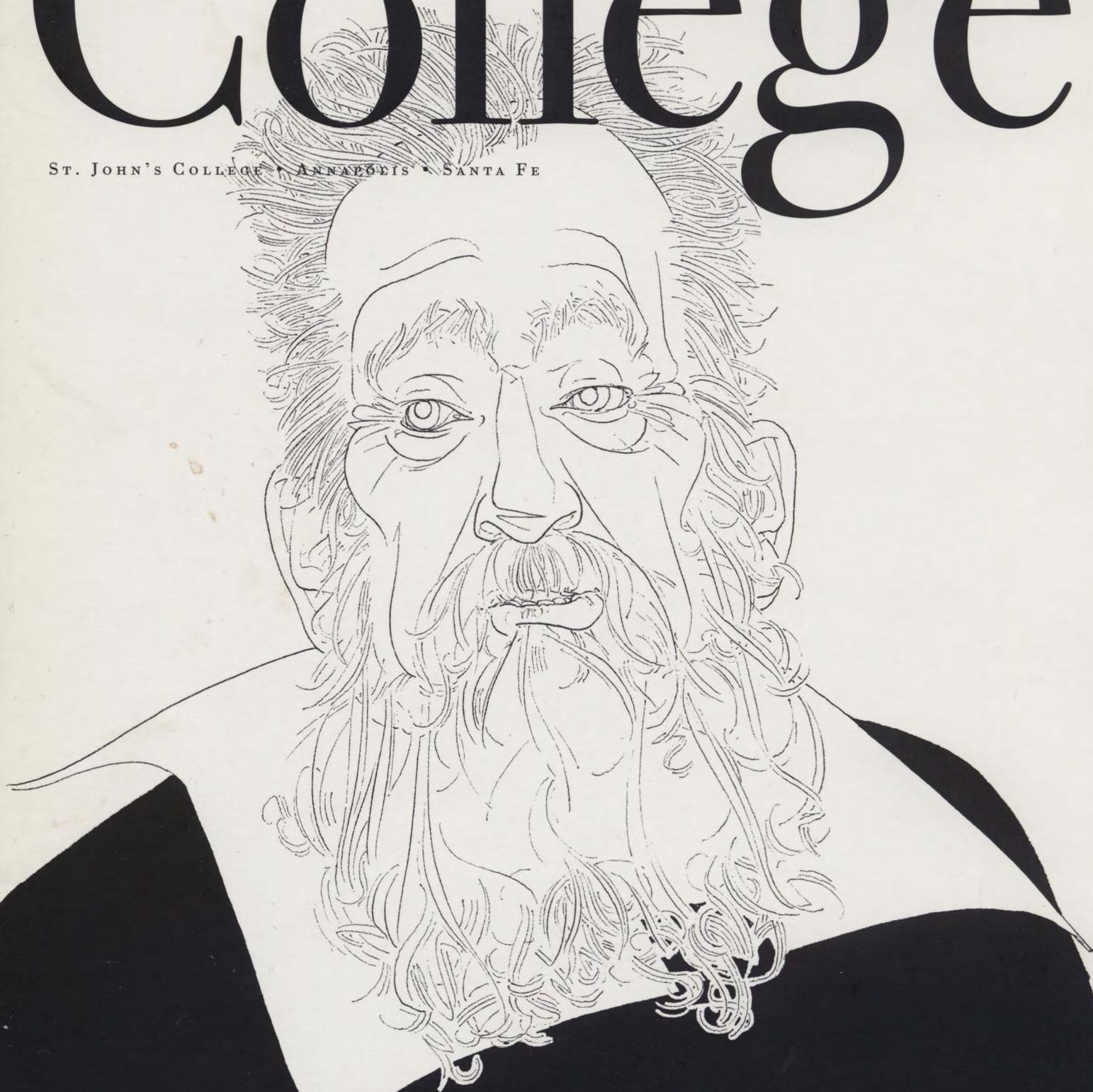


# THE College

S U M M E R 2 0 0 8

ST. JOHN'S COLLEGE • ANNAPOLIS • SANTA FE



*Galileo*



## ST. JOHN'S College

ANNAPOLIS · SANTA FE

THE COLLEGE (USPS 018-750)  
is published quarterly by  
St. John's College, Annapolis, MD,  
and Santa Fe, NM

Known office of publication:  
Communications Office  
St. John's College  
Box 2800  
Annapolis, MD 21404-2800

Periodicals postage paid  
at Annapolis, MD

POSTMASTER: Send address  
changes to *The College*  
Magazine, Communications  
Office, St. John's College,  
Box 2800, Annapolis, MD  
21404-2800.

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## ON GALILEO

"*I don't know*"—what a beautiful expression that is—so candid in its honesty."  
Galileo Galilei

Observing the natural world raised questions for Galileo, for example: Why did the water on the surface of the earth slosh around once or twice a day, like water in a swinging container? Galileo rejected the idea that the moon had anything to do with it. Instead, he concluded that it was because the earth was both rotating and moving around the sun, constantly speeding up and slowing down, generating the tides. It was a rare mistake for Galileo, whose thought experiments led him to such brilliant insights. Of course, he had the big picture right.

Born in 1564 in Pisa, Galileo studied at a monastery and considered becoming a monk, but his father insisted that he study medicine. Galileo was more intrigued with mathematics, which he studied independently with a tutor before dropping out of the University of Pisa altogether. He later returned to the university to teach, but at a very low salary, and his appointment to the University of Padua saved him from poverty. Galileo also pursued potentially profitable projects; one of these, a telescope, proved quite successful. He turned his instrument to the heavens with more questions, publishing his observations in *Starry Messenger*.

Always a prudent scientist, Galileo nevertheless made mistakes, for example, overestimating his political connections and friendship with Pope Urban VIII when he published his *Dialogue on Two Chief World Systems* in 1632. He had finished the work on Christmas Eve, 1629, but the bubonic plague delayed the news of his work, which challenged the Catholic Church's ban on teaching Copernican theories, getting to Rome.

Galileo never married, but he had three children with his housekeeper, Maria Gamba. In her book *Galileo's Daughter*, Dava Sobel documented the especially close relationship he had with his daughter, Virginia, whom he settled in a convent as a young girl. When she joined her order, Virginia took the name Maria Celeste. Although she lived a cloistered existence, she followed her father's career and worried about him. After his trial in 1633, in which the Roman Inquisition found Galileo guilty of heresy, Maria Celeste took on his penance. Galileo had hoped to persuade the church to consider purely scientific matters apart from faith. Instead, the *Dialogue* was banned for 200 years. Galileo was forced to publicly confess his error and was sentenced to house imprisonment for the remainder of his life. He died in 1642.

We read his works at St. John's, follow his thinking, and replicate his experiments. But the spirit of Galileo is reflected in laboratory in another way; Johnnies are asked to be gadflies when they consider science. Like all other classes at St. John's, "laboratory proceeds in the mode of radical inquiry," explains Michael Dink (A75), dean in Annapolis. "We don't want simply to assimilate the conclusions of science; we want to raise questions about not only its conclusions, but also its methods, and indeed the whole enterprise. Thanks to the interplay of seminar and laboratory readings, we are in a position to see the project of modern science as novel and questionable."

This issue of *The College* celebrates inquiry, both in laboratory and in the work of five alumni engaged in fascinating pursuits in science.

—RH

# THE College

SUMMER 2008  
VOLUME 34, ISSUE 2

THE MAGAZINE FOR ALUMNI OF ST. JOHN'S COLLEGE

ANNAPOLIS • SANTA FE

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Galileo Galilei

Illustration by David Johnson

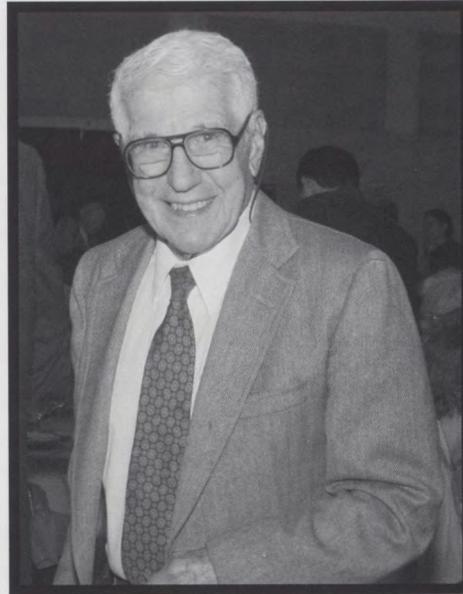
## THE CAMPAIGN FOR ST. JOHN'S EXCEEDS \$125 MILLION GOAL

When the college formally declares its success at campaign celebrations this July in Santa Fe, and September in Annapolis, there will be quite a few people to thank—Led Zeppelin among them.

The legendary rock band reunited in December 2007 (with Jason Bonham replacing his late father on the drums) in London for a tribute to Ahmet Ertegun, class of 1944 and founder of Atlantic Records. Proceeds established the Ahmet Ertegun Education Fund, which benefits four educational institutions, St. John's among them.

Many individuals—from an anonymous donor who made a \$12 million gift to strengthen the college endowment to a recent alumnus who made a first-time gift of \$20 to the college's Annual Fund—contributed to the success of "With a Clear and Single Purpose": The Campaign for St. John's College. As of June 1, 2008, more than \$130 million has been raised in the campaign, an extraordinary achievement for a small college. "We have been able to address important priorities such as financial aid and faculty salaries, as well as improving the physical facilities on the campus," said Annapolis President Christopher Nelson (SF70).

The Santa Fe campus, which is marking the 40th anniversary of its first commencement this year, will see some of its most important long-term goals come to fruition as a result of campaign gifts. Among them are the Norman and Betty Levan Hall, a new home for the Graduate Institute; a new dormitory; and the Ariel Intern-



GREAT THINGS HAVE ALREADY BEEN ACCOMPLISHED THROUGH THE CAPITAL CAMPAIGN. LEFT: DR. NORMAN LEVAN (SFG174) MADE A \$5 MILLION GIFT FOR A NEW GI BUILDING IN SANTA FE. BELOW: GILLIAM HALL IN ANNAPOLIS WAS MADE POSSIBLE THROUGH A GRANT FROM THE HODSON TRUST.

ship program that provides work experience for students. "The success of this campaign will mean a stronger, more vital campus community in Santa Fe," said President Michael Peters. "Innovation and vision have always meant a lot to this campus. Financial stability, increased support for student financial aid, and improved facilities position us for a bright future."

The campaign formally opened in 2006 with opening celebrations in Annapolis and Santa Fe. On July 25, Santa Fe will host the first closing celebration, a Fiesta for New Mexico alumni and supporters.

On September 13, Annapolis-area alumni and college friends will celebrate the successful completion of the campaign.

Strong leadership gifts, most notably from Ronald Fielding, campaign chairman, started the campaign out on a high note. Fielding directed his gift to the endowment, for financial aid. To stimulate giving in the final year of the campaign, he issued a \$2.5 million challenge to alumni, matching first-time gifts, increased gifts, and multi-year pledges to the campaign. The challenge worked—alumni met and exceeded the challenge, prompting Fielding to raise the challenge and match qualifying gifts through June 30. One of the greatest achievements the college can celebrate in this campaign, Fielding noted, is the creation of a strong culture of giving among alumni.

Leadership gifts from donors such as Fielding, a strong response to the annual fund from alumni, and the support of foundations all contributed to the campaign's success, says Sharon Bishop (class of 1965), chair of the Board of Visitors and Governors. "I think this campaign has reinforced our central beliefs about St. John's," Bishop says. "First, St. John's stands for something important and valuable in higher education. Secondly, our alumni believe in our Program and are willing to support it with their dollars, more than they ever have in the history of our college. Finally, we have gained the admiration and financial support of foundations and friends which have been critical to our success."

When the celebrations end in the fall, the college will embark on a new strategic plan, one that establishes priorities and identifies challenges for the college in the coming years, Bishop says. "Because this campaign has been such a resounding success, we can move on to the next chapter, firmly grounded in our purpose and confident about our future." ❀

—ROSEMARY HARTY



## REACHING OUT IN ANNAPOLIS

BY ETHAN BROOKS (A10)

In past years, Annapolis students have engaged in community service in a variety of ways, from tutoring local children to working on Habitat for Humanity projects. Early this summer, a group of students who are concerned about the social issues of the wider Annapolis community launched a new project: Epigenesis, a 10-week leadership program for Annapolis youth “who have experienced serious difficulties in life,” says Jamaal Barnes (A10). The idea, says Barnes, is for Johnnies to support teenagers as they “work through the Annapolis community to create the change they want to see.”

Four students created Epigenesis: Barnes, Rachel Davison (Ao8), Raphaela Cassandra (A10), and Joshua Becker (Ao8). The group already has seed money: a \$10,000 grant from The Davis Projects for Peace program.

The effort arose from a growing concern among students over social problems in Annapolis, including drug-related violence, a high drop-out rate for students of color, and a lack of opportunity for area youth, says Barnes. “Epigenesis was inspired by a love for the Annapolis community,” he says. “Instead of being worried and concerned and sitting in our

lofty positions on campus, our education inspires us to act. If something’s wrong, we should try to fix it in whatever way we can.”

Epigenesis founders began their project by making contacts with social service and community organizations in Annapolis, including Annapolis High School, We Care and Friends, Asbury United Methodist Church, and the Boys and Girls Club in Annapolis. “We thought it was important to partner with other groups and get the support of other community programs,” says Ms. Cassandra.

The program began in mid-June with a leadership workshop for a dozen area teenagers, selected with the help of community partners, at St. John’s. The group will continue to meet throughout

## “A DREAM WALKING”

St. John’s lost one of its biggest fans last February when writer, newspaper columnist and conservative pundit William F. Buckley, Jr. died. Buckley was the Commencement speaker in Annapolis in May 1996. Shortly afterward he praised the college in his nationally syndicated column, focusing on the titles of the senior essays he read about in the Commencement program. Not easily impressed, Buckley described his column as “a lullaby to the forlorn on the theme of: Believe it or not, some American students learn.” He described expressing his astonishment at the “academic and intellectual sophistication” of the students to Ray Cave (class of 1948), who sat next to him on the podium. He listed many of the authors read on the Program, and concluded with a line that the college has treasured since: “Did you ever see a dream walking? Go to St. John’s.” ❖

the summer to plan and carry out projects in their own communities. Students will develop programs to address the social problems they see as the most critical in the Annapolis community today. Barnes says these could include open-mic nights and community fairs. Johnnies

will help facilitate the program as advisers, office assistants, or group leaders, “to help the teens in whatever way possible,” he says. ❖



PATRICIA DEMPSEY

THE FOUNDERS OF EPIGENESIS HOPE TO EMPOWER ANNAPOLIS YOUTH TO WORK FOR CHANGE IN THEIR COMMUNITIES: (L. TO R.) RACHEL DAVISON (Ao8), JAMAAL BARNES (A10), RAPHAELA CASSANDRA (A10), AND JOSH BECKER (Ao8).

## AH, WILDERNESS!

### *Search and Rescue Fosters Outdoor Skills*

Thanks to wider cell phone coverage, fancy GPS devices, and better wilderness and safety education, fewer hapless hikers are getting lost in the mountains near the Santa Fe

campus. That's meant a shift in focus for the college's Search and Rescue Team.

Brendan O'Neill, Athletics and Outdoors Program coordinator in Santa Fe, has been

involved with the team since 1998. Since Search and Rescue was founded in 1971, the team would field 30 or so rescue missions a year, he says. With fewer rescues, the team has focused more energy on teaching Johnnies leadership and outdoor skills. O'Neill says extended training is focused in four main areas: navigation, including map reading, compass skills, and GPS;

wilderness medicine; communications, including using radios; and field certification, which the state of New Mexico requires for search and rescue participants. The team has about 30 members, 25 of whom are St. John's students. Team members are encouraged to attend at least two sessions a month.

In the past year several courses

have been held on the Santa Fe campus, including a wilderness first-response course taught by Wilderness Medical Associates, an amateur radio license class taught by the Los Alamos Radio Club, and an avalanche course. Cultivating leadership skills is still an important goal of the team, O'Neill says, and to that end students take on important roles such as president, training officer, and logistics officer.

All this training means a safer and more effective mission when Search and Rescue heads off campus to the mountains. In January, three searches in four days involved members of the St. John's team. In the first, the hiker turned up while rescue teams were mobilizing—"the best result in a mission," says O'Neill. The second involved a rescue that was completed just before a snowstorm. The third rescue, in which two people were lost for three nights in the Santa Fe Ski Basin area, required 13 teams working in blizzard-like conditions. ❀

—JENNY HANNIFIN



NATE MURRAY (SF09) IMPROVES HIS COMMUNICATION SKILLS.

