist country, Miss Patrone's first words are far from negative and directed at alumni: "If you've got the money, go to Poland because there are all sorts of opportunities there."

Joining young people from all over the world, Miss Patrone is enrolled at the Badan Institute of Polish studies in Krakow under a program her mother first learned about through television's Sixty Minutes.

FOR \$2,000 a year she is engaged in a language program which will qualify her next October for entry into medical

school there and which will permit her fellow students to enter any number of other fields—those in technology, art, philosophy, mathematics, whatever.

"It is not a colorful and enjoyable or comfortable experience," she said, "but it is exciting and interesting."

Miss Patrone is in a dormitory with 800 students, of whom about 80 are from the States or Canada. They come from everywhere, from England, Norway, Australia, Finland, Iran, Egypt, Italy, Germany, and France.

"I speak four languages just walking down the hall—English, French, Italian, and Polish," she said. "It's incredibly exciting."

New chairman to expand activity of board

(Continued from P. 1)

other on governmental relations—have been appointed since I became chairman last July. And, of course, the Search Committee to find Mr. Weigle's successor: that began work in January. I'm determined to keep the committees active. With a board our size, active committees are the only way to keep trustees active and informed.

At St. John's we're in a period of transition, and it is necessary that the board be more active if we are to have a successful transition. That means not only finding a successor for Mr. Weigle, but in doing so, we have to do our best to see that all the constituencies of the college are behind such a choice: the faculty, the trustees, the alumni, the donors, and the students. We can't do a good job in our selection unless we know what the needs of the college are; that's why the board members have to be active, involved, informed.

That doesn't mean running the college. We understand the distinction between policy making and administration, and we are going to adhere to that.

Q. Can you foresee any situation in which the board, perhaps because of financial pressures, would bypass the Instruction Committee and involve itself directly in the academic program? For instance, would it be possible for the board to stipulate that there be only one leader, rather than two, for each seminar as a means of saving money?

A. I can't foresee any situation in which the board would bypass the Instruction Committee. We have too much respect for the deans of the faculty to permit that to happen.

The board deals essentially with the president and the deans. The president would be very unlikely to bypass the Instruction Committee; he might disagree, but disagreeing is not bypassing.

If an issue on instruction were brought to the board upon the initiation of a board member, I would refer it to the president and Instruction Committee for advice. A recommendation on such a matter as one, rather than two seminar leaders, would have to come from the president or dean to the board.

I cannot conceive of any instructional matter being acted upon by the board without the process of review on each campus. At St. John's the president cannot do very much contrary to the will of the faculty because of the immense prestige and influence of the faculty.

Q. What about the board's relationship to the staff? I'm thinking of what the board can do in enforcing a system of accountability on the part of staff members.

A. Here the board would have to be extremely cautious. It is a temptation to become involved, especially when there is a lot of administrative talent and experience on the board. If the president is an extremely good administrator, the board is not going to be very much tempted. If the president is not the best administrator in the world, the temptation must still be resisted.

Should a situation arise in which the trustees have some concerns, the board might have a conversation about the matter directly with the president; but it would not take any action which would usurp the authority of the president.

The board does have a direct relationship with some senior staff members through its committees in which trustees receive information from persons other than the presidents. But in listening to their advice, it must not move contrary to the advice of the president. This would confuse everybody as to who is in charge of college administration.

Q. Your name has been mentioned from time to time as a possible candidate for the presidency of St. John's. Are you interested?

A. No, I am not. It's not the job for me. I would not have accepted the chairmanship of the board if I had wanted to be president.

Q. Does the board have any contingency plans for the future, any alternative schemes should our fund raising program not prove successful?

A. The Finance Committee—and we have a very good committee—is watching the college's budgets very carefully as well as its investments. I'm sure that committee members have their eyes on the warning signals, and they will call for contingency plans if they are required. Right now I believe the committee members and the board members in general are convinced that the needed resources can be found to sustain the college and its program.

Chuck Nelson concluded his first meeting as chairman of St. John's board last fall with a single adjective on the tongue of observers scattered throughout the King William Room: impressive.

There are several reasons why. A big, calm, somewhat understated individual, he is, for one thing, an expert on college management, serving as national director for higher education for the New York based management consulting firm of Peat, Marwick, Mitchell & Co.

Mike McLanahan's act as a highly skilled presiding officer was a hard one to follow. In an entirely different way, Mr. Nelson presided with propriety and deftness, guiding members through a series of resolutions and actions at a board meeting of more than usual importance, clarifying some difficult questions on budgetary matters and showing himself to be a trustee who clearly does his homework. Prepared down to the last comma of the agenda, he promises to be a strong chairman entirely at home at St. John's.

No surprise, that. Mr. Nelson has been affiliated with the college for 37 years. He came here first in 1941 from a high school of 7,000 in Cicero, Ill., so big that when he was told registration would be held "in the Great Hall," he was in and out of the room without recognizing it.

"Great Hall!" His high school stage had been big enough to accommodate two basketball games simultaneously.

"At St. John's and in Annapolis I learned something about human scale," he said of the contrast. "The college opened my eyes in more than one way."

Since leaving St. John's, Mr. Nelson has been involved continuously in education. In the summer of 1947, married and living in the barracks for married students which then stood on back campus, a Chicago lawyer searched him out in the St. John's shop and made him an offer to conduct seminars in world politics for \$300 a month.

As a result, Mr. Nelson went to the University of Chicago to direct this post-war program, one which later was sponsored by St. John's, the University of California, and dozens of other institutions.

This was a program whose concept was very close to St. John's. Mr. Nelson selected reading material—basic texts in political thought—and trained discussion leaders and groups. It was a program in which two former St. John's deans were active: John Kieffer, who helped start the program in Annapolis and Washington, and Robert Goldwin, who served as research director.

Concurrently with that he became director of the Basic Program of Liberal Education for Adults at the University of Chicago, a program which was an explicit copy of St. John's.

"Students came two nights a week for three hours and at the conclusion of four years received a non-credit certificate," he said. "There were close readings of great books, some tutorials which included math, and a little of the lab, whatever we could work within the framework of our resources."

"We had powerful support from Bob Hutchins, who was still president at Chicago; and when we held our first graduation for 15 or 16 students, he spoke at our graduation."

Mr. Nelson left Chicago to spend two years consulting for the Cresap, McCormick and Paget firm in New York, from 1956 to 1958; and then, for a 10-year stretch, operated his own firm—Nelson Associates. In 1969 he joined Peat, Marwick, Mitchell & Co., a huge New York based firm with a thousand partners in a hundred offices scattered throughout the United States.

As director of its higher education service, he advises on such matters as long range planning, organization, financial systems, executive search, enrollment, library systems, trustee selection, and policy making. His work has taken him to such institutions as Stanford University, the University of California at Berkeley, the City University of New York, Barnard College, MIT, Yale University, and many others.

During those years he has seen three of his children go through St. John's and two of them marry classmates from the program. Janet, '72, is married to Kent Guida, '71 and has a master's of business administration degree

from the University of Maryland. She is a banker with the Equitable Trust Company in Baltimore.

Chris, a 1970 graduate of Santa Fe along with his wife, the former Karen Thomas, is a partner in the Chicago law firm of Shiff, Hardin, and Waite. Chris obtained his law degree from the University of Utah. He and Karen are active in organizing the St. John's alumni seminar in the Chicago area.

Ted, '77, who married a young woman from Croton-on-Hudson, is assistant manager of a Cape Cod motel; he and his wife had their first child in July. Another son Colin, a '77 graduate of Williams, is writing fiction in Marblehead, Mass.

Although the children are gone, the Nelsons' Croton house is still a busy scene. Mr. Nelson's wife, Anne, a graduate of Oberlin, is a member of the faculty of Cornell University's School of Industrial and Labor Relations in Manhattan, organizing women's programs in labor union leadership.