## A BOOK THAT CHANGED YOUR LIFE

Is there one book that changed your life? Opened your eyes to something you never considered before? *The College* is collecting stories about how one or two (three at the most!) books affected alumni. Send your thoughts to the editor by e-mail: Rosemary.Harty@sjca.edu or mail to: *The College Magazine*, PO Box 2800, Annapolis, MD 21404. The deadline is September 15. We'll print as many as we can fit.

Here's a sampling to inspire you:

Erin Hanlon (SF03): "*War and Peace* brought me to a belief in God. That part where Pierre is searching and meets the old Mason kind of paralleled my own searching, and when Pierre goes through the initiation ceremony it somehow dawned on me that God existed. That said, I did not become a Mason, but instead an Orthodox Christian. The other book that had a big effect on me was *The Boxcar Children* in third grade. It was the book that made me realize I loved to read—and I became a bookworm after that."

Anna Perleberg (SF02): "A lot of books have been influential in my life—kind of like breathing. But the first was *Mystery at Lilac Inn*, a Nancy Drew that my kindergarten teacher gave me when she realized I'd read all the picture books in the classroom. Not only did it have exciting girly adventures, it began to instill confidence in me that I could educate myself at my own pace and not have to fit into a mold."

Rhonda Ortiz (AO4): "*Pride and Prejudice* was the first 'grown-up, thinking' book that I read and enjoyed. This coincided with taking a class from my most influential teacher in high school, Mr. O'Malley (AP history). Together, they mark the beginning of my adult thinking. Reading Euclid and Apollonius taught me to appreciate and love the beauty of mathematics. The Bible and the liturgy, however, have been the most formative of my life." ❀

# DETERMINATE NEGATION: RAZING THE SANTA FE GREENHOUSE

BY SHANE GASSAWAY (SF06)

In early January, a call went out from Mike DiMezza (SF98, EC99), former assistant gardener. He was spreading the word to those who helped him build it that the adobe greenhouse behind the Fine Arts Building would soon be taken down. Its decommission makes way for a fire safety road that will serve the Norman and Betty Levan Hall, the center for the Graduate Institute, on which construction will begin later this year.

For many people, the greenhouse, built in 2003, stood as a legacy and a proud accomplishment. It was distinct among buildings on the Santa Fe campus in that students conceived of, designed, and

built it—with help from alumni, the Buildings and Grounds office, and friends of the college. A “green” structure, it served as a model for ownership, stewardship, and belonging in the St. John’s community. Even though its destruction makes way for a great benefit to the college, many will feel its loss deeply and for a long time. That’s why, when Mike suggested a reconvening of some of the old crew to deconstruct the greenhouse, I agreed to join in. We would salvage the materials to be reused elsewhere—perhaps for another greenhouse built by a later generation of students.

Upon reflection, of course, the idea seems a bit crazy.

After all, Mike was calling me in New Orleans from his place in Brooklyn, where he lives with his wife, Amy, and one-year-old son, Lucca. The old crew is scattered to far corners at this point. But as Mike said later in Santa Fe, “So many people helped build that greenhouse, so much heart, love, and care went into the site, to have just destroyed it would have been too much to bear.” In March, Mike and I flew to Santa Fe. Together with some students, staff, old guard B&G workers and David Perrigo, the campus architect, we brought down the greenhouse in four days.

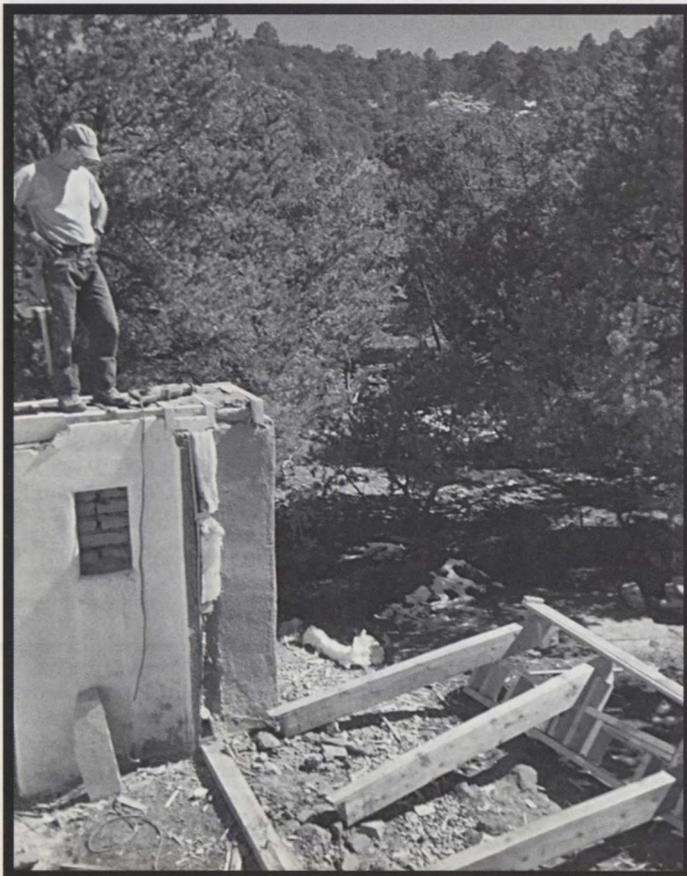
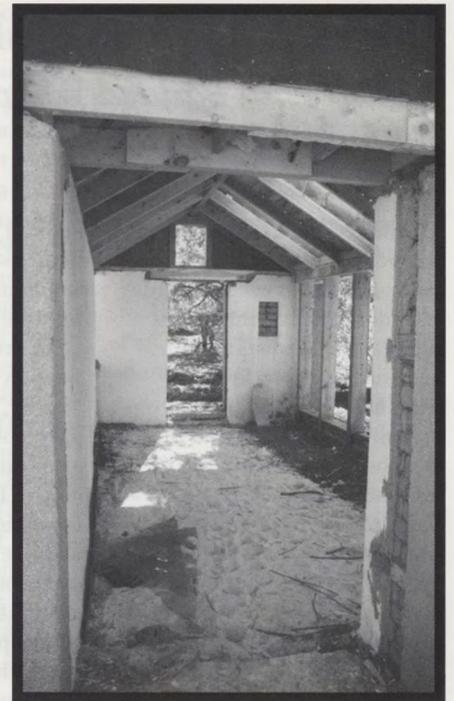
I delighted in seeing Johnnies again with tools in hand. It felt similar to building the greenhouse as a student alongside other students. The work had been a diversion for some of us, or an outlet for the stress of the trials of the classroom; for others it was a means of honing thoughts engendered therein. For all, it meant learning a practical application of the St. John’s method by addressing each task, if not as a knower, then as a thinker. It meant learning to take stock of the tools and resources at one’s disposal, however few they were and

however crude, and using them to the utmost with creativity and deliberation.

For five years the greenhouse stood as a monument to that invaluable lesson, and as a refuge and place of beauty for the students, faculty, and staff of Santa Fe. Will it have a future incarnation? As Santa Fe President Michael Peters told me, a greenhouse does belong on campus. Materials salvaged from the greenhouse were saved, and the structure will be rebuilt as soon as the best location has been determined.

Until then, it shall live in the hearts and works of those whose hands shaped it and whose lives it touched. ❀

*Shane Gassaway is enrolled in the PhD program in philosophy at Tulane University. In New Orleans, he’s put his building skills to use in assisting in the construction of a playground through a program called Kaboom, whose mission is to build a playground within walking distance of every child in America.*



SHANE GASSAWAY

DECONSTRUCTING THE SANTA FE GREENHOUSE WAS AS MUCH A LABOR OF LOVE AS BUILDING IT FOR MIKE DIMENZA (SF98, EC99). MATERIALS WERE PRESERVED TO REBUILD THE GREENHOUSE WHEN THE BEST SPOT IS CHOSEN.

## WEEKEND WARRIORS

### *Armed with Padded Weapons, Johnnies Pursue Honor*

BY ERICA STRATTON (A08)

The Melee Club, which wages a (bloodless) battle on the soccer field after lunch every Saturday afternoon, has an important niche at St. John's: It reminds armchair *Iliad* enthusiasts what hand-to-hand combat was actually like. Forget that these weapons are foam instead of bronze and that the participants fight not for honor, but until the last man is standing. That's not to say that there aren't moments of stoicism that would do any Spartan proud: though no face or groin hits are allowed, everything else is fair game.

"Things like Melee just evolved out of warfare, like most modern forms of martial arts and weapon practice," explains Michael Sloan (A11), who has been playing since he came to St. John's. "The only difference is that while things like fencing and Aikido teach the tactics and procedures of a specific form of combat, Melee is simply a brawl." No specific physical prowess is needed to play—though many of the

veteran players will be happy to demonstrate techniques that would make any zombie-fighting ninja proud.

The traditional Melee weapon is a foam sword called a "boffer," though soft replicas of axes, spears, and shields are also common. They all have a core of PVC, wrapped in pipe insulation foam in the shape and size appropriate to the kind of weapon needed. After the glue has set, the entire weapon is wrapped in colorful duct tape to add durability. Archon William Kunkel (A11) says, "The name 'boffer' is probably based on the sound one makes when hitting someone solidly. With a well padded one, it actually sounds like 'boff.'"

This year's Melee group numbers around 20 students, including several women. The rules of battle are simple and the objective is clear. Club members split up into two opposing "armies," chosen by "captains" as if it were a soccer game. Usually the opposing teams stare at once another for a few



seconds, then suddenly rush at each other, screaming a battle cry. Combatants get their arms and legs "cut off" with the slapstick glee of a Monty Python movie. Once a limb is "disabled," the player must act as if it no longer functions, leading to the classic Melee pose of hopping after someone on one foot. And, though they might start out as two armies, loyalties are fluid and any game can quickly become "every man for himself."

With all this treachery and risk of bruising, why do people play?

Killian Gupton (A11), who just started playing this year, says, "I play because I really need an opportunity to wail away at someone and let off steam without hurting anybody. It just helps me relax and get something out of my system."

Kelly Trop (A11), one of the female players, gets straight to the point: "I play mostly because it's fun to attack people with giant foam weapons."

The origins of Melee on the St. John's campus are lost to those who play the game now, but Archon Jason Ritzke (A11) believes this particular game is unique to St. John's. "Many other padded-weapon fighting groups exist," he says. "However, this has the special nature of allowing us to truly communicate (to a classmate) what we really thought about that point made in seminar." ❖



PHOTOS BY DIMITRI FOTOS

ABOVE, SCOTT JONES, MICHAEL SLOAN, AND BILL KUNKEL LET OFF STEAM IN PRETEND BATTLE. BOTTOM LEFT, KUNKEL, SCOTT JONES, CAMERON THOMPSON, SLOAN, JASON RITZKE, ROBERT MERCER, AND DANIEL DAUSMAN MOUNT A CHARGE. ALL ARE MEMBERS OF THE CLASS OF 2011.

## NEWS & ANNOUNCEMENTS

### NEW GI DIRECTOR IN ANNAPOLIS

Tutor **Marilyn Higuera** is the new Graduate Institute director in Annapolis, taking over for Joan Silver. Higuera has been a tutor at St. John's since 1979. She earned bachelor's and master's degrees at the University of Michigan and spent two years as a mathematician at the Applied Physics Laboratory of Johns Hopkins University.

Having taught graduate students at St. John's, Higuera is

excited about spending the next four years strengthening the institute, recruiting new students, and supporting students. "They have come to St. John's after earning an undergraduate degree somewhere else, and they know that they've really missed something. Many of them have full-time jobs and commute long distances to come to the college," she says. "I'm touched by their level of commitment, the lengths that they go to in order to be here."

One of Higuera's most important charges as the new director, succeeding tutor Joan Silver, is to continue to promote the Hodson Trust Teacher Fellowship. The program pays up to 70 percent of the total cost of attending the program for kindergarten through 12th-grade teachers.

### HONORS FOR AIGLA

Head Sensei Ferol Arce, 9th Dan and one of the highest-ranked martial artists in the country in Karate-Dō, came to the Santa Fe campus for his

first visit in February 2008, with three other Black Belts. St. John's Dōjō members, including tutor **Jorge Aigla**, were pleased to be able to work out with him. But Arce also had a surprise in store: he awarded Aigla a 7th Dan, making Aigla the highest-ranked martial artist in New Mexico, according to Arce.

Aigla has been teaching Karate-Dō free of charge on the Santa Fe campus for 22 years and has been practicing for 39 years. The St. John's Dōjō has about 15 committed members and comprises students, faculty, and staff. Aigla accepted the award on behalf of the St. John's Dōjō, adding that "this distinction really belongs to the students and to the college."

### NEW LOOK FOR THE WEB SITE

The St. John's College Web site was redesigned this spring by Baltimore firm no/inc, with the college's Web team implementing the changes. The new look prominently features the great book authors, and offers improved navigation through drop-down menus and quick links.

### STAFF NEWS

**Anna Sochocky** is the new director of Communications and External Relations for St. John's

College in Santa Fe. She brings 18 years of experience in areas of media cultivation, advertising, promotion, and electronic and print publication development. During the past 10 years, she has operated a successful consulting business in these areas as well as government relations and creative writing. Most recently she was director of Public Relations and Marketing at the College of Santa Fe. Sochocky earned a bachelor's degree in history and political science at Macalester College and a master's in liberal studies at Hamline University.

**Melissa Latham-Stevens**, art director/senior graphic designer for the Santa Fe campus, has been recognized for her design talents by the Council for the Advancement and Support of Education (CASE). Latham-Stevens won a Silver Medal in the Alumni Relations Publications category for her design of the St. John's Homecoming 2007 brochure.

### CORRECTION

In the Winter 2008 issue of *The College*, an article on the Annual Fund incorrectly identified Jack Walker. We regret the error. ❀



TUTOR MARILYN HIGUERA

## HELPING HIGH SCHOOL STUDENTS GET TO COLLEGE

The Ronald Simon Family Foundation, which helps high school students prepare for and succeed in college, chose St. John's College as the site for its tutoring efforts in Santa Fe, creating opportunities for St. John's students interested in education. The foundation provides educational support in areas including test preparation, college admissions counseling, and tutoring.

Steve Simon, coordinator for the foundation's New Mexico program, chose St. John's as the Santa Fe tutoring site because of the college's emphasis on classical education. In the fall of 2007 the foundation hired St. John's students and alumni to tutor local high school students participating in the program.

Martin Timmons (SFLA07, ECO5) is the tutoring coordinator, and works with Kay Duffy (SFO4, ECO5), Jennifer Fain (SFO9), Liam Goodacre (SFO8), Julian Gress (SFI0), Kathryn Leahey (SFI1), Brooke Nutini (SFO5), Adam Perry (SFI1), Aaron Kane Turner (SFO9), and Nicholas Weeks (SFO5, ECO6).



BROOKE NUTINI (SFO5), LEFT, TUTORING HIGH SCHOOL STUDENT ADRIANNA ROMERO.

## “A SHARED EXPERIENCE”

**M**inutes after the recession marking the end of the 216th Commencement in Annapolis, Nancie and Bill Lee of Mililani, Hawaii, hurried to McDowell Hall carrying two Banana Republic shopping bags with their gifts: 130 purple orchid leis, one for each new graduate and their tutors. In Hawaii a lei is a gift of affection and celebration. The Lees, whose son Justin was among the Class of 2008, presented the leis in the spirit of community that is at the heart of St. John's College.

Bruce Cole, chairman of the National Endowment for the Humanities, touched on this spirit when he described his meeting with the students who visited him at the NEH to invite him to speak at Commencement: “One thing that struck me when I met with some members of this graduating class in January was how consistently all the students spoke in terms of ‘we,’ not ‘I,’ when discussing their experience here at the college,” he said.



PHOTOS BY GARY PIERPOINT

Cole congratulated the parents of the 106 graduating seniors and 22 Graduate Institute students who obtained master's degrees by leading a round of applause. He praised the college's “democratic” education, which he described as “the sense of a shared experience—what one St. John's alumnus has described to me as an ‘intense commonality.’”

Appointed by President George W. Bush to chair the NEH in 2001, Cole was previously Distinguished Professor of Art History and Professor of Comparative Literature at Indiana University in Bloomington. He praised the value of a liberal arts education, but emphasized the unique nature of St. John's. “I can say with confidence that the great books education you have received at St. John's is truly one-of-a-kind. At this college, you haven't acquired knowledge in the form of textbooks and lectures, pre-packaged for easy consumption like a frozen TV dinner. You haven't absorbed these great works through the filter of another person's mind, however brilliant that person might be.”

Graduates of St. John's, Cole said, leave the college with a “moral sense” acquired through books and discussions. “By their very nature, most of the books you have encountered at St. John's have forced you to constantly ask yourselves, ‘What should I do? What does it mean to live a good life?’ On too many campuses today, these fundamental questions are



ABOVE: THE LEE FAMILY BROUGHT LEIS TO HELP GRADUATES CELEBRATE (L. TO R.): JESSICA LEE, BILL LEE, JUSTIN LEE, AND NANCIE LEE. BOTTOM, LEFT: JOHN TRAVIS PITTMAN (AO8) CELEBRATES. RIGHT: JOHN-NIES LEAVE THE COLLEGE WITH THE TOOLS TO LIVE A “GOOD AND FLOURISHING PRIVATE LIFE,” NEH CHAIRMAN BRUCE COLE SAID.

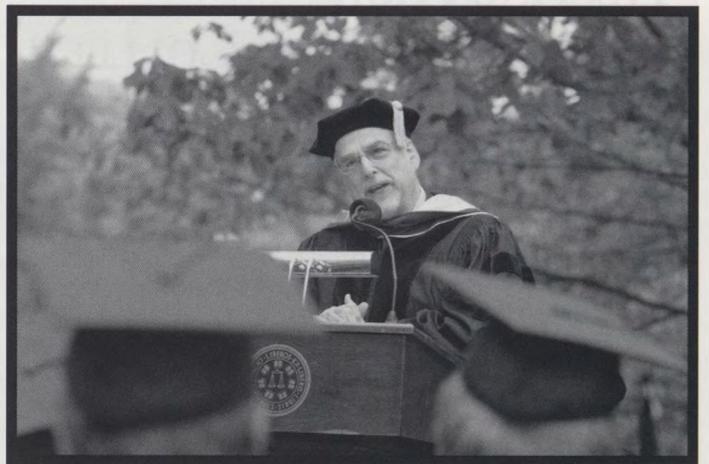
left unasked—sometimes, as incredible as this might sound, because other questions are deemed higher priorities; and often, simply because it is presumed that ultimately we cannot find the answers. At St. John's, these questions have guided your whole education, and for that, you should be profoundly grateful.”

By educating students through careful reading and genuine conversation, Cole said, “St. John's has given you more than just the means to

make a living—it has also given you the tools to make a life, a good and flourishing private life as an individual, as a spouse, as a parent, as a friend.” ❖

—PATRICIA DEMPSEY

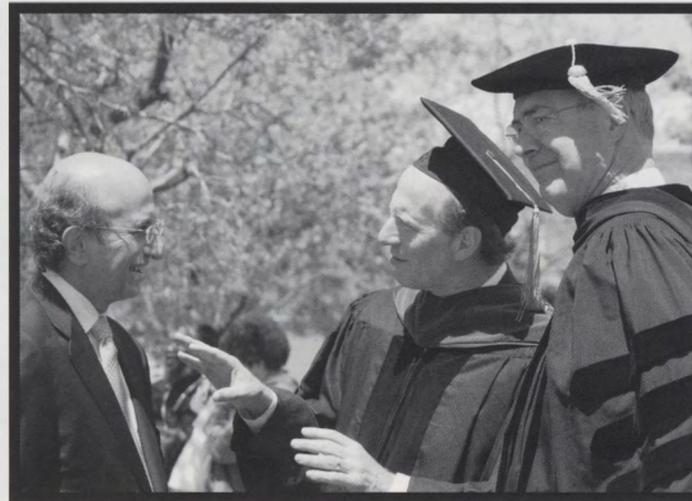
Visit The College magazine online at [www.stjohnscollege.edu](http://www.stjohnscollege.edu) to read the commencement addresses from both campuses and view a photo gallery of the ceremonies.



## “GREAT BOOKS FOR A GLOBAL WORLD”

**A**t the 41st Commencement on the Santa Fe campus, 89 undergraduates and 30 Graduate Institute students received their degrees. Rain was in the forecast, but Saturday’s sky was clear, and the weather not unlike a brisk fall day. The Artemis String Quartet provided music for the procession and recession, and the college Commencement Choir sang pieces by Palestrina and de Cristo before and after the address to the graduating class given by Richard N. Haass.

Haass is the president of the Council on Foreign Relations, an independent, nonpartisan membership organization, think tank and publisher dedicated to helping the public better understand the world and foreign policy. He has authored or edited 10 books on American foreign policy, the most recent of which is *The Opportunity: America’s Moment to Alter History’s Course*. Prior to serving on the Council on Foreign Relations, Haass was



AT LEFT (L. TO R.): JOEL KLEIN, CHANCELLOR OF THE NEW YORK CITY DEPARTMENT OF EDUCATION, AND FATHER OF GRADUATE JULIE HOWARD KLEIN; COMMENCEMENT SPEAKER RICHARD N. HAASS; PRESIDENT MICHAEL PETERS. BOTTOM, LEFT (L. TO R.): ELIJAH BERRY, LOUISE BLAKE, ADAM BRAUS, AND ELYSE BREJLA. RIGHT: A BEAMING ABIGAIL PETRY, FOLLOWED BY JESSICA PERRY, WITH THEIR DIPLOMAS.

director of policy planning for the Department of State and a principal adviser to Secretary of State Colin Powell. He has been vice president and director of foreign policy studies at the Brookings Institution, a senior associate at the Carnegie Endowment for International Peace, a lecturer in public policy at Harvard University’s John F. Kennedy School of Government, and a research associate at the International Institute for Strategic Studies.

“We were so pleased to have

someone of Richard Haass’ stature and experience speak to our graduates about great books, great ideas and their link to global issues and the lives of our graduates,” said Michael P. Peters, president of the Santa Fe campus, who before joining St. John’s was executive vice president of the Council on Foreign Relations.

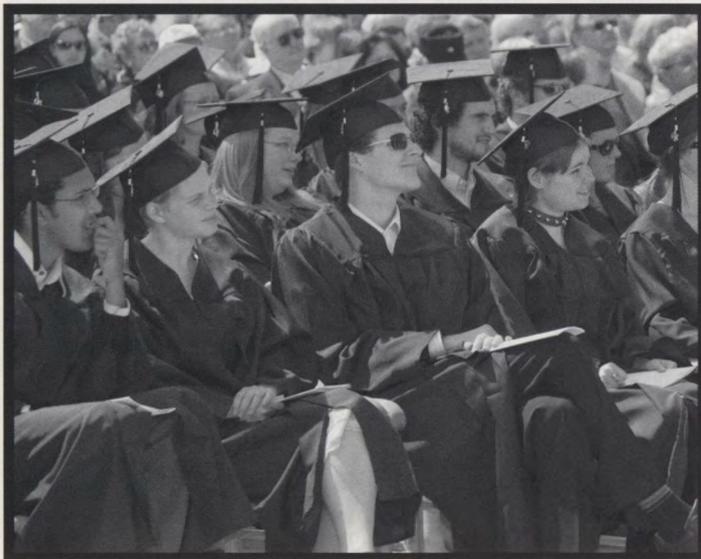
Haass began with an outline of the nonpolar nature of today’s foreign relations, operating within a world that has moved from concentrated power to one of distributed power. “All of you—no matter your career path—will be affected by nonpolarity. The world is not Las Vegas: what happens there will not stay there.”

He referenced Thucydides’ *The Peloponnesian War*, with its many examples of hard-headed analysis. “Through his exploration of the politics, diplomacy, and conflicts of the great powers of his day, Thucydides provided foreign policy insights that remain relevant in our time,” said Haass. He

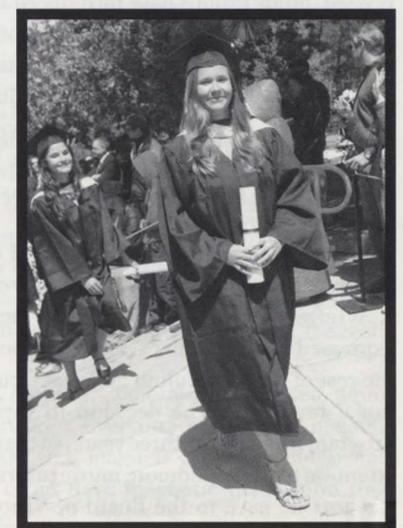
suggested five books that would add greatly to one’s knowledge of foreign policy: Hedley Bull’s *The Anarchical Society*, Henry Kissinger’s *A World Restored*, Michael Walzer’s *Just and Unjust Wars*, Carl von Clausewitz’s *On War*, and George Kennan’s *American Diplomacy*.

“Understanding of the world is essential not only for your role as competitors, but also for your duty as citizens,” said Haass. “This understanding will enable you to meet your obligations to society and to live up to the credo of this wonderful institution, namely, ‘to make intelligent, free choices concerning the ends and means of public life.’” ❀

— JENNY HANNIFIN



PHOTOS BY TERI THOMSON RANDALL



# TALKING ABOUT *Science*

## CONSIDERING THE CHALLENGES OF LABORATORY

BY JENNY HANNIFIN  
AND ROSEMARY HARTY

**L**ate April, 9 a.m. Tuesday, senior lab: With Reality parties behind them and graduation days away, it's understandable that the students in tutor Adam Schulman's laboratory have trouble mustering up enthusiasm for the Lederberg-Tatum experiment. But as the students move away from the table to the laboratory to begin agitating *E. coli* bacteria, even the most serious cases of senioritis are chipped away by the beauty and simplicity of the experiment, which Schulman enticingly touts as "bacterial sex." This experiment, demonstrating gene transference in bacteria, is the last one these students will do at St. John's, completing an education in science that began when they read Theophrastus' *Inquiry Concerning Plants* and went outside to carefully observe the magnolia trees in Mellon Courtyard.

As with every aspect of the Program, laboratory at St. John's is a work in progress. The classic fruit fly experiments of the 1950s are gone; students today work on Einstein's photoelectric effect and Millikan's oil-drop experiment. Manuals have been revised and re-revised. Study groups have introduced new and interesting material to tutors, who work them into laboratory. Through it all, laboratory remains grounded in Barr and Buchanan's basic plan for science at the college. "These laboratories," Buchanan wrote in the 1937 *Bulletin of St. John's College*, "will provide a proper pre-professional scientific training, will illustrate the liberal arts in the liveliest contemporary practices, and will focus the past on the present for the whole course."

Nevertheless, the college has faced challenges in its laboratory program over the years. In *A Search for the Liberal College*, J. Winfree Smith recounted how faculty and students in 1948 expressed concerns that science was becoming less integrated with the rest of the curriculum and that faculty were employing conventional textbooks. The decision in 1976 to reduce the laboratory program from four to three years, so that students could devote more attention to the sophomore music tutorial, was controversial. And in a report he gave to the Board of Visitors and Governors in 1985,

George Doskow, then dean in Annapolis, said: "The lab program remains, as it always has been, the most problematic part of the program."

The reasons he listed remain issues today:

- How do you cover such a scope of material in three years and still allow time for thoughtful discussions and meaningful experiments?
- How do you present difficult material in a way that makes it accessible to students and to faculty who lack scientific backgrounds?
- How do you make room for new discoveries without dropping foundational works?

The first question remains open-ended. Neither campus is actively considering adding more time for laboratory, although some tutors would like to see it revisited to slow down the pace and allow more time for biology. The remaining questions can be considered in the context of junior and senior laboratories. Though an essential work in junior lab, Maxwell's *Treatise on Electricity and Magnetism* is described variously as a "hard slog" and a "stretch," especially for students for whom math does not come easily. And in senior laboratory, a lack of experiments and a need to include some of the new discoveries in biology have prompted both campuses to think about including different works and experiments in laboratory.

### "A CONTINUING QUEST"

A fundamental question for the college, says Annapolis tutor Nick Maistrellis, is "what is the place of science in a liberal arts education?" That raises other questions, he adds, such as: How should the college accommodate modern science in a curriculum based on the classics? "That's the great problem St. John's has always faced in lab, and it's a continuing quest," Maistrellis says.

When Maistrellis joined the college in 1967, lab had already changed away from the direction set for it by the Program's founders. "Under Barr and Buchanan, lab focused a lot on using scientific equipment and experiments, on measurement and quantifying



GREENFIELD LIBRARY

LABORATORY—IN 1941 AND TODAY—IS NOT A HISTORY OF SCIENCE OR “PHYSICS FOR POETS,” BUT AN INTEGRATED PART OF THE PROGRAM.

things. It did not follow the normal division of the sciences.”

The change of direction happened under Dean Jacob Klein, who was urging the college to focus more on the deeper questions of scientific theory. Maistrellis has been involved in some of the changes and improvements to the laboratory over the years. Thanks to investments made in the laboratories on both campuses—many funded by grants and gifts to the college—the labs are better equipped and more functional. Without a doubt, the program is stronger, more coherent, and more vital, he says. But in his view, more time is needed for biology.

Back in 1976, Maistrellis supported the move to reduce the laboratory to three years. Students were clearly overburdened and sophomore lab was a weak part of the program. “It involved dissecting a lot of animals and tended to be very much like a standard biology course,” he says. Now, students have biology in freshman year and in the last semester of senior year—in all, just 23 weeks for biology. To accommodate modern developments and allow for a slower pace, Maistrellis would like to see “the question of getting more time for laboratory raised.”

What we do in biology at St. John’s, we do better than in past years, Maistrellis says. The program has already improved by shifting away from “dissecting dead things” to more observations on the biology of living things. More freshmen are spending laboratory classes down at the restored shoreline of College Creek, a living laboratory. Students in Santa Fe take advantage of a verticle mile of climate zones—including high desert, transitional and sub-alpine—when learning about classification. “New and wondrous things are being

discovered all of the time,” he says. “Biology is a living and progressive science and we should always be attentive to what we’re doing. The very best thing about science at St. John’s, Maistrellis says, is the simple fact that “everybody does it all. The students do it, the tutors all teach it. The way we do it, there’s an emphasis on hands-on experiments and discussion, making science something to be talked about.”

### HOW HARD IS TOO HARD? CONSIDERING MAXWELL

For Bruce Perry, who served as archon for junior lab in Santa Fe last year, the second year of laboratory illustrates how well science speaks to and draws from other aspects of the Program. “We start with Galileo, who’s sort of the father of modern science, and it’s beautifully sequenced with other readings,” he says. “Students do some Newton in math, they do Newton in lab. They do Leibniz in math, and Leibniz in lab. So you’re seeing the same author in two different paths: one as a mathematician, one as a physicist. It’s really interesting.”

After considering Gilbert, Ampere, Coulomb, and Ørsted, junior lab devotes a month to Faraday. “Everyone knows how magnets work, but people didn’t know that magnets and electric currents could interact or that you could have magnetic fields. And then people noticed that currents could attract. So you start seeing all

these weird overlaps with these phenomena,” says Perry. “Faraday sorts out all the phenomena, and a way of accounting for them.”

One reason laboratory devotes so much time to Faraday is to set the stage for Maxwell, who in turn sets the stage for studying Einstein in senior mathematics. For 10 weeks, students read Maxwell’s *Treatise* and attempt to translate Maxwell into modern vector calculus. The material can be frustrating for students, some of whom find it a “hard slog,” says Perry.

To explore Maxwell, Santa Fe uses a manual originally developed by tutor Peter Pesic and subsequently revised by tutor Jim Forkin. Annapolis uses a book by Tom Simpson that comprises three short papers by Maxwell and many notations by Simpson, supplemented by further notes by tutor Chester Burke. At 1,000 pages, the *Treatise* is “not very approachable,” so Santa Fe juniors read 20 to 30 pages of it along with many pages of tutor notes, Perry says. “There’s a division about whether we’re going to stay with the *Treatise* as what we do here in Santa Fe, or do something like what Annapolis does.” A faculty study group is meeting this summer in Santa Fe to explore this issue in depth.

A balance is needed, he suggests, between working out the equations and understanding the process. “The whole idea is to understand where the science comes from, why one line of thought emerged, why some other path did not. It’s not just theory, it’s not the history of science; it’s more like seeing what science looks like in the actual messiness of how it emerges, and the limits of what one knows or doesn’t,” he says, adding, “that’s one of the things at the college that’s wonderful.”