Anticipating much work on behalf of St. John's when he accepted the chairmanship of the board, Mr. Nelson resigned from the board of the Westchester Council of Arts and decided not to accept a reappointment to the National Council on Educational Research, to which he was named by President Ford in 1975.

Since taking office last July he has spent uncounted hours working on St. John's behalf. The amount fluctuates, but because of the transition between presidents, there is more to be done than ordinarily faces a board chairman, and not a day goes by without St. John's demanding at least some of his attention. His appearance at board meetings promises to be the tip of the iceberg.

Paca - Carroll

(Continued from P. 1)

and a \$250,000 challenge grant from the Kresge Foundation for the gym. The A.S. Abell Company also has given the college a \$10,000 grant for Paca-Carroll.

James T. Wollon, Jr., Havre de Grace architect who specializes in restoration, is completing plans which will permit Paca-Carroll to accommodate 34 students.

Bert Thoms dies of heart attack

by RICHARD A. SMITH, '54

Son of teachers, Bert's mother's mother was a teacher, his father's sister a teacher, and Bert's sisters, with us today, were and are teachers. He grew up in rural Michigan near Flint and was taught by his mother until he was seven years old. When he entered school they promptly put him in the third grade, then the fifth, and then, in junior high school, at age 10. He scored 163 on an I.Q. test and, with genius level at 135-140, he became a high school drop-out.

It being hard even for geniuses to get jobs in the 30's, Bert hit the highways and ribbons of gray and rode the rods, a young hobo in those lean, hard times.

After completing correspondence English courses, he entered Hillsdale College, Hillsdale, Mich., to study music composition. He didn't graduate from Hillsdale because of World War II, but he did meet his wife Josephine, daughter of Raymond Bowers, a brilliant composer and musician, with whom he studied. Bert really wasn't right for the bouncy young cheer leader and homecoming queen Jo was. Jo said he didn't wear the right clothes. He didn't belong to a fraternity. Their dates were off-beat — going out picking strawberries, shooting crows with a 22 rifle. Things like that.

He was a Navy fighter pilot and flew Corsairs, Hellcats and Grumman TBF torpedo planes. He was a patriot in the noble sense of the word and good company to have around in anything from a shipwreck to a stalled auto.

AFTER THE WAR he earned his bachelor and master's degrees in philosophy at George Washington University and a doctor of philosophy at Johns Hopkins.

A little story from this time: As Bert's student I once sat with him and his friend and teacher James Masterson, three generations of tutors and pupils. Prof. Masterson told me after Bert was in his English classes a couple of weeks, he invited him to leave. Hearing Bert talk and seeing some of his papers, Masterson told him couldn't learn a thing in his class. He gave him an A and dismissed him from the obligation of putting in time.

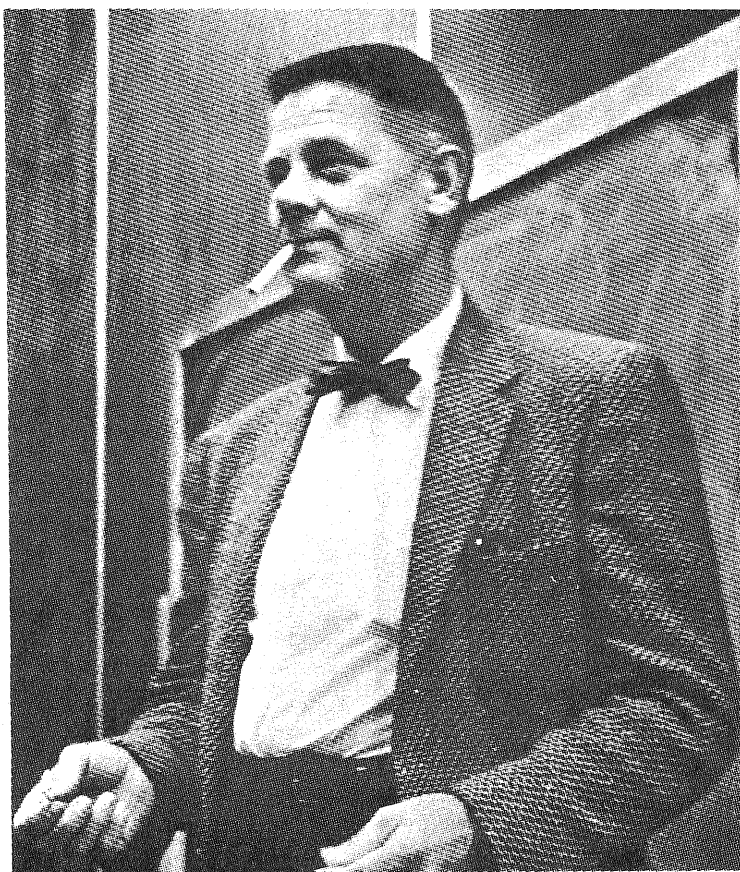
Bert liked the miscast, oddball, underdog and had a knack for rescuing and nurturing them. William James defines genius as an ability to see most relations in things, and Bert carried his genius a step further by being able to get on with all manner of people. An example:

The first time he visited my insular, clannish family on the Cimmerian slope of old Catawba in Carolina, where any outsider was automatically suspect, my brother-in-law shortly had him out to the barn sampling choice corn squeezin's, and when Bert left, my mother, in her long apron, handed him a lunch of country ham and biscuits and thanked him for all he had done for me.

What did he do for me?

He gave me a place to stay when I had none.

He loaned me money for my first car, a '41 Ford convertible.



BERT THOMS

He helped me get through the only college anywhere I could've made it through.

To one who could not say to himself he had ever known a good man, Bert Thoms became and remained his exemplar, thus providing the benchmark and index on how to live, to one who desperately was seeking coherency and light, saving me from the dim prospect of declaring all men worthless, and, because we can't know, life not worth living.

THIS MONTAGE is a quick and dirty way of giving you the person, his character and conduct. It's the journalistic way obituaries are written. The theory is that of mathematical limits. By drawing enough chords you exhaust an area subtended by his life and define the man. In Bert's case it's hard to draw enough chords and a big enough montage to tell you what a man he was in any coherent way.

I first met him in 1950, here, my freshman lab tutor, and seminar leader in my sophomore, junior and senior years. In the early and middle 50's Bert was in full flower and at his intellectual and physical peak. He didn't just teach but made friends and left his indelible imprint on Eric Crooke, John Coffey, Bob Sachs, Ernest Piron, Howard Bromberg, Sinclair Gearing, Sam Kutler, Dave Kaplan, Jeff Greenwell, Harvey Wynne, and many others.

With infinite patience and maieutic concern he helped us parturite intellectual conceptions involved in building "flat surfaces," solve the crown problem, find the meter stick's point of suspension, and understand that physical laws are never proved, only used so long as they explain the appearances, abandoned when they no longer do.

IT WAS A SHEER pleasure to listen to Bert talk, to express his considerable wonder and curiosity. On this dais Bert once

gave an absolutely spell-binding lecture called "Predication of Value," a still unpublished analysis of how things are, with a grammar for how they might best be named and described.

Incidentally, I never saw him lose ground in the give-and-take of philosophic debate. And not because he was careful in choosing his battlefields or debate partners. He never met you with a sophist's stratagem or verbalization, but with insight and understanding. And he happily met all comers.

He loved St. John's. He believed by the trivial arts of logic, rhetoric, and grammar and by the beam and balances of the quadrivium would we educate ourselves, i.e. become better men. He used to talk about someday setting up his own academy or college. But he always came back to St. John's. This is exactly what he had in mind, and he said he couldn't improve on it.

To his educational theories I added a twist of my own. To the St. John's context, I felt the ideal education would be to find that all-knowing wise man, and in friendship cemented by mutual sentiment for rationality and the search for an intellectual way of life, inspissate myself parasite-like in the blood of his knowledge. For me that wisest man was Bert Thoms.

What did he teach?

By example he taught us language, his first love, grammar, and in his usage of English that there could be precision equaling that of the French masters.