In Annapolis, tutor Dylan Casey agrees that Maxwell is difficult and that students can get frustrated. As a physicist, one of the things that drew him to St. John’s was the college’s inclusive approach to science and mathematics—everybody does it all, regardless of their particular aptitude for math and science. Frustration is only a problem if students give up, but Casey believes that juniors have adapted to working through difficult material. “We read the *Republic*, we read the *Metaphysics*, and there are all sorts of things there that we acknowledge that we find confusing. But we say, ‘let’s try to understand it.’ I think that works well here at St. John’s.”

The quest to comprehend Maxwell’s equations while following the development of his ideas, Casey suggests, is similar to memorizing Ancient Greek paradigms to approach the *Meno*. “You want to learn the language, but you’re not there to learn it in itself, to master it,” he says. “There’s a similar tension in Maxwell. We’re confronting a very challenging thing, and mathematics that students recognize but that many are not comfortable with: differential equations and proto vector calculus. Maxwell is developing what he calls a physical analogy and he’s presenting it through mathematical work, but because we are less facile with the mathematics it makes it harder for us to see the work in a physical analogy.”

Underlying the tension is that at St. John’s, we strive not to take anything for granted. Casey questions whether this is always possible. “When we study Euclid and mathematics, we want to understand the geometry, but a lot of the focus is on trying to understand why he is trying to say what he does,” he says. “With Maxwell, we may have to take some things for granted and then see how his argument plays out, to look at it in itself.”

Perhaps some of Maxwell’s derivations can be taken for granted to allow for more time to discuss his conclusions. “It’s a little bit like understanding how to drive a car without understanding how the car was built. It might be helpful to understand the physics, but really, only part of that really matters,” he says. “I think we overestimate sometimes how much doing the derivation will enlighten us as to what the final equation means. It’s something we have to work out every day.”

The college will always grapple with whether there’s too much, whether the pace is too quick and where precious time is best invested, but Casey anticipates that “the basic shape of the junior lab is going to stay the same.”

### BRAVE NEW WORLD: SENIOR LABORATORY

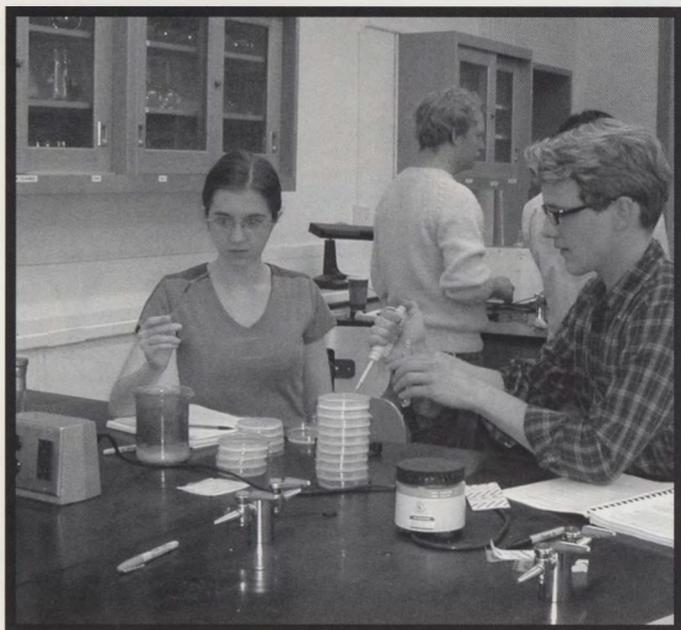
Senior laboratory, says Marilyn Higuera in Annapolis, has two challenges to address: 1) not enough experiments and 2) a need to get from Darwin and Mendel to beyond Watson and Crick. Both of these issues speak to heightening the excitement of discovery and wonder in students.

“For a while now, tutors have thought maybe that the story of the gene is not as thought-provoking as it once was,” Higuera explains. “Students already come to the college knowing that Mendel’s factors are in some way connected not only with the chromosome, but with part of the chromosome. The articles are still quite interesting but students already know pretty much what they were looking for.”

Higuera also wants to see more experiments in senior year. The problem is “evolution, in general, doesn’t lend itself to experiments” that can be done in the time allotted for laboratory in senior year, one month less because of essay writing. Right now, the laboratory experiments with fast-growing plants that are similar to the ones Mendel used in his genetic experiment. “After that, we’re a bit puzzled,” Higuera says. “We do some chemical things with bacteria, but you can’t see the bacteria until they colonize. So we’re hoping, eventually, to include more plant work in the lab and maybe in Annapolis we can take advantage of our wetlands.”

Faculty study groups offer a way for tutors to help shape improvements to laboratory. Annapolis faculty members who participated in tutor Kathy Blits’ 2004 group on ecology and evolution went away excited by the subject matter, and Higuera later chaired a lab committee that met to review papers that could be studied in senior lab. “We began to be aware that there are really philosophically interesting questions coming up as scientists try to refine their knowledge of how the gene works. It’s not clear what you want to identify as its function. We are entertaining the notion that there might be papers we want to read and ways of raising these questions in our own classes.”

Higuera is fascinated by the norm of reaction, a phenomenon of genetic development referring to the fact that organisms with exactly the same genes do different things when exposed to different environments. “There are so many interesting questions,” she says enthusiastically. “How does an ‘organism’ recognize that it’s in a different environment? What should one call the environment? We tend to think of it as ‘outside your body’ but genes have an environment and they interact with their environment. Where do you draw the boundaries? These are wonderful questions that have scientists



TAMMIE KAHNHAUSER AND DANIEL REKSHAN (BOTH Ao8) REPLICATE THE CLASSIC HERSHEY-CHASE BLENDER EXPERIMENT.

wringing their hands.”

It always comes down to the question: where do you fit it in? “It would be tough to get from Darwin to that level, but I think tutors and students would be really interested in that.”

While he agrees that more time must somehow be made for biology, Stephen Houser, senior lab archon in Santa Fe last year, is fairly satisfied with senior lab these days. The first semester of senior year is particularly exciting he says, because of the questions it raises through the study of quantum physics about the nature of science and the human relationship to the world we’re observing. These are questions that “don’t get asked in other parts of the Program,” he says. “We just scratch the surface, but certainly the Indeterminacy Principle is one of those areas that suggest that, in some way, our minds and the world may not be fully commensurate. There are a number of different aspects to that. Particle-wave duality is another example, which is also connected to Heisenberg. That’s just another place where it seems like our minds are not geared toward what seems to be a paradox in reality.”

The arrangement of having quantum physics in the first semester and biology in the second is a “historical accident,” says Houser, but there some connections. In Santa Fe, students read Shrodinger’s *What is Life?* that helps connect physics to biology. Although he explores questions of entropy before the discovery of DNA, Shrodinger suggests “there was some large complex molecule that did govern the operation of cells,” Houser says. “That’s an interesting problem, because living organisms represent a very high level of order, and it’s hard to understand how they can maintain that order because they don’t have the statistical basis upon which order is based in the rest of the world.”

Shrodinger’s text underscores the discovery in first semester that “cause and effect turns out not to be a necessary connection,

as Kant thought it was, but it’s really a statistical connection.”

As for second semester, Houser sees it as “a pretty coherent whole” that starts with Darwin and the issue of inheritance, then moves to Mendel and the discovery and exploration of the function of chromosomes, and how those might be related to heredity.

Houser would like to see the college include *The Triple Helix*, a book by Richard Lewontin: “That’s the perfect way to end the semester because he talks about the broad-ranged questions that come up for us, and lots of new questions as well. But he brings back the question of the role of reductionism in the question of evolution, to some extent, what an organism is,” Houser says.

If Houser would suggest one improvement for laboratory, it would be finding a way to better unite the biology of freshman year with that of senior year. “The larger debate in biology is the debate between those who take a more holistic view—environmentalists, ecologists, that sort of thing—and reductionism. Some of the tendency in the freshman year has been to go in the holistic direction, and yet most of the work we do in the second semester of the senior year is reductionism. If we’re going to engage in a reductionist enterprise in the senior year, then maybe we ought to do a little bit more preparation in the freshman year.”

## GUIDING PRINCIPLES

The St. John’s way of doing science—no matter how vigorously the college fine-tunes it—will always have its detractors. One would have to experience the Program in its entirety to see the beauty and wisdom of science’s place at St. John’s, says Higuera. “What I love to see is that all our students awake to all of these fascinating questions and they develop a certain kind of confidence in their own ability to think about them. That’s true for everything in our Program.”

As far as science goes, studying a magnolia leaf, carrying out the oil-drop experiment, and colonizing bacteria are valuable even when they don’t work exactly as they should. “We try to see through the eyes of the scientist, follow his thinking, and see if we agree. That’s a valuable skill to practice—for science, for any discipline. Students are engaging in observing the world and thinking in a way that one doesn’t if one is just memorizing laws and working problems,” she says.

Because the goal is to cultivate an ability to ask questions and consider conclusions with a skeptical eye, experiments have a different role at St. John’s than they would in an upper-level course in organic chemistry or developmental biology at another institution. “An experiment is always a work in progress,” says Houser, more like a “brief encounter with the material world.” Last year in Santa Fe, Houser’s students were discouraged because their Millikan experiments didn’t turn out as expected. “That’s one of the lessons that could be learned in the lab,” he says. “That is the difficulty and level of frustration you have to live with as a scientist.”

Casey points out that when students discuss Lavoisier and the problem of naming, the first question they may ask is “why is this problem important?” For Casey, that’s what sets the college apart. “We put our hands on things. We ask questions and we try to read between the lines,” he says. “That’s what made me really interested in St. John’s.” ❀

# RADICAL INQUIRY

*“By far, the greatest obstacle to the progress of science and to the undertaking of new tasks and provinces therein is found in this—that men despair and think things impossible.”*

—Francis Bacon, *The New Organon*

**A**mong the characteristics that unite Johnnies, across disciplines and time, are these: A burning desire to investigate theories for themselves. Boundless curiosity. A willingness to doubt even the most entrenched doctrines and ideas. Perhaps most important is a willingness to doubt themselves, to hold their judgments up to a critical light, abandon what doesn't stand up to scrutiny, and formulate new ideas.

These are traits shared by the Johnnie scientists profiled here, who attribute at least a share of their success to their experiences at St. John's, not just in the laboratory but in all aspects of the college. The “radical inquiry”

at the heart of the Program prepared them to explore deep questions in their respective fields. Graham Redgrave (SF90) uses analogies to Homer along with MRI scans in his work with patients diagnosed with eating disorders. Cynthia Keppel (A84) divides her time between applied and basic science, work rooted in her fascination with nuclear physics. At the National Institutes of Health, Steven Holland (A79) seeks genetic links to infectious diseases. Patricia Sollars (A80) hopes her work in a tiny area of the brain may provide clues about the biological clock. And in her laboratory at the University of Chicago, Leslie Kay (SF83) learns more about the brain by studying how rats distinguish one odor from another.

In some cases, these determined inquirers have more questions than answers. But instead of finding “despair” in their dead ends, they draw satisfaction from the continuing quest.

## WHY DO PEOPLE GET SICK?

*Graham Redgrave: Psychiatrist*

BY TOM NUGENT

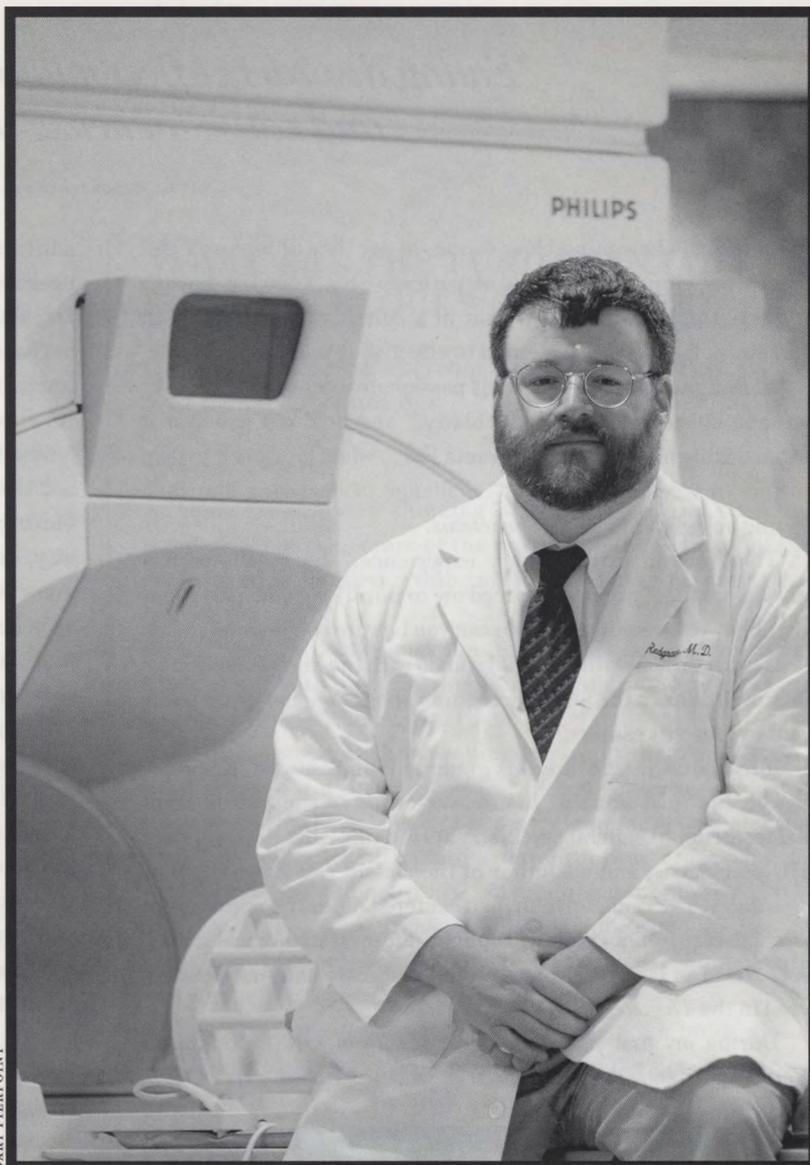
When the youthful patient began to describe the alluring temptation of self-starvation and binge-eating, the psychiatrist tried a metaphor. “Have you read the *Odyssey*?” She nodded. “Do you remember the scene where his sailors tie him to the mast?” As the two of them continued to discuss the ways in which her psychological disorder tempted her to engage in binge-eating, he asked her: “Are you saying you feel like Odysseus, as you struggle with the impulse to overeat?”

The patient nodded. “That’s right,” she told Johns Hopkins University psychiatrist Graham W. Redgrave, M.D. (SF90), during a recent therapy session at Hopkins Hospital. “I can see that when I’m tempted to start gorging on doughnuts or cookies, I’m like Odysseus hearing the music of the Sirens.”

Helped along by Homer’s great epic poem, the discussion at the eating disorders clinic continued, as the patient told the doctor that although the “singing of the Sirens was beautiful, Odysseus knew he shouldn’t listen, because if he got distracted by the music, his ship would crash on the rocks.” Redgrave listened carefully—then used the metaphor to reassure that patient that it was all right to “give up” the disorder and then “go home” (like the wandering Odysseus) to a healthier way of living—a concept that the troubled patient had been struggling to accept.

For the 40-year-old Redgrave, who last year won a coveted NARSAD Young Investigator grant for his groundbreaking research on the functional neuroanatomy of anorexia nervosa, that recent conversation about Odysseus at the hospital’s nationally renowned Phipps Psychiatric Clinic in Baltimore was a “fabulous example” of how the liberal arts (and especially classical philosophy and literature) can often play a helpful role in the practice of psychotherapy.

“More than anything else,” says Redgrave, “a psychotherapy session is a conversation in which both participants are trying to communicate about problems related to what Freud described as ‘broken meaning.’” And so, in one way or another, the challenge is always to persuade patients to lay aside these broken meanings by gradually bringing understanding and insight to them.



GARY PIERPOINT

WHY DOES A HEALTHY WOMAN STARVE HERSELF? GRAHAM REDGRAVE (SF90) COUNSELS PATIENTS WHILE CONDUCTING RESEARCH ON THE NEURAL MECHANISMS INVOLVED IN EATING DISORDERS.

“In the case of that particular patient, the discussion about Odysseus was an important part of the dialogue, because it helped her achieve some useful insights about the recurring ‘temptation’ to engage in an eating disorder that was wrecking her life.”

During the months that followed that therapy session in the fall of 2007, Redgrave says his patient “continued to make important strides in understanding the psychological issues—the areas of broken meaning—that had been key factors in causing her episodes of starvation and overeating.