HE TAUGHT US logic, that though tough to make lasting general statements, with care they can be made. Of prodigious memory, he insisted on the rote memory's importance: that a good memory is a prime desideratum of the philosopher, and without its use, it becomes dull and rusty.

I always listened when he said there was no need for men to live like pigs, especially when he

St. John's Tutor Bert Thoms died suddenly of a heart attack just before the Christmas holidays. He was 61.

He collapsed in mid-morning-December 12 on the long walk leading to the McKeldin Planetarium where a medical crew sought unsuccessfully to save his life. He had just finished teaching a special class in freshman math which students said afterwards had been "wonderful."

Mr. Thoms, who two days previously had begun reading Grof and Halifax's "The Human Encounter with Death" in preparation for a preceptorial on death next year, was buried at St. Anne's Cemetery, within view of the college and not too far from where Jacob Klein and Ford K. Brown are buried.

A service was held on Saturday, Dec. 16, in the Great Hall where Mr. Thoms was eulogized by Richard A. Smith, '54, and by two former students at Washington and Jefferson College, where he had at one time headed the philosophy department — Arnold Cushner and James Bauer.

The service was conducted by the Rev. J. Winfree Smith, of the faculty, with Leo Raditsa, another tutor, reading in Latin an ode of Horace. Patricia Pittis, '74, a student at Union Theological Seminary, gave the scriptural reading.

A native of Flint, Mich., Mr. Thoms was born July 15, 1917. During World War II he served as a Naval aviator. From 1939 to 1942 he attended Hillsdale College, Hillsdale, Mich., where he studied theoretical music. He received both a bachelor's and master's degree in philosophy from George Washington University, where he taught briefly, and in 1950 a doctorate in philosophy from John Hopkins University.

He first served as a member of the St. John's faculty from 1949 to 1954, leaving to join the faculty of Reed College, Portland, Ore., for a year, and then in 1955 the faculty of Washington and Jefferson College, where he was chairman of the Philosophy Department. In 1969 he returned to St. John's.

Mr. Thoms is survived by his wife, Josephine; by a daughter, Adele, and by three sisters.

Alumni wishing to remember Mr. Thoms may contribute to the St. John's Faculty Scholarship Fund.

argued that by no logic can any man be said to be bad while he's alive, that so long as he breathes there's hope, that coercion of opinion in any form is a mistake, especially by Christian theologians on sensitive areas of doctrine.

Bert was persuaded mightily by Socrates' belief that we ought to proceed on the supposition that knowledge is possible, that it makes a man better, braver, and less helpless.

Finally, from my wife, I learn the Spanish have a neat way to sum up a better, braver man of value like Bert, from whom all draw strength and courage: Que Hombre!

Search underway

(Continued from P. 1)

and final recommendation.

At its New York meeting the committee will formalize the manner in which candidates' names will be received. To assure that they be handled fairly and properly, Mr. Yarnall has asked persons wishing to propose candidates to wait until the committee announces the way this will be done.

"I believe very strongly, and I believe the other members do, that the single most important task of any board is determining the president and periodically appraising his or her performance," Mr. Yarnall said. "That is where the board does its most significant work."

"We as a committee pledge to the board and to all who have a stake in St. John's, that we will give this task the very best we've got in terms of time, energy, imagination, objectivity, and we hope wisdom."

All members of the committee were present except John D. Murchison, of Dallas, who was out of the country. Dorothy Roudebush, of St. Louis, was chosen secretary. The board's two other representatives include its chairman, Charles A. Nelson, and Sharon Bishop, Washington, D.C., alumna.

The two campuses have elected Robert A. Neidorf and J. Winfree Smith as their representatives, and Deans Robert S. Bart and Edward G. Sparrow are ex-officio members. Besides serving as committee chairman, Mr. Yarnall also is vice-chairman of the board.

250 attend SF seminars

One-time seminars on a variety of subjects ranging from the poems of Lao Tzu to a story by Henry James have drawn St. John's friends in Santa Fe and Los Alamos to the western campus for the fifth year.

The 15 seminars were attended by 250 persons including 34 members of the senior class. Following the seminars, which were held from 4:30 to 6:30 p.m., there was a social hour and then dinner.

The seminars were held first in the fall of 1974 in conjunction with the second annual local, fund-raising campaign. The purpose was to acquaint people in the town with St. John's. Tutors volunteered to lead seminars and

of the faculty and staff enrolled along with seven dozen townspeople. Five seminars were offered.

The format has remained the same each year: late afternoon seminars followed by a social hour and dinner. For the first three years dinner was free but the number of participants increased so that a charge for dinner became necessary although the seminars and social hour are still offered without charge. About half of the participants have stayed for dinner each year.

Over the years the number of seminars has increased to the present fifteen.

'They realize something is at stake in learning'

(Continued from P. 1)

secondary days in Canada, skipping two grades and condensing the four years of his high school into three at Hamilton Experimental Secondary School in Ontario.

He has financed much of his education, packing a great deal of hard work into his 21 years. He has driven a truck, worked in 140 degree temperature in Canadian steel mills, served as a program patient at McMaster's medical school, and has been an office manager at night for a transport company and a lifeguard.

At St. John's, where he holds down a student aide job with the Fund for the 1980's, Mr. Thomson appreciates the quality of his fellow students.

"People are much more serious here because they realize that something is at stake in learning and that's their primary concern and for that reason they are more serious students," he said.

"At McMaster there was no need to spend much time on studies. It would be quite possible at St. John's to do nothing but school work here and still not do justice to it."

While it is possible to bluff your way through St. John's, the difference here, he noted with a grin, is that "everyone knows it."

Mr. Thomson remembers book reviews written in Canada in which the way to receive a really high mark was to present the views of a number of authorities.

"As a freshman, I found new worlds opening up," he said. "It was very challenging to have to think for yourself. What writing we have is much more difficult because it's a product of yourself, and not something culled from a book. It's writing about what you've been thinking and talking about here."

Writing is something he feels St. John's students should do more of, perhaps substituting the annual essay ("God around here") with at least two shorter papers, excepting perhaps during the senior year in which writing might be structured differently.

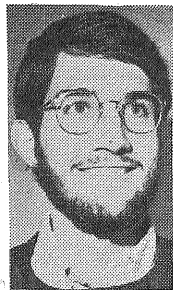
Outside graduate work, Mr. Thomson has no plans for what happens after St. John's. In looking them over, he is weighing all his alternatives carefully, attempting to decide what is best and right for himself and setting his goals high. "The problem with St. John's is that it makes you moral," he said with a view to all the possible directions open when he reaches this crossroads next year.

Greek weeds out many applicants

Partly in order to study mathematics and science here, James McDonald, 23, came to St. John's last fall after receiving his bachelor's degree in 1977 at Kenyon College.

"It's not hard to find students who go through four years there without any math or science," he commented. "I was one of them."

The most striking difference



Mr. McDonald sees is the quality of St. John's students, whom he characterizes as "very industrious, very sharp, and capable of insights which go deeper than those of most freshmen." He attributes their quality partly to St. John's admissions procedures, which screen out large numbers of unsuitable students.

"There are three things which seem to overwhelm the student who is considering St. John's," he said. "First, everyone must take Greek. That weeds out a lot of students who don't want to bother with Greek and helps select students who understand why it is important and are willing to learn."

"Secondly, the St. John's application form is not a typical form asking trivial questions and requiring students to sum up in 500 words or less why they want to come. It is quite detailed. It weeds out other students who can't be bothered with this type of application."

He believes high school seniors briefed with some knowledge of the sheer amount of work involved in the St. John's program are quick to cross themselves off the list.

"People sometimes are very shocked to see how few students apply as against those who are accepted," he said. (The ratio last fall in Annapolis was two to one).

"But as I continue here, I find the quality of students is so high that the number becomes irrelevant. The kind of student who does apply is the important consideration. Consistently St. John's has had excellent freshmen classes. This impresses me. There are very, very exciting students here. It's the norm; at Kenyon it was the exception. There were many more students along for the ride there with their parents picking up the tab."

Mr. McDonald, who is financing his own St. John's education, said he took seminars at Kenyon in which professors sometimes threatened to end unless students completed their reading. At St. John's there is never any question of this. And he pointed to the value of the math and language tutorials in supporting seminars.

"Those taking Greek at Kenyon were a very small, tight knit group," he said. "Here they form a very large, tight knit group. But in seminars there, a professor would have to ask which students had taken Latin and Greek in order to clarify certain passages. Here, everyone is assumed to be up to a certain level. There are no problems in backtracking. It's very refreshing."

"Also, in Plato's discussion of the divided line, Socrates refers to the study of geometry. We have had geometry, and we know how Euclid went about proving his propositions. St. John's students are all on the same level. They all have the same tools."

An excellent student, Mr. McDonald may put in six hours a day reading for seminar or laboratory. During the slow off-season period in his job as a weekend bartender, he

frequently slips in work on Greek vocabulary cards between mixing drinks. Like a number of students, his curriculum is augmented by a one-to-one tutorial; this one in Greek, which meets once a week, more frequently if his tutor, Gisela Berns, is able to schedule it.

In addition, because he looks forward to a career in education, he is teaching a great books course at nearby Key School where his fifth and sixth graders have been investigating C.S. Lewis' "The Lion, the Witch, and the Wardrobe."

Bouncing off ideas after class

Warren Spector, Chevy Chase, Md., sophomore, left Princeton in January, just before the end of his first semester.

While reasons for leaving a good university may be complex, Mr. Spector said he found Princeton "first of all very impersonal, socially and academically."

"The primary problem was it was very distant academically," he said. "The summer before I had attended a small special program for mathematics students sponsored by the National Science Foundation at Hampshire College."

"I was very excited about going to Princeton and knew it had a good math program. But when I got there, there was no opportunity to talk with other students. You would want to talk about an interesting proof or some other aspect of your studies, but find that other students were not interested."

"There was no opportunity to bounce off other people ideas that you were talking about in class. That took away from what would be important. At St. John's I have an opportunity to confront the math which we are studying in class, and out of class some opportunities to talk about it with fellow students. I had none of them at Princeton."

Mr. Spector did not come to St. John's just to study math. Were that the case, he could have found another college. He came for the whole of the program, especially, he said, for the way it is studied here. To slack off might be a student's expected propensity in reading Plato. At St. John's Mr. Spector said he reads Plato with a continuing sense of motivation.

"The nicest thing at St. John's is that everyone talks to everyone else," he said. "You have an immediate sense of belonging and friendliness."

Like other places, St. John's has its problems, but, he added, none of them are insurmountable.

Insights vs memorization

Scott Buchanan. Good name and clearly a good man, in the tradition of his name. But no—no relation.

Scott Buchanan is a 20-year-old freshman from Narberth, Pa., who came here after two years part-time study at the University of Pennsylvania's night school with days spent working in the university's veterinary hospital.

In a sense those were years already spent laboring in St. John's vineyard for they were years not only of earning college money but proving to his parents—still hesitant—that St. John's, where he would have liked to have come right after high school, was the right school for him, rather than the university, where his father is a professor of veterinary medicine.

At Pennsylvania Mr. Buchanan could have received a tuition free education. When he completes his education here, he will be substantially in debt, but it is the price he will be willing to pay for an education which he believes to be the best.

"I have friends in most of the Ivy League schools," he said. "Many of them are dropping out and taking time out to deal with questions which are not being addressed in their environment. In order to answer those questions, they usually feel they must leave. The approach here is aimed at answering those questions, rather than avoiding them or leaving the student to work them out on his own."

At mid-winter Mr. Buchanan, who is head guide for the admissions office, has a reaction to his first months here which is "very, very favorable."

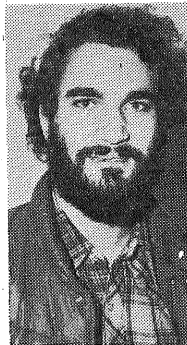
"I've found the atmosphere to be unusually stimulating. So many people are enthusiastic and personally concerned about the material they read and the fact that they are not just memorizing inert facts but receiving insights into themselves makes for a significant education."

"In this environment I'm becoming more aware of my thinking and have felt what Plato calls illuminations—comprehensions—which are very satisfying as well as motivating."

In St. John's mathematics and biology programs, Mr. Buchanan, who had a great deal of physics and calculus at the University of Pennsylvania, finds that students are learning "by picking the material to pieces rather than swallowing the data whole."

"The same thing holds true with the rest of the program. No one's opinion is necessarily the correct one."

And he likes what happens outside the class where as much enthusiasm for the subjects is present in discussion and serious thought as in the classrooms. Elsewhere, he has found a type of stigma attached to any display of concern or involvement beyond the requisite 50-minute classroom time.



A type of analysis

There were certain things which bothered Anita Ross, Washington senior, before coming to St. John's.

One of them was the courses she had been taking at a Texas community college and a Northern Virginia university: art, English, personal growth, "the junk food" of education, she ticked them off.

"I felt I was indulging an interest, but at the same time I didn't know what my interests were," she said. "The lack of form bothered me. There seemed no correlation between classes."

One day she became irked when the graduate assistant in a political science course, in a sort of wholesale summary, wrapped up the history of political thought in a single day by bagging up such names as Plato, Aristotle, Hegel, Locke, and other writers and throwing them at the class.

"That really irked me," she said. "We had three or four survey books, and some of them had ideas which sparked interest. They were tantalizing. But they were confusing to a young person with no concept of what to listen for or talk about."

Her father, a member of the Foreign Service, had learned about St. John's in 1941 from one of the members of the original New Program class during long nights in the Navy at sea. Along with her mother, he talked about the possibility of her coming here.

"When I heard about the science and math," Miss Ross said, "I said forget it! I hated math in high school and dreaded it."

But, instead, she has found that although she has had trouble coping with the math and science programs, she has gained from them. "They certainly made my perspective for things much richer," she said. "If you have the courage to ask stupid questions, they become some of the most rewarding things you can take. Some of the most rewarding and enriching ideas come to light."

For her, St. John's has instilled a type of analysis, an on-going critique of everything: one's life, the school, one's self, one's friends, one's work.

"It certainly has changed my life, and what I'm going to do," she said. "I can't define it, but I feel more confident, more independent, and happier that the world is so full of all these diversities."

In addition to her St. John's studies, Miss Ross assists in teaching retarded children at a small school north of St. John's, including giving them daily instruction in science, reading, and arithmetic. "I can't help being influenced by Euclid," she said.



Transfers

(Continued from P. 5)

Three majors in one year

Declaring three different majors within a single year at age 17 was one of the reasons that Anne Schanche, Cairo, Egypt, junior, decided to leave the State University of New York at Albany. Nor was she particularly pleased about the large lecture classes there.



Miss Schanche grew up in New York state, where her father, now North African bureau head for *The Los Angeles Times*, was a free lance writer. She had heard about St. John's earlier but had put it out of her mind for financial reasons. That problem was solved, not only for her but for her sister, Didi, a Santa Fe junior, who formerly studied at Alfred University.

"The major difference in coming here is one's own attitude," Miss Schanche summarized the transition. "I felt ready to work when I arrived. I expect that most of the students are pretty serious when they come to St. John's. Just filling out the application is quite an accomplishment."

Miss Schanche, who is active in college athletics on occasion and who last year supervised the boat house, is one of four women occupying an apartment in the college's Prince George Street Dorsey House, first put into use last fall for housing purposes. With some background in Arabic, she is planning to study languages after leaving St. John's.

"It's been trying some times at St. John's," she said, "but I love it. Whenever I think of leaving school, a thought most often prompted by self-dissatisfaction, I'm unable to think of another college I'd rather attend."