“As a psychiatrist, I feel very fortunate to be able to work in a setting where I can study both the physical brain and the ideas that emerge from it,” the therapist and researcher explained. “More

*“Eating disorders affect millions in this country  
and cause immense suffering.”*

GRAHAM REDGRAVE (SF90)

and more, it’s becoming clear to me—in my [brain] research and also in my clinical treatment of patients—that knowing how to organize the knowledge you gain in a coherent epistemological framework is absolutely essential to effective psychiatry.”

Ask Redgrave to account for his passionate interest in “the links between epistemology and psychiatry,” and he’ll tell you that it began during his junior year in Santa Fe . . . when he agreed to take on the “marvelously exciting” challenge of analyzing and then writing an essay on Plato’s *Theaetetus*.

“That was an extraordinary experience,” he recalls with a nostalgic smile, “because it forced me to think long and hard about what knowledge really is. When can you be sure you understand an idea accurately, and what should you do with the knowledge you’ve obtained? What’s the best way to think about an idea, if you really want to grasp its essence?”

More than a decade after his graduation in Santa Fe, Redgrave says he was “just amazed” to discover—while en route to an eventual residency in general psychiatry at Hopkins—that the legendary JHU psychiatrist and co-author of the classic *The Perspectives of Psychiatry*, Dr. Paul McHugh, had centered his entire approach to psychotherapy on a carefully thought out epistemological framework based in large part on concepts Redgrave had first encountered in the *Theaetetus*.

“During my first year in medical school at Johns Hopkins, I wound up ‘shadowing’ a psychiatrist who was treating HIV/AIDS

patients,” Redgrave recalls. “This doctor was achieving some very positive results among a highly stressed, inner-city population, and I was intrigued by that. When he described his approach to patients as ‘based on Dr. McHugh’s system,’ and then as I watched him interact with the patients and saw how effectively he communicated with them, I was struck by how clear-headed and sharply focused that approach really was.

“After a few months of working with him, I realized that the McHugh approach was a truly deep way of thinking about psychiatry, and that it was based on an epistemological system that in many ways seemed to have come straight out of Plato. That was very helpful for me, because it showed how effective psychiatry must be built on a clearly focused epistemological framework.”

Born in London in 1968, Redgrave moved with his family to the Maryland suburbs of Washington, D.C., as a fourth-grader, then landed on the Annapolis campus of St. John’s in the fall of 1986. A dedicated classics student in high school (he took four years of Latin and loved it), at St. John’s he liked the way “the education flowed out of the continuing ‘conversation’ between you and your tutor and your classmates. I remember being blown away by Euclid, and by the elegance of his definitions.

“You got the sense that you were right there at the intellectual roots of Western civilization,” he says, “and the conversation kept getting richer and richer. And everything we read was part of that living conversation. In many ways, I think the reason I’m so excited about doing research in psychiatry these days is because I get to participate in a similar conversation, but *now* it’s about the brain and the mind and behavior and meaning.”

After meeting his future spouse, Brooke, in Santa Fe (they’re now raising three young children in the Baltimore area), Redgrave spent several years working as a computer programmer in San Francisco, then opted for med school in 1994. “I found computer science very challenging,” he says today, “but psychiatry ultimately seemed much richer and more complex. What I really like about my current role at Johns Hopkins is that I’m able to conduct MRI-based research on brain function in eating disorders, while also treating illnesses like anorexia and bulimia.

“As our treatment methods continue to get better, it’s a privilege to find yourself working in both arenas. Eating disorders affect millions in this country and cause immense suffering. The stakes are high, and we need every tool—including the Greek and Latin classics!—that can help us to better understand these illnesses.”

Redgrave spends many of his afternoons (and more than a few of his nights) in a specially designed, state-of-the-art “imaging lab” at



The Johns Hopkins Hospital. His quest: to pinpoint some of the key changes in brain function that take place during episodes of the eating disorder anorexia nervosa—a potentially lethal behavioral syndrome in which young women starve themselves as part of a pathology that often involves several different psychological factors.

In his role as a clinical psychiatrist, Redgrave treats eating-disorder patients in psychotherapy sessions that explore the psychological vulnerabilities contributing to anorexia. During these encounters, the psychiatrist employs the standard techniques of traditional psychotherapy to help patients overcome a disorder that reportedly affects up to one percent of the U.S. female population (or about 1.6 million American women).

Once he steps into his lab at the Hopkins Hospital's Phipps Clinic, however, the clinician puts on a different hat. He becomes a researcher who's more interested in the activation of brain regions than in behavior patterns among struggling patients.

Although the neuroanatomy involved in Redgrave's studies is complex, the strategy behind them can be easily understood. By using (MRI) technology to chart the flow of oxygen-carrying hemoglobin in the brains of patients with severe eating disorders, the researcher can monitor the ways in which the neurons (brain cells) respond to anorexia-related "cues" in the behavior of the test subjects. Hopefully, gaining a better understanding of the patterns of activation involved in such disorders will aid researchers in developing interventions (such as new drugs or psychotherapy techniques) that will eventually help to reduce or even prevent them.

Explains Redgrave: "By studying the change in levels of oxygenation in areas of the brain such as the dorsolateral prefrontal cortex or the insula, we can measure the activity that's taking place in neurons in women acutely ill with anorexia and compare it to healthy women.

"Studying neural mechanisms of eating disorders is a relatively new frontier in psychiatry, and the rapid evolution of imaging technology makes this an especially promising area of research. I don't think we're going to find a magic bullet for eating disorders anytime soon, but we are getting closer to understanding the basic building blocks of the disorder, which may one day help relieve the suffering of anorexia patients everywhere." ❀

## WHAT ARE THE FUNDAMENTAL BUILDING BLOCKS OF MATTER?

*Cynthia Keppel: Experimental Nuclear Physicist and Cancer Researcher*

BY ROSEMARY HARTY

At some point, every thinking being looks to the stars and wonders about the nature of the universe. Where did all of this come from? What is everything made of? What keeps everything from flying apart?

"These are probably questions that we all ask ourselves at one time or another," says Cynthia Keppel (A84). "Some of us just become a little obsessed with them."

Keppel spends her days probing questions that could keep a person busy for a lifetime—several lifetimes, perhaps. Most of them deal with the behavior of quarks, elementary particles that are bound together with gluons that form into larger particles such as protons and neutrons. "My approach to physics is very St. John's-like. I've always been most interested in the big questions," Keppel says. "There are so many basic, fundamental and compelling questions to pursue."

Keppel balances many professional roles: She holds a joint position as University Endowed Professor of Physics at Hampton University in Virginia and Staff Scientist at the Thomas Jefferson National Accelerator Facility. She also directs the Hampton University (HU) Center for Advanced Medical Instrumentation and a joint medical physics program with the Eastern Virginia Medical School, where she is leading efforts to develop advanced diagnostic and treatment tools using nuclear technology.

Keppel has a fourth job that takes top priority; she and her husband, Barry Hellman (A84), a pathologist, have three children, ages 21, 14, and 7. It's not unusual for her to be at the university laboratory in the morning, return home to "hang with the kids" in the afternoon, and head back to the laboratory for late-night research. "I think the greatest advance in my work," she quips, "has been the development of the home office."

One of her most exciting endeavors is directing the scientific and technical aspects of Hampton University's Proton Therapy Institute, a \$200 million project to treat cancer patients more safely and effectively. Five proton therapy centers are

currently operating in the United States. Hampton's center is under construction and scheduled to treat its first patients in August 2010. As the Scientific and Technical director, Keppel is responsible for machine operations, nuclear science, and treatment planning for the patients.

"It's not news that radiation kills tumors," Keppel explains. "The trick is to kill the tumor while reducing side effects and increasing safety for those undergoing the therapy."

Traditional radiation therapy directs a photon beam to the patient, Keppel says. As force carriers, photons "interact all the way through the patient's body, even sometimes all the way through the table."

In contrast, protons deposit all of their energy into a well-defined (tumor) space and interact only minimally beforehand with healthy tissue. After careful positioning, patients are exposed to the proton beam for only about a minute, as an intense energy burst is targeted precisely to the tumor. "That translates into exactly what you want for battling cancer," she says.

Her work has had direct and beneficial medical applications, and that has been immensely rewarding for Keppel. But, at the Jefferson Lab, she spends her time exploring abstract and puzzling questions of experimental physics that first captivated her while she was a student at St. John's.

Keppel first gained experience in scientific research by working at the Naval Research Laboratory during summer



CYNTHIA KEPPEL (A84) ENJOYS A CAREER THAT COMBINES THE BEST OF BOTH THEORETICAL AND APPLIED SCIENCE, ALLOWING HER TO WORK TOWARD BETTER TREATMENT FOR CANCER WHILE PROBING MYSTERIES OF THE SUBATOMIC WORLD.

and winter breaks at St. John's. She did computer modeling and imaging, gained skills in applied mathematics, and read extensively about physics. She chose American University for graduate studies primarily to work with Ray Arnold, who was among the prominent scientists making exciting discoveries in particle physics at the Stanford Linear Accelerator Center (SLAC) in California. At SLAC, it costs \$100,000 a day to run an experiment on the particle beam accelerator, but Keppel managed to

secure time for her experiment on resonance electroproduction, the subject of her dissertation. Resonances are extremely short-lived elementary particles (they exist for about 10-23 seconds) that are produced in proton scattering experiments.

"When you hit a nucleon, like a proton, they might do elastic scattering, like billiard balls striking each other, and stay intact. Or the electron beam can hit the proton and completely break it apart. Another thing that can happen is that the electron hits the proton, but the proton absorbs it and goes into an excited state and grows. The quarks then have to align themselves into different spin structures. That's a resonance state."

What Keppel was exploring then and continues to probe today is the question: how do quarks align themselves to remain

*“In my research, we’re working on questions we may not know the answers to for 20 years.”*

CYNTHIA KEPPEL (A84)

bound in a resonance state? What force holds quarks together, and how does it differ from the force that holds nucleons together?

“The strong force that holds quarks together must somehow also be the same force responsible for holding protons and neutrons together,” she explains. “For physicists, these are phenomena on vastly different scales. How do we link these things together?”

Scientists understand the force that holds quarks together through quantum chromodynamic (QCD), a quantum field theory of the strong interactions based on the exchange of force-carrying gluons between quarks and antiquarks. But the force holding nuclei together is “fraught with mystery,” Keppel says. “It doesn’t fall into any of our fundamental field theories.”

Keppel’s work straddles classical and modern science, practical and theoretical applications, and nuclear and particle physics. “Nuclear physics is like classical mechanics—it works. We can make MRI machines, smoke detectors, nuclear power and bombs. On the other hand, we know from a couple decades of experiment now that quarks and gluons are the fundamental things that everything should be made of.”

But there’s no bridge between nuclear and particle physics. “That’s my little niche,” Keppel says, “trying to find that bridge.”

Physicists at the JLAB probe these questions about subatomic matter by running experiments in the Continuous Electron Beam Accelerator Facility (CEBAF). The accelerator allows Keppel and her colleagues to propel electrons at a nucleus and then study the output: data such as energy, wavelength, and geometric patterns. Getting time on the particle beam accelerator at this national laboratory is extremely competitive, says Keppel, and takes much more time than the actual experiment: “You describe what the experiment is, who your 50 to 100 collaborators are, and you write this whole thing up and present it to a Program Advisory Committee composed of internationally distinguished scientists. The committee approves only a fraction of the proposals submitted and invites researchers to present their experiment.” Her St. John’s education is helpful in that Keppel knows how to state her case succinctly and effectively, as well as stand up to prolonged questioning.

In one way, her analytical skills were sharpened at St. John’s, but Keppel notes “there’s no sugarcoating” the disadvantage Johnnies may encounter in graduate school in the sciences. “Most people who find out they want to do math, science, and

engineering [at other colleges and universities] have been working so many problems, not in a global sense, but sitting there with paper and a computer, and doing lots of applied math. That is a skill on its own and thinking on its own, and it’s something we don’t do at St. John’s,” she says. “Nevertheless, we make it.”

In her sophomore year—when she first settled on a career in science—Keppel seriously considered transferring to another institution; instead she listened to a “strong feeling” that she had a lot more yet to learn at St. John’s. Getting comfortable with difficult questions in the liberal arts—posed by Hegel and Aristotle as well as Einstein and Bohr—prepared her to be a tenacious and creative researcher, still filled with wonder at the mysteries of the universe.

“In my research, we’re working on questions we may not know the answers to for 20 years,” she says. “One of the most valuable things I learned at St. John’s was to keep at it—to keep questioning.” ❀

## WHY DO PEOPLE GET INFECTIONS?

*Steven Holland, M.D.: Physician and Researcher*

After a morning of hospital rounds at the National Institutes of Health, Dr. Steven Holland (A79) was up to speed on the cases of a young boy whose lungs were under attack by a mysterious fungus, a young woman with an unidentified infection causing painful skin rashes, and a woman in her 30s with a rare genetic disease that has killed four members of her family.

As Chief of the Laboratory of Clinical Infectious Diseases at NIH’s National Institute of Allergy and Infectious Diseases, Holland devotes much of his time to research. But periodically he takes his turn as the consulting physician at the Institute’s hospital in Bethesda, Md. For a month, he works in close contact with the medical staff who treat the sometimes stubborn, baffling and debilitating infections that have brought patients here.

The team began with an update on the condition of the 12-year-old boy. “He has fungi in his lungs, and we’re working very hard to figure out what his problem is,” Holland explained later. “It must be genetic and it must be profound, and we’re desperate to figure it out because he’s got a fatal problem.”

Getting to help patients while researching the causes of their disease combines the best of two worlds for Holland. “What I get to do as a physician is to identify the problem, meet the patient,

try to understand her illness at a molecular and genetic level, and try to treat it with specific, directed therapies,” he explains, adding with a grin: “That’s pretty fun.”

The NIH is like a small city, and Holland’s laboratory has a broad charge, studying everything from frightening staph infections and drug-resistant tuberculosis to preparing a defense for potential bioterrorist attacks. The welfare of each individual patient is at the heart of their work. “It’s a wonderful thing to be here because patients come who have rare or undiagnosed problems, and we get to take a holistic approach that nobody else can afford to take anymore.”

After graduating from St. John’s, Holland earned a medical degree from Johns Hopkins University School of Medicine in 1983. He stayed at Hopkins as an intern, resident, and chief resident in internal medicine, followed by a fellowship in infectious diseases. He joined NIAID in 1989 to study the molecular biology of HIV, and in 1991 moved to the Laboratory of Host Defenses to study phagocytes and phagocyte immunodeficiencies. He’s been Chief of the Laboratory of Clinical Infectious Diseases since 2004.

In medical school Holland developed an interest in working in the developing world, perhaps specializing in tropical diseases or nutrition. He eventually focused his interest on infectious diseases such as tuberculosis, largely eradicated in the U.S. but still a major killer in the developing world. “With the advent of HIV, which came up just as I was starting medical school and residency, the importance of infectious diseases to global health really became obvious,” he says.

The research side of Holland’s work is driven by a desire to understand why human beings are susceptible to diseases. The more interesting question to think about, Holland suggests, is: why don’t more of us get sick more often? “It’s been many millions of years since [humankind] began, and we’ve become the dominant species,” he says. “It isn’t because of antibiotics, it’s because we’ve really become damn good at fighting off infections. We have found an accommodation with all the biome in the world that has, most of the time, for most of us, kept us pretty happy.”

Holland examines immunodeficiency at the molecular level and at a functional level, seeking to pinpoint the reasons individuals develop rare diseases. He has a driving interest in genetic causes of disease because “so much of immunity is genetic.”

At any one time, his laboratory runs dozens of clinical protocols dealing with infectious disease. One seeks to find the genetic cause of mycobacterial infections, which are similar to TB.

Everyone is exposed to mycobacteria in air, water and dirt. Infection is extremely rare except in severe cases of HIV, in patients with profound immune defects, and a third group that Holland is investigating: North American and Western European women who are post-menopausal, Caucasian, and thinner and taller than their peers. “This is a new disease we’re studying, and it must have some genetic basis,” Holland says. “It’s got ethnicity and morphological restriction, and we’re very interested in trying to definitively characterize it and identify the genes responsible.”

When he first began studying these patients, Holland was convinced he would find a genetic defect in their immune system that was responsible for their lung disease. Holland’s new working thesis is that these patients have normal immune systems, but share some genetic flaw in the lung surface itself. His research team now includes a lung specialist as well as infectious disease and immunology specialists. “Part of the fun in doing science is every now and then being able to say how wrong you were,” Holland says. That’s why studying science the St. John’s way was valuable, he adds: following the thinking of scientists throughout the ages—even when they were wrong—fosters resilience and creativity in problem solving.