Forcing one to mature

Just before Thanksgiving Joseph Roach pulled out his French horn and began working for a good tone production, a process involving natural harmonics.

He can remember when he began with a French horn in the seventh grade when music made no sense.

Now in his second year of music at St. John's, he finds it does. Learning about natural harmonics and adding to his knowledge of musical phrasing has helped. His session in the music practice rooms have become enjoyable.

"I like the way we're going at music," Mr. Roach says of his classes with David Guaspari, a new tutor here. "The music tutorials are making things clearer. I understand why I understand. That's a really nice



Astronomy meeting set

A four-day conference on archaeo-astronomy in the Americas will be held on St. John's Santa Fe campus in June as the result of a \$10,000 grant to the college from the National Endowment for the Humanities.

Ray Williamson, member of the Annapolis faculty, who has worked extensively in that field, said the conference will attempt to define some of the major issues of archaeo-astronomy in the western hemisphere: what it is, who does it, and what connection it has with fields which feed into it.

Mr. Williamson has just signed a contract with the New Republic publishing firm to write a book and is the author of an article on North America native astronomy which appeared in the October issue of the *Smithsonian* magazine. In addition to his St. John's position, he is associated with the new center for archaeo-astronomy at the University of Maryland.

feeling. And the same thing was true last year in the second part of our laboratory when we were doing chemistry. I had a lot of college chemistry, but the approach to chemistry here made it crystal clear in a lot of ways. The lab was a nice experience."

Mr. Roach, a sophomore from Darby, Pa., came here from Windham College, Putney, Vt. Poor financial conditions forced Windham to close a month early in his freshman year, in mid-April, and Mr. Roach, who had helped with fund raising, found the whole experience rather traumatic and decided he couldn't afford to return to a college which he wasn't sure would remain open.

That summer he learned about St. John's while going through some college guides in the Bryn Mawr College Library. He applied, was accepted, and now serves as a volunteer guide helping show prospective students around campus, including other transfer students like himself.

"Transfers usually ask very good questions," he said. "They are looking at St. John's very critically. They want to know the caliber of the students and whether the classes are good or bad. One student even asked about the salaries of tutors. They are different than high school juniors and seniors, who have a much less critical eye and who think the place is wonderful."

Mr. Roach shares that view. The place is wonderful. After a year and a half here, he feels he would not want to return to a high caliber, conventionally organized college set up in the image of Windham. Among the reasons he would be reluctant to leave is that St. John's is the first place where he has been consistently challenged academically.

"It's made me work and work," he said.

Furthermore, it has succeeded in changing the way he looks at the world.

"At every turn, you compare the way you are looking at things with the way the great authors looked at them and then with the

Stephensons: a musical pair

David Stephenson is the sort of universal man St. John's delights in developing.

As a member of its faculty, he is as much at home behind a baton as he is in clarifying a question in metaphysics or in solving a problem in quantum mechanics. Ask him to untangle a badly constructed French sentence and he does it with the same ease with which he regales seniors with a witty and learned commencement week toast. (He learned French at his own dinner table; his mother would allow nothing else to be spoken).

His wife, Helen, is a person of more concentrated interests. A gifted lyric coloratura, she has been warmly acclaimed for her performances on the concert and operatic stage and as a teacher of voice at their Prince George Street home.

He composes, and she sings, and together, as a musical husband-wife team, the Stephensons' talents will be in evidence when she presents a recital Sunday, Feb. 18, in St. John's Great Hall.

For this program, which will be open to the public without charge, Mr. Stephenson has set to music a group of poems which the German poet, Heine, wrote about the North Sea.

COMPOSING SONGS for his wife is something Mr. Stephenson has done since his undergraduate days at Columbia University, where he became a music major in his senior year, abandoning a major in physics and then proceeding to earn his master's degree in composition.

He has written a great deal of vocal work as well as music for chamber orchestra and other larger orchestral pieces, work which might be described as atonal music that sounds tonal.

"David has written at least twenty songs for me," Mrs. Stephenson said. "It's atonal music, but it is very lyrical. He has a real gift for melodic line, and that's why I've found it very gratifying to sing."

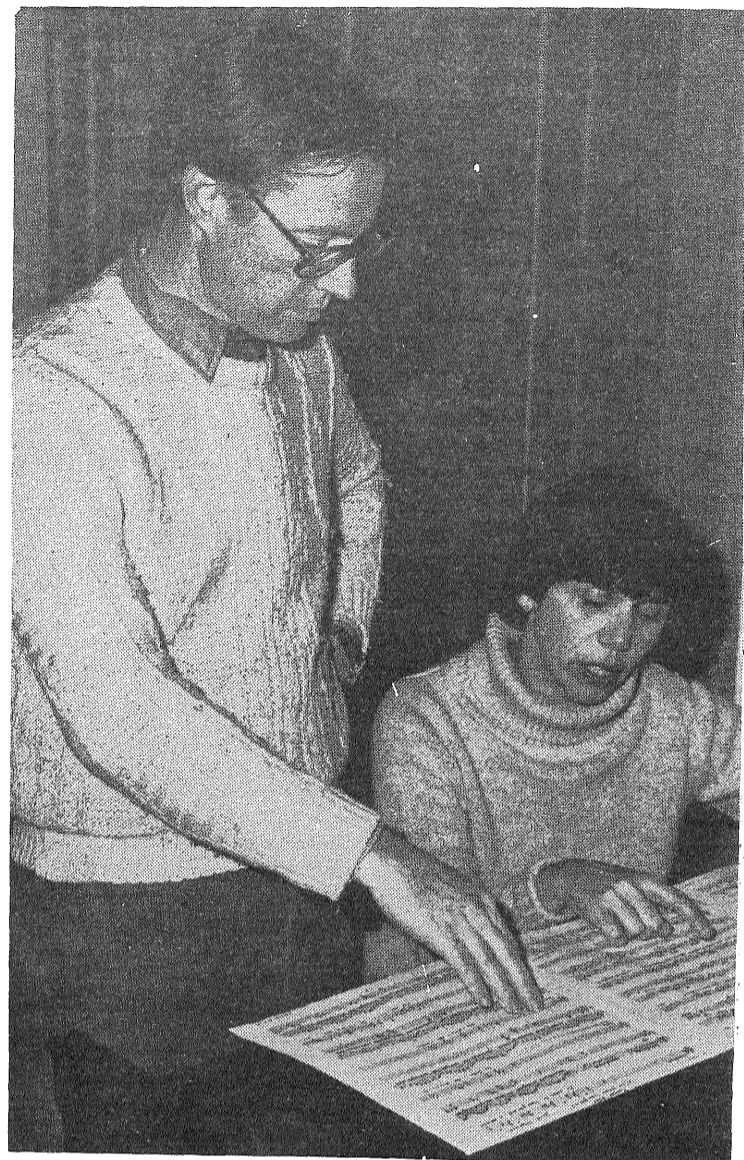
One of his compositions reflecting his interest in great and serious books was given its premiere at a concert at the Phillips Collection in Washington when it was sung by Mrs. Stephenson. This was a large work for voice based upon Molly Bloom's monologue at the conclusion of James Joyce's "Ulysses," in which she recalls her past loves. A dramatic work incorporating Joyce's flow of consciousness style, it is marked by wide contrasts in the vocal range and includes spoken words.

Most of Mr. Stephenson's recent compositions were completed during an extended sabbatical from 1972 to 1974 in Austria and Germany, where both pursued their musical careers.

THE TWO OF THEM met as part of a Renaissance group

way others see them in seminar.

"One of the hardest problems I had in coming to St. John's is getting over obstinacy, in getting over the feeling, 'I'm right, I'm right.' I really hated being told, 'You're wrong.' St. John's really forces you to mature."



Helen and David Stephenson go over a score.

Photos by Tom Parran

when they were students in New York City. She was a soloist for Orff's "Carmina Burana" and Mr. Stephenson was part of the chorus. Within a short time he had composed music for her to sing in concert at the Museum of the City of New York.