“Ptolemy is wrong—elegantly, definitively, comprehensively wrong,” says Holland. “I was like Ptolemy, but not as smart. The beauty is once you get to realize that you’re wrong, then you still have space to go to find out what’s right.”

Holland and other researchers were successful in making important discoveries about the genetic cause of a devastating disease called Job’s Syndrome—so named because the disease often causes painful boils, one of the many trials God inflicted on Job. “It’s a fascinating disorder in which one gene is mutated, but it affects the function of everything, from brain to bone, to immune system to lung, to heart,” says Holland. He led an NIH research team that discovered that Job’s patients had an immune system that was doing part of its work too well, with white blood cells in overdrive, attacking systems of the body, but other parts incompetently.

A decade ago, Holland and his collaborators published the first comprehensive paper on Job’s. For the past decade, he and other researchers hunted the gene that caused the disease, and just last year, they determined that mutations in the STAT3 gene were responsible. “We’re still working on how to use those genetic observations to guide us to therapy,” Holland explains. “Finding a mutation is exciting; understanding exactly what that mutation does is more complicated.”

*“Part of the fun in doing science is every now and then being able to say how wrong you were.”*

STEVEN HOLLAND (A79)

Not unlike the St. John’s Program, research science calls for asking questions and making connections in unfamiliar territory. For the last four years, Holland has been working with a patient in her 30s, who first sought medical attention for a movement disorder, but was referred to him because of the infections she also suffered. Her family history was intriguing: her grandfather, father, sister, and brother all died young of the disease, which also caused infections.

Holland had no answers until he delivered a paper at a conference and providentially decided to stay through the meeting, most of which was outside his research area. “Somebody presented a case that was exactly this woman,” he says. Back in his laboratory, Holland looked up the gene responsible in that case and arranged to have his patient’s DNA sequenced. He discovered a deficiency in the Thyroid Transcription Factor-1 (TTF-1) gene. “It controls the function of some of the cells in the brain that control movement, the formation of thyroid factors, some of the lining of the lungs, as well as some of the neurological function of the intestines. It also controls the production of some of the immunoglobulins, also called antibodies, which fight off infections in the body.”

This woman’s case allows Holland to explore compelling questions about genetics and infectious diseases. TTF-1 requires two copies, one each from the mother and the father; only one was passed along to his patient, and this haploinsufficiency is what has made her so ill. What turns this gene on? How could it be stimulated to do its work?

In early spring, the woman had already spent three months at the hospital, undergoing experimental treatments to boost proteins in the TTF-1 gene to stimulate it to function better. It’s the first time anyone has tried any therapy for patients of this disease, Holland notes. “Now we’re going in to give her a second set and see if we can’t push her cells to finally make enough of this protein that she has not had all the years of her life,” he says.

Perhaps he can make significant improvements in this patient’s

quality of life, and perhaps he can gain knowledge that can help her relatives. He admires her courage, and he’s grateful for all his team has learned from her. “I’m a pretty hopeful guy,” he says, “but I wouldn’t do this if I didn’t think there’s a chance we can help her.”

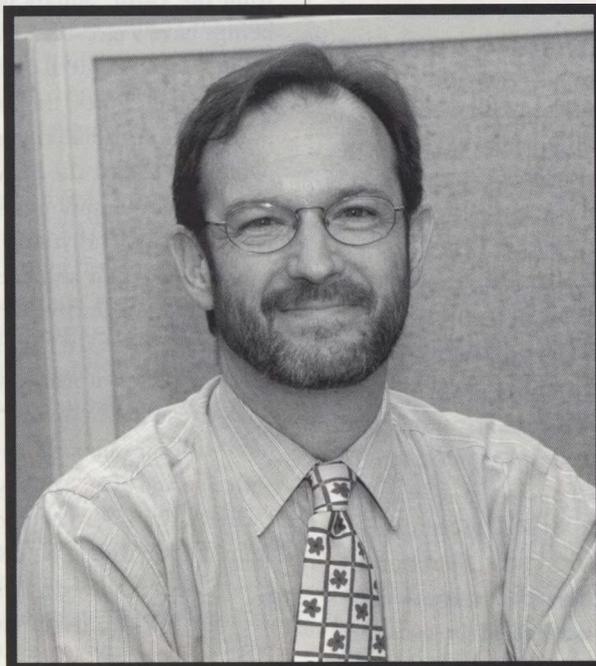
The day that started at 8 a.m. will extend to well after 6 p.m., when Holland will conclude an interview with a fellowship candidate. His wife, Dr. Maryland Pao, is a child psychiatrist who also has a demanding job as deputy clinical director for the National Institute of Mental Health. The couple have three daughters ranging from 19 to 9 years old. For fun, “we stay home,” he says, although once a week he makes time to play ice hockey.

Holland draws interesting parallels between the college and his work at NIH. “St. John’s is about trying to come up with new insights about the past in general. It’s wonderful and I loved it. I wouldn’t have gone any place else.”

At NIH his work is about “trying to come up with new insights about the future. There’s a greater opportunity for failure, but there are real opportunities for tangible success. When somebody gets better, that’s fun. They get up and they do what they’re supposed to do.”

As for the answers he doesn’t have yet, “I don’t mind not knowing,” says Holland. “I would mind if someone said you don’t know and you can’t know. That would be irritating. That’s why I have a laboratory. The beauty of science is that there’s a reward for both saying, I don’t get it, and then saying, I want to figure it out. You don’t get penalized for being ignorant—you get penalized for staying ignorant.” ❖

—ROSEMARY HARTY



EVEN MODERN SCIENTISTS HIT ROADBLOCKS AND DEAD-ENDS, SAYS DR. STEVEN HOLLAND, WHO HOPES TO FIND CURES FOR BAFFLING DISEASES SUCH AS JOB’S SYNDROME.

## WHAT REGULATES THE BODY'S INTERNAL CLOCK?

*Patricia Sollars: Neuroscientist*

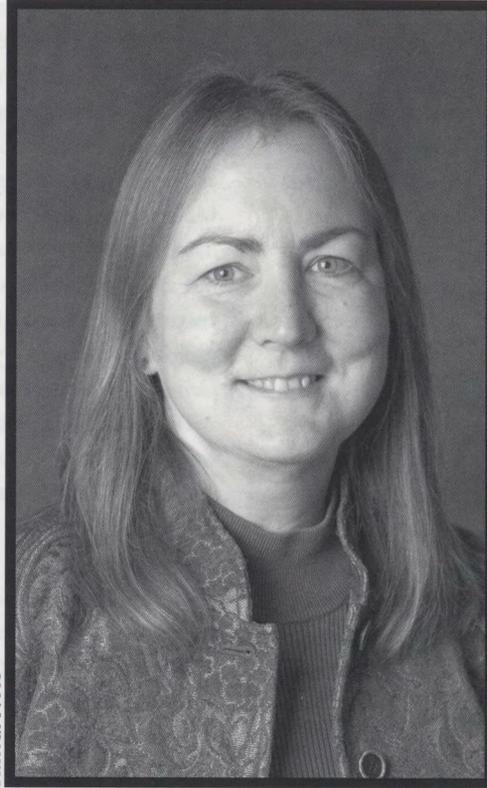
Located in the hypothalamus, the superchiasmatic nucleus is the primary regulator of circadian rhythms in mammals. It cues human beings to the sleep-wake cycle, and it tells creatures with seasonal breeding cycles that it's time to get going.

As a graduate student in neuroscience, Patricia Sollars (A80) first thought about the concept of an internal clock in a purely abstract, St. John's way: "I thought, ah, temporality—what is time?" she says, laughing at the memory. "Of course that's not even in the same ballpark."

Sollars was studying at Columbia University, rotating through laboratories that were studying various questions in neuroscience, when she first learned about the superchiasmatic nucleus (SCN). Although her initial concepts of the internal clock were "naïve," she says, the SCN captured her imagination in the same way in which she once pondered the nature of time along with Augustine. In one tiny area of the brain, she discovered a rich source of inquiry: Does the SCN alone regulate the internal clock? Is it part of a distributed network in the brain? When sight is taken away, how does the SCN continue to regulate circadian rhythms?

"Here was this one little nucleus that sits just on top of the optic chiasm in the brain," she says. "It was always there, but people knew so little about what it was doing. There were so many questions to ask, so many experiments to develop, on a molecular and a behavioral level. All biological creatures have the ability to regulate their activity to day/night cycles, and in mammals that is thanks to the SCN."

Sollars met her husband, Gary Pickard, then finishing up a post-doctorate fellowship in neuroanatomy, in the laboratory at Columbia. They have collaborated on research for most of the past 25 years, though Sollars is more interested in pursuing



DIMITRI FOTOS

PATRICIA SOLLARS (A80) STUDIES THE BIOLOGICAL CLOCK THAT GOVERNS CIRCADIAN RHYTHMS IN MAMMALS; HER RESEARCH MAY BE HELPFUL IN DEVELOPING REMEDIES FOR JET LAG AND SEASONAL AFFECTIVE DISORDER.

questions related to the brain function, and Pickard focuses more on anatomical research.

Sollars eventually completed her doctorate at the University of Oregon. She completed a fellowship at the University of Pennsylvania, where she served on the faculty, then joined her husband at Colorado State University. Until this year, she was a research scientist at the Department of Biomedical Sciences at Colorado State University; this fall she and her husband will move to the University of Nebraska, where they will teach and conduct research as part of the university's new veterinary program.

In Nebraska, Sollars will continue to research the SCN and its role in the circadian system. The term "circadian" comes from the Latin, Sollars notes, for "about a day." Most human beings have a circadian rhythm of about 24 hours—unless something knocks it out of balance, for example, shift work or flying across time zones. In her research, Sollars has deliberately altered the circadian rhythm of mice, hamsters, and rats to try to demonstrate that the SCN—relying on cues relayed through the optic nerves—autonomously regulates an important characteristic of circadian rhythms.

Sollars devised and carried out an experiment she believed would show definitively if the SCN was the master circadian oscillator. She based her experiment on the knowledge that each species, and even strains within species, have different endogenous circadian rhythms. "If you keep a mouse in constant darkness with no temporal cues, it will run [on an exercise wheel] with a period of 23.5 hours, and every day it gets up a half an hour earlier," she says. A golden hamster has an endogenous "free-running" rhythm of 24.06 hours, and a rat, 24.3 hours. Sollars' experiment involved a little meddling: what would a hamster do with the SCN from a mouse brain? If the clock was in the SCN,

*“The best thing about St. John’s was the chance to get to play with ideas.”*

PATRICIA SOLLARS (A80)

Sollars theorized, the hamster should have the mouse’s circadian rhythm.

The first step was for her to test her transplant theory from hamster to hamster. “That worked like charm,” she said. “When you lesion out a hamster’s SCN and transplant one from another hamster, it restores rhythmicity at 24.06 hours.”

Next, she knocked out a hamster SCN and implanted one from a mouse. When the hamster started running in his exercise wheel, Sollars didn’t know what to expect. Amazingly, the hamster established a reliable rhythm of 23.5 hours—exactly that of a mouse.

“Then,” she says with a sigh, “I made the mistake of taking it one step further.” She implanted the SCN of a rat into the hamster, expecting a 24.3-hour cycle to emerge. “When the rhythm was restored, it was 23.5—the mouse again,” she says. “I transplanted a rat SCN into a hamster, and the rhythm that comes back out is that of a mouse.”

Far from being discouraged, Sollars has an entirely new line of inquiry: “One possibility is that this is species-specific. Perhaps the mouse and the hamster have autonomous clocks in the SCN and the rat could have a distributed clock network. Perhaps when you transplant the SCN from the rat into the hamster, you’re leaving part of the clock behind.” She published the findings of her experiment in the *Journal of Neuroscience* (March 1995).

Sollars had to put this question aside while she devoted more of her time to raising her children: Galen, 23, and Emilia, 17. She has continued to work with her husband on laboratory experiments at Colorado State that are more concerned with the anatomical underpinnings of the SCN, several of which may have beneficial medical applications.

Among their current projects is an investigation into the SCN’s role in Seasonal Affective Disorder (SAD), a debilitating condition linked to the shorter days of winter. Evidence suggests that a serotonin deficit makes some people more vulnerable to the disorder. “With this particular deficit, you’re not as responsive to the light input from the outside,” she explains. “You end up having an altered phase relationship, then that affects hormones, affects mood, and a lot of other secondary components.”

Another clinical application of her work is the link between circadian rhythms and jet lag. Is there a way to enhance the way the internal clock works with other systems in the body to help individuals adapt to major shifts in time zones? “Your internal clock, it turns out, will rapidly shift to a new time—but all the

other physiological phenomena in your body are out of phase,” she says. Knowing more about the SCN’s regulatory role may lead to the development of better remedies for jet lag.

It’s in her nature, Sollars says, to demand to be intrigued, invigorated—even entertained—by her work. After two years of studying biology and chemistry at the University of Michigan, she started over again at St. John’s. Here she discovered how a good question, paired with a sound method of inquiry, could lead to discoveries—or at least, new and more interesting questions.

“The best thing about St. John’s was the chance to get to play with ideas,” she says. “We’d have these long discussions, and you’d never know where they were leading because the process was most important.”

“That’s what I loved most about the Program and that’s what I carried into the study of neuroscience. When you take on something as vast as the human brain, one of the most important things is the ability to ask questions from a variety of perspectives, to be open to all sorts of possibilities—to look for what you don’t expect.” ❖

—ROSEMARY HARTY

**HOW DO WE CREATE OUR INTERNAL COGNITIVE WORLD?**

*Leslie Kay: Neuroscientist*

Why do people who suffer from Parkinson’s disease lose their sense of smell as the disease progresses? How does a whiff of Coppertone trigger memories of family beach vacations? And what exactly is happening in the network of our brains when we stop to smell the roses?

Leslie Kay (SF83) can’t answer these questions yet, but she knows a lot more about how our olfactory system interacts with other circuits in the brain than when she began conducting research 17 years ago at the University of California at Berkeley.

As an Associate Professor of Psychology and Director of the Institute for Mind and Biology at the University of Chicago, Kay spends her time studying what happens in the brains of rats when they are faced with the task of distinguishing between two similar but distinct smells. Her research may someday contribute to a better understanding of devastating diseases such as Parkinson’s and Alzheimer’s.

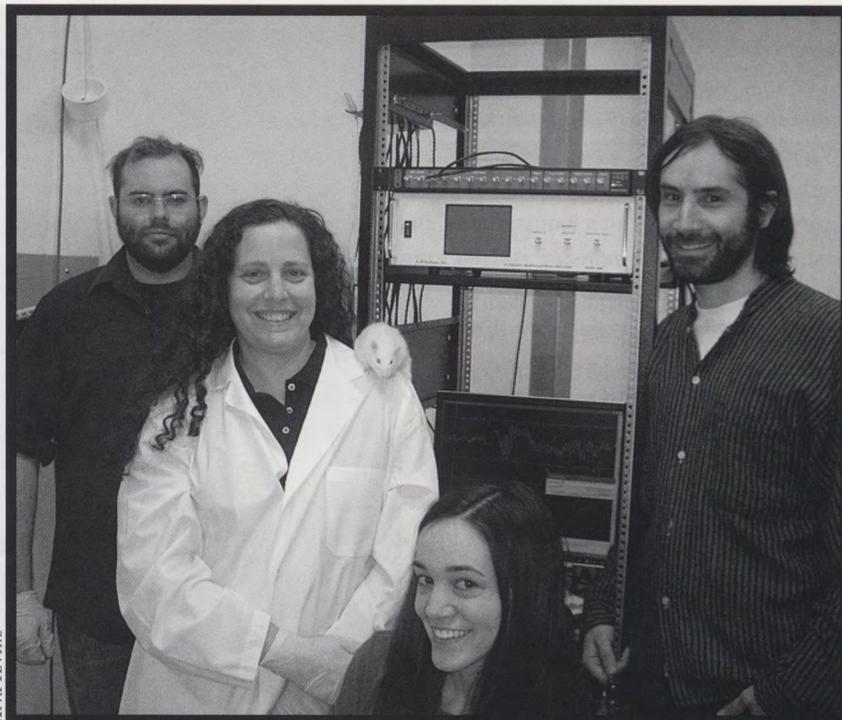
Kay came to St. John’s after dropping out of Stanford to take some time off. She went to Santa Fe with her then-husband, a

Johnnie, sat in on some classes, and soon enrolled as a January Freshman. The Program, she says, was a good choice for someone interested in too many disciplines to choose just one to study. "I was flipping back and forth between being a writer, a scientist or a mathematician. At Stanford, I switched my major four times," she explains. "The freshman year at St. John's hooked me. I love geometry, and studying Euclid, I was in heaven."