Later followed a commission by Mrs. Walter Chan, of New York City, to set some of the poetry of Ezra Pound to music for chamber orchestra and voice. Mrs. Stephenson sang this group at Columbia in a performance which Mr. Stephenson directed.

As a conductor as well as composer, Mr. Stephenson has studied conducting both in Europe and in the United States, and, while he plays the piano, clarinet, and viola, his principal instrument might be considered the baton. At St. John's, where he helped develop the freshman music program, he has conducted the college orchestra as well as the freshman and small choruses.

During the interim following the death of Kenneth Page and the appointment of Leon Fleisher as conductor of the Annapolis Symphony Orchestra, he did a rescue job and conducted that orchestra in a performance at the Annapolis Fine Arts Festival; and he has conducted the St. Anne's Chorus and St. John's Small Chorus in a performance of a Bach cantata, accompanied by orchestra, at St. Anne's.

A CUM LAUDE graduate of Queen's College, Mrs. Stephenson's versatility is demonstrated by the diversified music which she sings: grand opera and lieder as well as Renaissance, medieval, and contemporary music.

Mrs. Stephenson has sung the roles of Constanze, Pamina, and Gilda in opera engagements in Ulm, Germany. Her performances have included those at the Phillips Collection, the Amerika Haus in Austria, Columbia University Contemporary Ensemble, Folger Library, Baltimore, Peabody Conservatory of Music, and the Museum of the City of New York. She also has served as a church soloist for St. Thomas Church in New York.

She has studied voice at Juilliard and with Alice Gerstl Duschak at Peabody, and she has been a member of the master classes of Rita Streich in Salzburg and the opera class of Tito Gobbi in Florence.

In Siena she was able to study at the Academia Chigiana. She has studied opera with George Schick and, under Noah Greenburg, been associated with the New York Pro Musica Antiqua Workshop.

This fall she began her doctoral program at Catholic University while at the same time continuing to give private lessons here.

The Stephensons' musical talents combined one summer in Santa Fe when they wrote reviews for the Santa Fe Opera, a harried business, they discovered, since they would arrive home from the opera about midnight, and the review might be due as early as 8 a.m.

Generally she would comment on the singers, and Mr. Stephenson on the orchestra, and together on the musical performance in general. He did the typing.

Alumni Notes

(Continued from P. 2)

'65, with Bart's wife Betty and their three-year-old Emily, were present for the ceremony. Melissa and Ray are living on the Navajo Indian reservation at Tonalea, Ariz., where they manage the Shonto Trading Post.

1974—Santa Fe

The November 30 issue of *The Santa Fe Reporter* (no relation to our *Reporter*) contains an interesting music critique by Eric Scigliano, the subject of which is a group called "Jazz Portraits." This is a group with strong St. John's connections, led by vocalist Miyoko Porter, a junior, and including tutor Ray Davis, '62, on piano, sophomore Ed Neal, bass Greg Haggard, son of tutor Dean Haggard on drums, and sophomore Liz Pollard, also a vocalist. The critique was of the group's professional debut last fall, and if Eric's opinion is shared by the general public, we will hear more of and about "Jazz Portraits."

1975

Jan Hamill preached at all three services at St. Anne's Church, Annapolis, on January 28. A second year student at Yale Divinity School, Jan has delivered sermons at another St. Ann's, this one in Old Lyme where she is receiving credit as a parish assistant.

1975—Santa Fe

Abigail Smith has completed her work as a hydrologist with the U.S. Forest Service at Lake Tahoe. She is working with a conservation agency in Seattle.

Mark Habel is studying philosophy at the University of Chicago.

"Jadis" Ullman Cuzme has two children, a two-year-old boy and a brand new baby girl. She lives in Washington, D.C.

David Wallace is now circulation manager of Acquire Publishing Company, Inc., a fast-growing magazine conglomerate. David is also active in organizing the New York city committee of the Fund for the 1980's.

1976

"Thank heaven for parents," to paraphrase a line from a well-known Maurice Chevalier song. In this case our correspondent is Charles Goslee, father of Julie, and now, he tells us, father-in-law of Timothy Born, a wedding having taken place last summer in Cambridge, Mass. Tim had studied for a year at Tufts, and Julie had worked for Biomedical Research.

Within a month of the wedding they were off to serve in the Peace Corps and as of December were teaching math and sciences (in French) in Middle School in the desert country of Mauritania, formerly French West Africa.

Mr. Goslee also reports they would be most happy to hear from old friends; their address: Mr. & Mrs. Timothy Born, Professeurs, Lycee d'Aioun, Aioun el-Atrouss, Mauritania, (West Africa).

1976—Santa Fe

Aleta Hackney Jones and her husband, Curt, are the proud parents of Erica Beatrice, born Friday, Nov. 10, in Presbyterian Hospital in Albuquerque.

1976—Santa Fe

Rick Lightburn received his master's in mathematics at the University of Denver in December. Before returning home he visited Barbara Skaug, Graduate Institute registrar, and Judie Kistler, who has been working in the Santa Fe campus bookstore. He also visited Alan McVey and Lauren Baillard, who reside in Santa Fe. Then he took off for Houston where he saw Nancy Sample, '77, and on to Austin to see Pablo Collins, also '77.

Glenda Holliday is enjoying her work on a master's degree in science education at McAlester, Okla.

Bridget Houston is finishing her bachelor's degree in geology at the University of Oklahoma.

Greg Spring has completed his Peace Corps assignment teaching English in Upper Volta, Africa, and has returned to Santa Fe where he is playing the guitar professionally.

1977

A late October lengthy letter from Ann Browning arrived just days too late for inclusion in the November issue, but that gives us all the more news of the class of 1977 for this issue! Here is somewhat of a condensation of Ann's letter about the class and some other folks who graduated with it.

Among her summer visitors were Janis Popowicz, Cathy and Rob Godfrey, and Deborah Cohen and Julie Perkins. All were enroute to California except Janis, who is now in Philadelphia, doing cancer research at the University of Pennsylvania Research Center.

Cathy and Rob were married in June; Cathy is studying urban planning at Berkeley; Rob is working. Deborah was working at a legal clinic in San Francisco, but planned in January to study at the Anthropology Film School in Santa Fe. Julie is in Stanford Law School. Ann points out there is now a rather large California contingent from the class: Richard Davenport, Sara Anastaplo, Michael Levine, and Rachel McKay are also there.

Back in the East Mary Brandon works for a large insurance company in New York, Jenifer Smith is in consumer relations for American Airlines. Richard Plaut, is assistant to the former president (now chairman) of Marlboro Books. William Owen lives in a studio apartment in the Bowery and is writing a play.

In the Washington, D.C., area are Cynthia Nash, looking for theater work; Ellen Hamilton, with a small publishing firm in Georgetown; Brad Davidson, now administrative assistant to Congressman de la Garza; Erica Lerner Glass works for center for children with learning disabilities. And last but not least, Ann herself has her own class this year at the Montessori School in Salt Lake City. She is thinking, but very tentatively, about graduate work in education.

1977-Graduate Institute

Peter C. Newlin, one of five Newlins to attend St. John's, has joined the Annapolis architectural firm of James Wood Burch, whose work has included three college buildings: the Harrison Health Center, which he designed, the remodeling of Chase-Stone, and the Carroll Barrister House, for which he served as consultant when the building was moved from Main Street to the campus.

Mr. Newlin explained how he found Mr. Burch:

"I didn't know Jim Burch from Adam, but I did know I wanted to work for a good architect and in Annapolis. I spent several days cataloging all the creditable architecture built in the Annapolis area over the past 20 years.

"I included restoration work along with new projects. I even included the parking deck downtown. Then I went to the Annapolis office of the American Institute of Architects, asking who had designed each building. A few were products of Washington based firms; I was astonished, however, to find that Jim Burch was responsible for over two-thirds of the others."