Between Kay's junior and senior years, St. John's tutor Gerald Meyers helped her secure an internship at Los Alamos National Laboratories with GenBank, an international repository of known genetic sequences from a variety of organisms. At that time, a clerk typed in the sequences, and Kay and the other students annotated coding regions and proteins. Still unsettled on her career path, she ended up working there for two and a half years after graduating from St. John's.

Kay went to grad school at UC Berkeley, dropped out, and worked as a programmer for several years before returning to the GenBank project, where she was a scientific reviewer and software designer. With programmers in great demand, Kay worked in the insurance industry for a brief time, but the attractive pay wasn't enough for her. In search of something fascinating, she returned to Berkeley, where she studied math, physics, and biology. Convinced that she had found her niche, she walked into researcher Walter Freeman's neuroscience laboratory and asked to do computational modeling of the brain. "He was a gruff guy, and said, 'we'll see.' He gave me data to analyze. I came up with an effect in the data, but not enough to prove it. I had to do experiments, and the experiments got me excited." Her "secret love" of statistics, combined with a desire to test theories for herself, propelled Kay into serious laboratory research.

For her doctoral thesis, Kay studied how different regions in the rat's brain talk to each other when the rats perform an olfactory task. At CalTech, where she did post-graduate research, she narrowed her focus to the activity found in single neurons. She tried to draw conclusions about objective odor responses from her research, "but it didn't work." She did discover, however, that even at the level of a single neuron, the activity of the first cells in the central olfactory pathway are strongly modulated both by the



AIVA LEVINS

RATS CAN TELL SCIENTISTS A GREAT DEAL ABOUT CIRCUITS IN THE BRAIN INVOLVED IN THE SENSE OF SMELL. SHOWN ARE (L. TO R.): DONALD FREDERICK; LESLIE KAY (SF83), WITH RGO7 PERCHED ON HER SHOULDER; CORA AMES; AND DANIEL ROJAS-LÍBANO.

meaning of the odor (whether it suggests a sweet or bitter taste to the rat) and the behavior the rat is trained to carry out in response.

After her post-doc, Kay had her choice between two positions: one in New York at Cold Spring Harbor Laboratories, and one in Chicago. "The University of Chicago was the only place I interviewed where they were excited by the fact that I went to St. John's," she notes.

While her laboratory focuses on the olfactory system and brains of rats, her findings may some day help scientists learn more about neurodegenerative diseases such as Parkinson's and Huntington's, because the sense of smell is affected early in the progression of these devastating diseases—sometimes many years before other symptoms appear.

"The interesting thing in the olfactory system is that you go directly from the nose to the olfactory bulb in the cortex," she explains. Then information is transmitted to the limbic system, including the hippocampus, amygdala and hypothalamus, which is important in emotional states and in memory

formation. The signals are also carried to the basal ganglia, which is involved in disorders such as Parkinson's.

Kay and her students implant electrodes inside the brains of rats to record brain waves while they perform various odor discrimination tasks. When animals inhale, the olfactory bulb is stimulated, and theta waves—slow electrical pulses ranging from two to ten cycles per second—are observed. But when a mammal must distinguish between one smell and another, faster gamma waves of 40 to 100 cycles are observed in the olfactory bulb. However, in some circumstances when a rat has learned the association for a smell, a different pattern of 15- to 30-cycle beta waves emerges.

Gamma and beta waves are both evoked when rats smell the odors—but the results change dependent on the behavior involved in the experiment. This breakthrough came when Kay and her students observed differences in two experiments they were conducting. One researcher directed her rats to press the left lever for one odor, the right for another (a two-alternative choice task). The other student conducted a “go/no go” task, in which the rat would press a lever for one odor, and not press the lever for the other. In the latter experiment, the rats learned the task faster and displayed enhanced beta oscillations. In the former, they learned slowly and showed large gamma oscillations when the odors were difficult to discriminate.

It appears the go/no go task was much closer to what an animal does in its natural environment, she explains. “When an animal is foraging around and smells something, it's either something it eats, runs away from, or approaches,” says Kay.

Disconnect the link from olfactory bulb to the higher brain—for example, by injecting lidocaine into the pathways—and the system only makes gamma oscillations, not beta. “Through many different studies, what we've seen is that beta waves are not isolated; they involve the entire olfactory system all the way into the hippocampus,” she says. In this task the brain wave activity in the olfactory bulb correlates with what's happening in the higher brain, indicating that “the whole system is working together,” says Kay.

It has been shown that part of the olfactory deficit in Parkinson's disease is due to difficulty in sniffing, and Kay showed in a paper in 2005 that sniffing behavior couples the olfactory bulb with the hippocampus when rats learn odor associations. “We lose some of our olfactory sense as we age, but changes seen in Parkinson's and Alzheimer's are more pronounced, and the reason is unclear. We also know that if the olfactory bulb is taken out of rodents, they act depressed, their eating patterns change, they become more afraid of open spaces, and they give up more easily in tasks that are frustrating, and not because they can't smell, but because the olfactory bulb is missing,” she says. “If they are treated for depression, they improve.

“The question I got started on, and the one thing that's held my attention all these years is: how do we create our internal cognitive world? The olfactory system offers a nice way to study that question because it is connected with all these other systems. And the circuitry is relatively simple—or it was. It's turned out we just didn't know as much as we thought we did.”

A satisfying part of Kay's work is training graduate students to interpret data, to look for effects “that aren't visible to the naked eye.” This analysis demands patience and skepticism—something philosophy teaches, too. Kay has never been willing to take anything for granted. “You think you know something and you go looking for the thing you know. It's like the hubris of the Sophists. We have a lot of prejudice about what the sensory systems might be telling the brain. I always go back to Hume and Descartes, and those guys—it's really about constructing our internal representation of the world.”

“The thing about biology” Kay adds, “is that we can make hypotheses, and almost invariably [the answer] comes out somewhere in the middle. Then you have to do 10 more experiments to understand that result. We never quite prove anything. And I find that fascinating.” ❖

—ROSEMARY HARTY

### READING LIST:

*Particle Physics: A Very Short Introduction*, by Frank Close

*The New Cosmic Onion: Quarks and the Nature of the Universe*, by Frank Close

*The Ideas of Particle Physics: An Introduction for Scientists*, by G. D. Coughlan, J. E. Dodd, and B. M. Griparis

*Don't Fear the Big Dogs*, by Bill Vancil

*Naked to the Bone: Medical Imaging in the Twentieth Century*, by Bettyann Kevles

Suggestions from Cynthia Keppel

## A WORK IN PROGRESS

BY KEA WILSON (A09)

Most St. John's students spend their last night before freshman year trying to cram that last sweater into an overstuffed suitcase and get those last 20 pages of the *Iliad* read. I spent mine at a \$2 million benefit gala in Miami, where Placido Domingo shook my hand and Vanessa Williams gave me a kiss on the cheek. A week earlier, I had flown to Florida as a finalist in a youth arts

competition to which I had submitted a short story on a whim. Twelve master classes, eighteen hotel lunches and one ridiculous photo-op in a botanical garden later, I found myself at this surreal party with a medal hung around my neck, star-struck and eating hors d'oeuvres with the playwright Sam Shepard. Three hours after that, I boarded my plane to Albuquerque, still unsure of what had happened to me.

From the moment when I landed to the moment I write this now, I've been a little

embarrassed about telling this story. But I've been embarrassed, too, of calling myself a writer at all, and especially so since I first dragged my trunk onto the Santa Fe campus and began to call myself a Johnnie. No 18-year-old with an ounce of perspective would ever presume to say she had gained the experience, insight, or originality necessary to call herself an artist by the time she had finished high school, no matter how many awards she had won, or how much encouragement she had received.

No 18-year-old who's just finished reading about the burial of Hector in the lobby of the Sunport would even dare to think that she was an artist, regardless of where her plane had just arrived from.

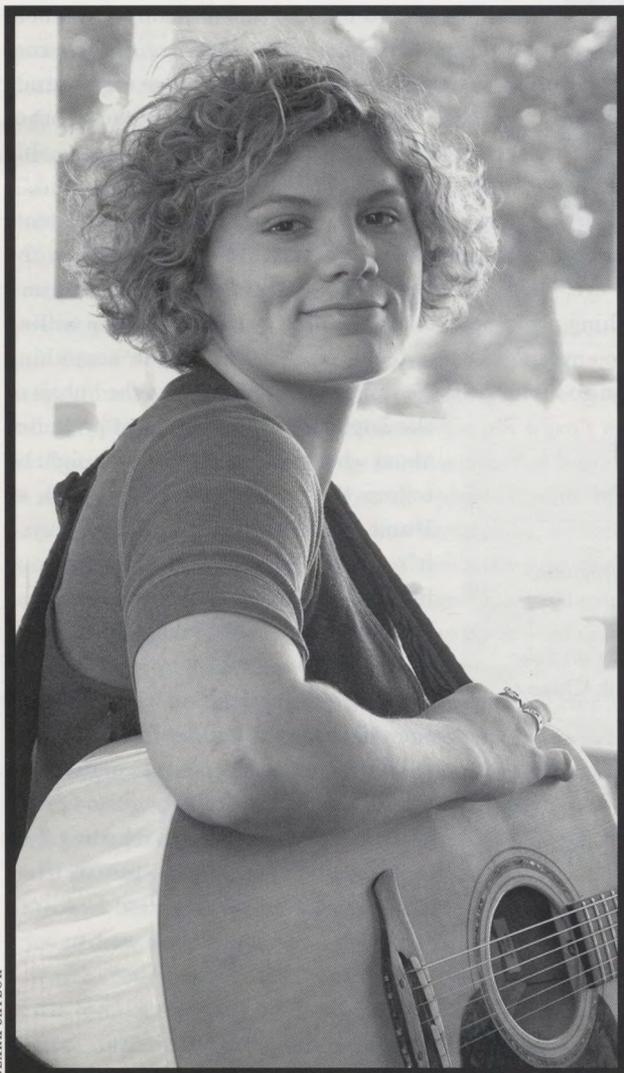
After three years at St. John's, I've often wondered just how many students have had

moments like these. While I've managed to write almost every day since coming to St. John's—despite my embarrassment and often my own best efforts to quit—many of my friends have either banished their guitars to the dark recesses of their dorm room closet, or else been too caught up with Newton to ever take it up in the first place. From my original 28-student January freshman class in Santa Fe, at least six left to pursue some form of a career in the arts. I've been the editor of a literary magazine, a member of a filmmaker's club, and devotee of a dance class that have all lapsed due to a lack of student interest or energy. When I first decided to apply to St. John's, I was especially swayed by a video of then-Santa Fe Dean David Levine (class of 1967), posed in front of the Meem Library: he said that “there should be no realm of human endeavor that we should feel ourselves excluded from” once we have completed the St. John's education. Why, then, is the artistic realm of human endeavor so cut off from many Johnnies—and could we make art, even if we wanted to?

### MAKING TIME FOR ART

Needless to say, I didn't come to St. John's to be a writer—and I'd venture to say that even fewer students come to the college to play the clarinet, or act, or more generally, for any reason other than to read great books and attempt to understand them in a community of intelligent people. After all, I had spent the past four years of my life learning to be a writer at a fine arts high school, where I had saddled myself with a creative writing major at age 14. By the time I graduated, I had taken enough English and creative writing credits to fulfill St. John's entrance requirements six times over, not to mention written a portfolio of my own terrible amateur writing that had a page count roughly equal to that of *War and Peace*.

When I applied to college, there was no doubt in my mind that I knew how to write,



CLARK SAYLOR

LAUREL PRICE (A09) MAKES TIME FOR MUSIC AND DRAMA ALONG WITH HER STUDIES AT ST. JOHN'S.

at least insofar as I'd done it, consistently and with varying degrees of success, every day for years. When I walked into my first seminar, I still hoped to pursue my writing professionally—but like most young artists, I'd listened to the advice of my parents, my guidance counselors, and every successful writer I'd been lucky to meet while at arts school: "Have a back-up plan." "Study something you enjoy." "Don't put all your eggs in one basket." I ran across St. John's and marveled at the Web site, which advertised itself boldly and with QuickTime video testimonials, as a strong foundation for any endeavor I might undertake. I thought I'd found the answer.

I figured out pretty quickly that many of my friends had the same idea when coming to the college. After years of classical piano training, Sam Richards (SF09) had not only learned the nuances of his sonata repertoire, but also the slim odds of success in the music world. "I actually chose St. John's partly because I was so interested in playing music," he says. "Knowing that it would be hard to actually have a career as a professional musician, I figured that it might help me to have a 'strong liberal arts education' as a back-up." Once immersed in the difficult work of the tutorials, however, Richards found that there were simply too many "lab readings, Newton to figure out, Racine to translate, Nietzsche to read. . . . Part of me feels really bad because just about everyone I know ends up telling me that I'm a talented musician, I should keep playing the piano, I'm good enough to be professional, and so on. . . but I just don't feel it anymore."

It's no secret that all too often, the rigorous work of the Program eclipses the often extraordinary time and energy it takes to practice and perfect an art form—or, God forbid, produce any new material yourself. But this argument isn't enough to explain why so many Johnnies manage to find time for week-long rock climbing trips in Arizona and so few manage to find time to write a novel. While Eron Wiles (SF10) doesn't "find St. John's to be discouraging to art in particular" and has even managed to sustain her own interest in the arts through a craft club, time in the pottery studio and small sewing projects, she misses the sustained community she enjoyed as an art major at a previous college. "A big part of going to art school is a class critique of each other's work. I



GARY PIERPOINT

know I was constantly comparing my work with others." At St. John's, students not only lack the time, but simply the common vocabulary necessary to critique one another's composition or use of a certain rhyme scheme.

For some, however, St. John's doesn't only lack a common artistic dialect, but actually demands that we speak about books, the arts, and everything else through the rigidly defined analytical language that we're taught in seminar—and in the process, neglect our artistic impulses entirely. Caitlin Cass (SF09), a rising senior and prodigious visual artist, says that she is "constantly blown away by how apathetic our student body is when it comes to anything that does not involve critiquing [or] discussing the work of others." While many students are discouraged by the lack of artistic community at the college, however, Cass has taken it as a form of encouragement: she says that her "frustration with this is probably the only

FINE ARTS CLASSES—OFFERED FREE TO STUDENTS—OFFER AN OPPORTUNITY FOR STUDENTS INCLUDING SARA FRY (A10) TO EXPLORE THEIR CREATIVE SIDES.

reason I'm even considering a career in the arts. The one truly useful thing I've learned at St. John's is that I could never spend my entire life discussing what other people have created. I need to create things myself."

Like Cass, Simon Tajiri (SF09) came to the college with a passion for art, but quickly found himself saddened by "how much talent people have shelved in order to do the Program." A talented poet, blues guitarist, songwriter, soundtrack composer and general Renaissance man himself, Tajiri quickly found himself feeling stifled by the St. John's "culture which says that there's a certain way of writing, a certain way of speaking, a certain way of reading, thinking. If you want to be part of the conversation, heard by your tutors and your



MAGDALEN WOLFE (AO7) PORTRAYS DESDEMONA IN THE KING WILLIAM PLAYER'S *OTHELLO* PRODUCTION. TUTOR WILL WILLIAMSON PLAYED THE TITLE ROLE.

classmates, it's got to go a certain way. And there's room for individuality in that. But not rebellion."

#### FINDING A VOICE

Like many of the subjects I interviewed, I've neglected my art form for months at a time while I've become embroiled in life at the college. During my sophomore year in Santa Fe, I logged countless hours on the layout computers in the basement of Peterson Student Center, painstakingly adjusting page margins on the school literary magazine rather than writing anything new of my own to submit. I've spent more than a few excruciating seminars biting my tongue rather than commenting on Shakespeare's use of wordplay, if only because I knew that my comment would be met by a round of silence if I spoke. And while I am, absolutely, still dying to understand just how Shakespeare, as a writer, frames a sentence or captures Iago's specific brand of ego in words, I've come to be just as hungry to understand what Shakespeare, as a thinker, has to tell me not just about writing, but about human life.

My freshman language tutor, Cary Stickney (A75) has always stood out in my mind as the first person who showed me what it truly meant to study at St. John's. He was the first tutor to tell me, point-blank, in my don rag, that it was not enough for me to simply love books the way I had loved books in high school—as something I wanted to write and the way I wanted to spend my time—but that I must love books as a testament to the infinity of human perspectives they represent, and the invaluable mirror they provide for myself and the species I'm a part of. He also stands out in my mind as the tutor who could always be seen on the lower Placita on Wednesday afternoon, mandolin in hand, surrounded by students and other tutors making music.