Spaeth editor of quarterly

St. John's Tutor Robert Spaeth, now on leave to serve as director of the Freshman Colloquium at St. John's University, Collegeville, Minn., has been named executive editor of "Improving College and University Teaching," a quarterly publication.

Mr. Spaeth will serve with Dr. Eunice Ewer Wallace of Boise State University and Dr. William Rabinowitz of the Pennsylvania State University in assisting the publisher to review the scope of the journal as well as to develop criteria for accepting manuscripts.

Student named as observer

Bruce Kolman, Wilmette, Ill., senior and former president of the Student Polity, has been selected by the Maryland Trial Lawyers Association to serve as its legislative observer.

During the current session of the Legislature Mr. Kolman, who plans to seek a law degree, is researching bills of interest to the association. Mr. Kolman served briefly in the Congressional office of Representative Peter Rodino and during Maryland's last legislative campaign worked on behalf of Lee Perlman, '73, who lost a race for the State Senate, and Delegate Gerald Winegrad.

Pennies, anyone

Anthony Cox, Annapolis senior, is responsible for a friendly idea which is being used in the St. John's bookstore, one he attributes to Stevens Hardware in Annapolis.

A dish by the cash register has a sign, "If you need a penny, take one. If you don't, give one." It also contains a small sign of prosperity. Customarily it's half full of pennies.

Letter to editor

'Faint odor of elitism' evokes comments

I'd like to react with some comments to the Bill Goldsmith letter of last year to fellow "New Programites" and Ed Cochran's recent response (in *The Reporter*, Nov., 1978) to his call for our collective re-involvement with St. John's. I agree with much of what both said but also feel that we must look a bit deeper and not respond only on a sentimental, "old alumni" level to Dick Weigle's call for financial support of the college or Bill's unexpressed feeling of guilt.

We've all been away a long time, busy with our own lives and interests, and haven't supported "the old college" exclusively enough. I think the best thing we could do to exemplify either the truth or the falsity of the New Program (and the nuances in between!) is to do exactly what we've all been doing: work hard at our jobs and our professions, and by our lives (and not necessarily with our dollars either) show the virtue, in the Platonic sense, of the program.

I think Alex Meiklejohn showed us how to thus succeed by apparently failing and also dialectically demonstrate as he did at Brown, at Amherst, at Wisconsin, and in San Francisco that no one place or curriculum is uniquely worthwhile in defense of the course of education, the liberal arts, or freedom. In fact, he was as a very old man writing about Harvard's origins as a prototypical university for America (and not as its self-proclaimed acme either), and he never agreed enough with the St. John's New Program curriculum, as far as I know, to regard it as more than a dialectical thesis to be answered with another antithesis and maybe someday with a (Hegelian) synthesis a la "there'll be pie in the sky by and by."

He was a utopian in a sense and yet the best dialogue teacher we ever had and was always clear that there was no gospel according to St. John's. I think we'd do well not to believe that either the college in Annapolis or in Santa Fe has such a unique gospel. As my father, Scott Buchanan, said near the end of his life, "no dogma or doctrine for sale"; speaking of himself.

I'm unhappy with the faint odor of elitism or uniqueness or "salvation through the Great Books" that I sometimes detect both at the college and in its publications. I'd be happier to work for or even contribute to the original objections, as I heard them from 1937 through late 1946 (yes, it took me nine years to get my BA there — both in high school, college and then in the US Army!), of the "New Program," such as open enrollment ("admission in order of application," as my father as first dean used to put it democratically), and what I'd call (retrospectively) "don ragging" both Annapolis and the larger US society and, as Winkie Barr used to put it, "making the most of the inevitable town/gown problem."

St. John's now is awfully concerned with fitting in and being respectable and has gone

quite right from its original (ie. 1937) stance which I think was center/left. We did a lot more with adult education in those earlier years also.

For example, its retreat from opposing the Vietnam War into "scholarship, neutrality, and non-involvement" (and I quote from the student manifesto on the subject by memory and perhaps not exactly since I didn't save it as it made me angry that my old college was so above the battle and so aloof, frankly) was almost cowardly. (Is discretion really the better part of valor?) I felt some of this mood when I spoke about my work in medicine there in 1975 and bit my tongue several times in order not to say so.

Now, however, Bill's and Ed's comments open a Pandora's box, I think; and if a committee of correspondence is to begin re the Ends of Education and how St. John's now either partially or completely demands our old boy (or girl) unqualified support and is to ensure publically (or unhappily whenever we happen to meet and have a beer together — which is too infrequently for me!), then let's ask the tough questions, not get into the bad habits of other college alumni journals and just raise \$300 million (as Yale just did) while buying alumni chairs or lamps (instead of ideas?).

Education is presently in a damned low state in this country from primary school through graduate school no matter where one goes, I gather, and the biggest tragedy of my lifetime has been the decline and almost certain fall of the public school. We serve Horace Mann, Alexander Meiklejohn, John Erskine (of Columbia University — who incidentally really started the Great Books seminars), Robert Maynard Hutchins, and our really wonderful teachers at the college poorly by cheering too loud, raising private money, and letting "the common good" go to Hell.

Hurrah for dissent; up the withering of consent; bring on the argument! The future only belongs to that, I feel. Let's have more letters and more points of view.

Sincerely,
Douglas Buchanan M.D.
(Class of 1943)

Sparrow is speaker

Dean Edward Sparrow was one of the speakers in a series of senior symposiums on education held at Lynchburg College, Lynchburg, Va., recently. He discussed the rationale behind the St. John's curriculum.

In Who's Who

Barbara Leonard, assistant dean of the Annapolis campus, is listed in the new edition of "The World Who's Who of Women in Education." A former zoology instructor at Smith College, she also has been a Fulbright lecturer and honorary professor of zoology at Lady Doak College and the American College at Madurai, India. The edition is published by the International Center at Cambridge, England.

DATE DUE

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Resumes translate St. John's skills

Ever think about the particular skills taught at St. John's? In the first workshop of its sort, four students have analyzed those proficiencies in practical terms for use on job resumes.

The resumes are on file in the Placement Office, where they are being made available to other students interested in preparing their own.

"Students frequently are distressed at the thought of preparing a resume," Marianne Braun, '58, St. John's new placement director, said. "The primary purpose of those we have developed is to incorporate the skills gained at St. John's into the resumes so they can serve as models for students and get them thinking more confidently about themselves in relation to their job-related skills."

The resumes are not only important for graduating seniors, but Mrs. Braun is pushing to have them prepared early, in part because they are important for internships and other positions which the students might fill before graduation. She pointed out that the Maryland Legislature requires them as does Congress.

Working with Mrs. Braun and Assistant Dean Ray Williamson, students incorporated information about their education, work experience, and special interests.

The four students taking part—Katherine Buck, Frederick C. Cox, Marjorie A. Perry, and Anita Ross—all emphasized skills of communication and problem solving the St. John's program had given them: an ability to analyze and compare and to develop an idea and present an argument as well as the terms and laboratory methods used by mathematicians and scientists.

Preparation of the resume is part of an expanded program of the Placement Office, which is open from 9:30 to 4:30 daily. Although the college has maintained such an office for five years, it was combined previously with the counseling service. This year the college decided to separate the two.

In her first year as placement director, Mrs. Braun has found that her year is dividing into three periods of concentration: fellowships, graduate school applications, and careers. Her help with the latter can be of very practical assistance.

One day earlier this fall a student came in to say he was interested in doing research in chemistry and mathematics, but

Parents Weekend

The Annapolis campus will hold its Parents Weekend April 27-28. Planning the weekend are Anne O'Malley, of Sarasota, Fla., and James Preston, of Buffalo, N.Y., both sophomores. President Weigle will deliver the Friday lecture, "Lao Tzu's 'Tao Te Ching,'" and the King William Players will present a play with Robert Butman, visiting tutor here from Haverford College, directing.

didn't know where to turn. Mrs. Braun's answer was to provide him with a list of firms in both fields. As the winter months progress, he is blanketing the firms with letters and resumes in an attempt to find the right opening.

Positive reaction to the expanded program has been strong from alumni and faculty, who have cooperated, and from students. By the first of the year, without prompting notes to remind them she is available, two-thirds of the 73 seniors had come in for help.

Directing students to the right graduate school has involved a substantial part of her effort. For students who plan post-graduate work, Mrs. Braun maintains a directory of programs and catalogs and is able to provide realistic advice with regard to applications and financial aid. She also sees that they have information with regard to Graduate Records Exams, Law School Admissions Test, Medical College Admission Test, and other tests professional training requires.

"A great deal of time is spent in coordinating fellowships and scholarships with the Faculty Fellowship Committee," Mrs. Braun said.

"What used to be in the old days, before a placement office existed, a somewhat hit or miss activity, is more structured. This year's chairman of the Fellowship Committee, Nicholas Maistrellis, has done a very able job of chairing the committee and also providing assistance to students in the area of fellowships and graduate schools.

"Our faculty is a rich source of information. Many of our tutors give a significant amount of time to this effort."

NSF grant to aid algae study

A St. John's College tutor has been awarded a National Science Foundation Grant of \$110,456 to make a two year study of what happens to some of the smallest but most essential forms of life in the Chesapeake waters.

Kelton McKinley, an ecologist, who joined the faculty last fall, is attempting to develop a new method of measuring the photosynthesis of algae—the rate at which these organisms convert light energy to sugars and other storage products—as well as the rate of bacterial activity in nature.

In his investigations, he will be working "in situ," on site in several places in the Chesapeake Bay, but primarily in the Chester River Estuary of the Eastern Shore.

"Currently there are two methods of measuring algal photosynthesis, both of which have certain good and bad qualities about them," Mr. McKinley said. "I hope to combine the good things."

The need to assess rates of metabolism for organisms within the lower trophic levels is essential to an understanding of ecosystem structure and functions, Mr. McKinley said. To date scientists are unable to accurately assess bacterial activity in aquatic systems because of a lack of suitably sensitive, generalizable techniques.

"WHAT WE WILL be doing on site in addition to incubations," he said, "will be measuring the temperature and salinity of the water, what the oxygen concentrations are and the various nutrients available. This will give us some idea of the environment for these organisms as well as a measure of their activity."

The laboratory work will be completed in St. John's Mellon Hall and at Johns Hopkins University. Mr. McKinley will be the principal investigator on the project, and Howard H. Selinger, professor of biology at Johns Hopkins, will be a research associate. Miss Martha Harrison will serve as full-time laboratory technician.

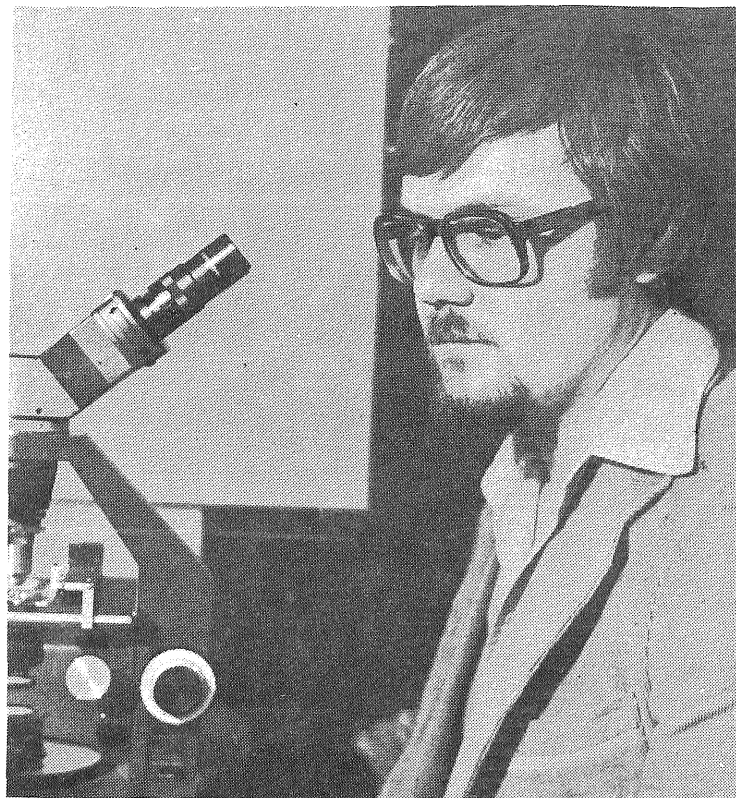
This is the third NSF grant Mr. McKinley has held and will run from September, 1978, to August, 1980. He has just concluded work under a grant directed toward studying the distribution of algal populations.

In attempting to assess the

Allanbrook is Yale lecturer

St. John's Tutor Douglas Allanbrook has presented a concert of his piano music in the Collection of Musical Instruments museum at Yale University and lectured the following day on keyboard music and composition in Yale's School of Music.

This winter the Annapolis Brass Quintet performed Mr. Allanbrook's "Symphony for Brass Quintet and Orchestra," originally commissioned by the Annapolis Symphony Orchestra, with the Munich Radio Orchestra. The quintet will perform his "Night and Morning Music," which it premiered last summer at Chautauqua, N.Y., in a concert at St. John's on March 2.



KELTON MCKINLEY

Tom Parran photo

rates of microbial metabolism in algae and bacteria, Mr. McKinley will be working with minute organisms. Algae generally run from five to 50 micrometers in size, and bacteria generally less than two micrometers. Their significance, however, lies well beyond this size.

"The air we breath depends upon algae," he said. "They are the underpinning of almost anything we can be concerned about in ecology. Larval fish eat algae. Clams and oysters are dependent upon them."

Prior to coming to St. John's, Mr. McKinley had served as an associate research scientist in estuarine ecology with Johns Hopkins' McCollum-Pratt Institute. The author of several publications and papers, he holds a doctorate in aquatic ecology from Michigan State University.

J.W. Smith writing history

St. John's Tutor J. Winfree Smith is on one-third teaching schedule this year while he works on a history of St. John's New Program.

The history, the possibility of which has been discussed for some time here, will be an account of the St. John's non-elective program instituted in 1937.

Mr. Smith is working with the papers of the first president and dean of the program,

Eva Brann's book due

St. John's College Tutor Eva Brann is the author of a book, "Paradoxes of Republic Education," to be published this spring by the University of Chicago Press.

The book represents an inquiry into dilemmas arising out of citizenship education in the United States, beginning with the founding of the Republic and coming up to contemporary times.

Written from the perspective of the St. John's education, the book

His decision to come to St. John's was made partly because Mr. McKinley, who had done some graduate level teaching at Michigan State University, wanted experience beyond the intensive type of research in which he had been engaged and because he was not generally attracted to the type of teaching available at other universities.

THREE MONTHS prior to applying he heard about St. John's accidentally through a Baltimore Sun news story. He had carted around a set of Great Books put out by the University of Chicago which his mother had given him as a teen-ager but had never correlated them with St. John's.

"I never realized there was a school that used such books as the basis for a program," he said. "I decided that St. John's was what I was looking for."

Stringfellow Barr and Scott Buchanan, along with other documents.

He already has interviewed Mr. Barr and will be attempting to talk with other people associated with the early days of the program.

Financing the project are Eugene Thaw, '47, the J.M. Kaplan Fund, the Robert Sterling Clark Foundation, and the Joseph H. Hazen Foundation.

includes an account of the reason certain books are read at the college and how they are read. "Paradoxes of Republic Education" is an outgrowth of Miss Brann's year as a fellow at the Woodrow Wilson International Center for Scholars in Washington.

Miss Brann is on leave this year serving as the Edward F. Arnold Visiting Professor at Whitman College, Walla Walla, Wash.