When I asked him whether or not a St. John's student could pursue a career in the arts, Stickney responded that "insofar as the chief thing is to love the beauty and depth of the work that is possible in any given art so as to be inspired to produce that kind of work oneself, I do indeed. Insofar as really getting anywhere with Kant or Newton requires that same appli-

cation of the seat of the pants to the seat of the chair, that same eager, stubborn persistence that a career in the arts requires, yes, there again I think so."

But he was also careful to question whether or not there had "ever been a school that knew how to turn out great artists. It is hard enough to get students to speak their minds and ask their own questions and listen to one another and to the texts. If the creative arts are about finding one's own voice, then I think St. John's may be one of the best places to prepare to practice such arts."

And Stickney's question is, after all, not a purely rhetorical one. While it remains to be seen whether or not any school can guarantee their alumni that specific breed of creativity, inspiration, sensitivity to beauty, personal richness and yes, success that any artist craves and requires, it cannot be ignored that St. John's does produce alumni who go on to successful careers in all manner of art forms. One alumnus that I spoke with, David Kidd (A85), came to St. John's after abandoning his dream of becoming an architect, and ended many years later restoring classical homes as part of his larger practice as painter, muralist and restoration artist with Kidd Studios.

While the road was not a direct one for Kidd (he also spent several years in the Navy and had a successful career as the senior clinical trial researcher for the neurosurgery department at Johns Hopkins University), he says that it was his broad-based education at St. John's that taught him the adaptability not only to draw on the skills he learned from every fork in his career path, but to eventually gather the courage to apply those lessons to his new career as an artist. "I can't tell you how many times I'll be painting a mural and need to use perspective and I've fallen back on what Winfree Smith taught me [in freshman math]," says Kidd. "And

doing clinical trials and helping people with chronic pain symptoms, it doesn't feel like that was a waste of time at all either, not in any way . . . I learned all this stuff about grant writing and business and managing people, and there were all these life skills that came with it that even if I didn't stay in that career—I took to the next thing.”

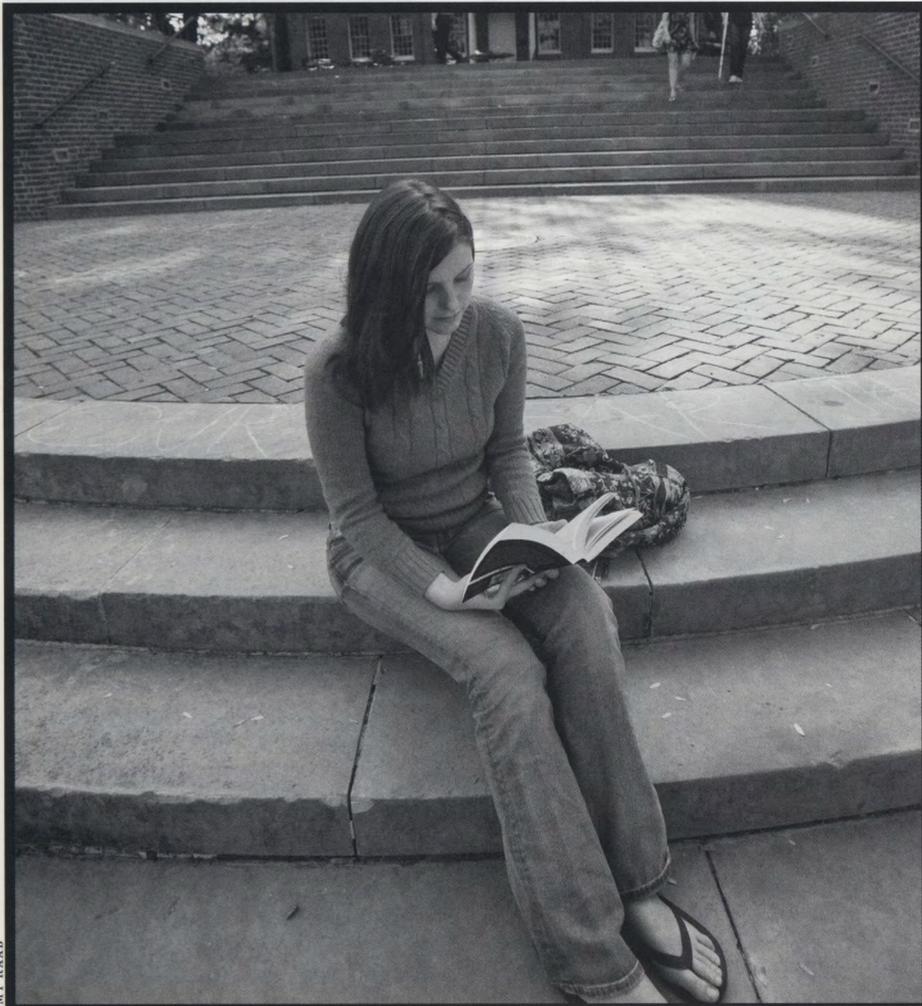
While Kidd makes no pretensions that it was this adaptability alone that led to his success as an artist, he cannot help but credit his education here for providing him with the foundation not only to pursue any field he chose, but also to address those essential human questions that artists, in particular, explore when they assert their perspective on the world through paint,

stone, or pencil. “[Program authors] were able to look at the same thing, the same group of data and come at it from different directions and give it a whole new meaning,” he says. “I swear that’s what art is. There are artistic scientists, and there are pedantic artists on both sides of the divide. I think real art and real creativity crosses all the disciplines like anything else. . . . [The things that Johnnies are taught] are broadly applicable to everything from writing a computer program to saying ‘I’ll put this element on this painting here because that’s where it will look good in the composition. . .’ Everything that goes on around us, as we are able to understand it, is logical. It may be chaotic, and maybe we don’t know what the

process is, but there’s always a process. If you can bring that to your art, I think it only improves it. That ability to synthesize, to take a bunch of disparate things and pull them together into a composition, that’s what an artist does, and the training here just gives you practice.”

As I stumble through Newton, Kant, Maxwell, and the other challenges of junior year—and inevitably, editing whatever stubborn metaphor in whatever short story I’m writing at the moment—I often find it difficult to follow Kidd’s advice. It’s hard sometimes, as I’m trudging through the electro-magnetic equations, to understand how my fiction can even fall under the same umbrella as the vast and brilliant works of the minds we encounter here, and how I’ll ever be able to say something as new, as daring, or as genius as they have already said. I’m only comforted to know that generations of St. John’s students before me have struggled with these ideas and emerged in awe, with an expanded faculty to enjoy and marvel at the world around them, and more courage to express their reverence and perplexity and excitement for those ideas than when they entered. I’m comforted when I hear the words of a current St. John’s student, Simon Tajiri, and to know that they echo my thoughts exactly:

“I’m pretty sure that I’ll spend my life creating, whether it be writing, music, whatever. I don’t know if it’ll be any good at all, or if people will want to hear what I have to say. But I want to be responsible about it. I want to make sure I’m listening to the conversation before I jump in. I want to be honest about what I’m thinking and I want to be disciplined enough to be loyal to my beliefs. . . . I don’t want to create more dogma. I just want to be honest and I want to be able to tell when what I’m saying is real. Maybe St. John’s can help me do that. Here’s hoping, anyway.” ❖



AMY HAAB

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ST. JOHN’S MAY PROVIDE AN IDEAL EDUCATION FOR AN ASPIRING WRITER, SAYS KEA WILSON (A09), BUT EVEN THE MOST DEDICATED ARTISTS FIND DIFFICULTY BALANCING CREATIVITY WITH THE PROGRAM.

## THE END

Salvatore Scibona (SF97)  
Graywolf Press, 2008

BY ROSEMARY HARTY

Salvatore Scibona's first novel begins on the Feast of the Assumption, in the fictional Italian enclave of Elephant Park in Cleveland, with Rocco, the baker:

*He was five feet one inch tall in street shoes, bearlike in his round and jowly face, hulking in his chest and shoulders, nearly just as stout around the middle, but hollow in the hips, and lacking a proper can to sit on (though he was hardly ever known to sit), and wee at the ankles, and girlish at his tiny feet, a man in the shape of a lightbulb.*

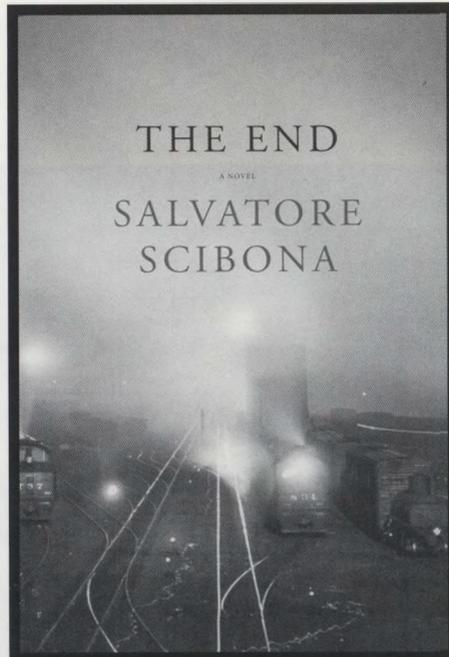
Having devoted himself to work, Rocco can't grasp the latest piece of bad news in his sad life. Confused and heartbroken, he finds himself at Niagara Falls, confronting a deceiver in the guise of an ice cream man and learning the ultimate truth about his life.

The novel ends with the memories of Costanza Marini, a widow who runs an illicit but profitable business in her Elephant Park home. Mrs. Marini harbors a fierce but oppressive love for those she cares about, rich memories from her youth and marriage, and persistent demons:

*Four years into her widowhood, Satan visited her in her garden. She was on her knees, yanking the quack grass out of the spinach. Iridescent flies dappled the carcass of a bass in the furrow. "Egoist," said the tempter. "Despair!" To despair is a sin. But, true enough, she had no hope. She could not remember having hoped. "Die!" said the Devil.*

Rocco, Mrs. Marini, and many other characters, from a menacing jeweler to a restless and intelligent young man named Ciccio, had been living with Scibona for a third of his life as he worked on his novel, *The End*. The characters and the world he created for them became so real that he was bereft at leaving them behind when he completed the novel, published in May. He came to think of them as individuals with their own will, an understanding that ultimately made it easier for him to write. "In the last few years, I went from thinking of myself as being the characters' parent, to being their peer, to finally being their child," Scibona says. "I respected them as elders."

Throughout the novel, Scibona changes the point-of-view and plays with time, sometimes retreating to the past of one character



and at other times abruptly shifting back to another character in the present day, which in the novel is 1953. To write genuine characters and speak genuinely for them means "cultivating a human relationship with someone who's not really there," Scibona explains. Mrs. Marini, for example, can be "severe, judgmental and nasty," Scibona says, but she's also extraordinary, and he grew to love her for her independent spirit and generosity.

A third-generation Italian American, Scibona grew up in the suburbs, but he

COMPLETING *THE END* WAS A 10-YEAR QUEST FOR SALVATORE SCIBONA (SF97), WHO DREW ON HIS EXPERIENCES AT ST. JOHN'S FOR SCENES IN HIS NOVEL.

spent a great deal of time with his grandparents and enjoyed hearing about the old days in their old neighborhoods. Their stories inspired him to create Elephant Park, and he dedicated his novel to them. "I ate up their pasts," Scibona says. "I felt as though the suburb I grew up in was such a culturally vacuous place, and the neighborhoods where they grew up in Cleveland seemed full, vibrant, awake."

After graduating from St. John's, Scibona went to the Iowa Writers' Workshop, where he earned a Master of Fine Arts degree. There he learned to develop a writing habit to complement the reading habit he formed at St. John's. "St. John's was the perfect place for me, and I miss it every day. But at the Writers' Workshop I finally made up my mind that—out of all the many options St. John's allowed me to entertain—I wanted to write novels. I didn't want to do anything else with my time, and I had to make all my other work and financial decisions accordingly."

Scibona won a Fulbright Scholarship to study in Italy (where he worked on his Italian and conducted research for his novel); held fellowships at the prestigious artists' colonies at Yaddo and MacDowell; and taught writing at Iowa, Harvard Summer School, and Boston University. He won the Pushcart Prize for his short story "Prairie" in 2000. It was published in *The Pushcart Book of Short Stories: The Best Stories from a Quarter-Century of the Pushcart Prize*. "The Platform," a short story that later became a chapter in *The End*, was selected for publication in the *Best New American Voices* in 2004. Since 2004, he's been the writing coordinator at the Fine Arts Work Center in Provincetown, Mass., a part-time job that allows him time to write.

His body of work is relatively small, Scibona says, because for 10 years, he devoted himself to the novel, which began to form in his mind while he was a student at St. John's. The first half-dozen drafts went into the trash, Scibona says, as he struggled to find an authentic voice. "I learned how to write by writing this book," he says. "I wrote longhand, then typed what I had onto

a manual typewriter, then marked it up with pencil, and retyped, over and over, trying to get the sentences to sound the way I wanted them. All of the other changes—to plot, to character, to the book’s ideas—came out through revision of the sentences.”

St. John’s was an indispensable experience for Scibona, and he creates a similar experience for his character Ciccio in the form of a rigorous Jesuit school for boys. Ciccio endures oral examinations that are very much patterned on orals at St. John’s, fielding questions that are “straight out of sophomore year.” Scibona includes concepts from Aristotle, Aquinas, and Kierkegaard in Ciccio’s dialogues with his teacher, a dying priest. “The book tries to express its ideas as much as possible in action and in things. But the boys’ school resembles St. John’s because I needed a way to briefly ask certain Johnnie questions in an overt way,” Scibona says.

Scibona’s girlfriend, Emily Shelton, came up with the title *The End*. (He had briefly considered somehow using “being-at-work-staying-itself,” from Annapolis tutor Joe Sachs’s translation of *entelecheia*, but eventually decided it would be “kind of absurdly and laughably overblown.”)

The title he settled on reflects a main premise of his story: that each life is a purpose in itself, each life has an ultimate end. “It’s the *telos* end,” he says. “Hopefully, if our lives have meaning, then they’re culminating, not just stopping. When we die, it’s not like someone just pulled the plug—your end has meaning in the Aristotelian way.” For the stonemason, Enzo, his end is a well-deserved rest. For his son, Ciccio, the end is a departure, a “coming into being of the potential.”

As he wrote about Ciccio, Scibona remembered his own departure and beginning. “I will never forget the first day I got out of my car and walked up the steps in Santa Fe—I thought, ‘now I’m a real person.’ That’s what St. John’s meant to me,” he says. ❖

### EVERYTHING BEAUTIFUL IN THE WORLD

Lisa Levchuck, SFG105, EC06  
Farrar, Straus and Giroux, 2008

BY DEBORAH SPIEGELMAN

A novel’s journey from inspiration to fruition can find a short cut or meander for years, and in the case of Lisa Levchuck (SFG105, EC06), the direct path finally was



STUDYING CLASSIC WORKS OF THE EAST HELPED LISA LEVCHUCK (SFG105, EC06) FINISH HER FIRST NOVEL.

St. John’s, Levchuck had the lion’s share of her novel completed.

*Everything Beautiful in the World* is set in New Jersey, where Levchuck grew up in the early 1980s, a time “closer to what I remember [about high school],” she explains. It is the story of 17-year-old Edna dealing simultaneously with a gravely ill mother and with her own relationship with a teacher. According to advance copy from the publisher, Edna figures that “the only good thing about having a mother with cancer is that people are willing to let [her] get away with pretty much anything. . . . But there’s one thing Edna’s fairly certain even she can’t get away with—her burgeoning romance with Mr. Howland, her fourth period Ceramics teacher.”

While broaching a sensitive subject, the book “is more about the relationship between two people who both suffer in the end,” Levchuck summarizes. “And it is funny, too,” she adds, suggesting that even serious subjects can be examined through the lens of levity. While Levchuck claims that the idea for the story “just came to her,” she also acknowledges having been interested for a long time in issues facing adolescent girls.

As the novel took shape, Levchuck shared sections with a few of her creative writing students at the Williston Northampton School, where she has taught for 10 years. “They made really great comments about making it more realistic to high school.” In the classroom, she shares both the pleasures and the frustrations of writing. Not infrequently a story resists the telling. “Sometimes, you just can’t know at 17 years old [what someone will achieve]. . . . It doesn’t mean that someone can’t tell the story later,” she reasons, keenly aware of her own journey.

Reflecting on her summers in Santa Fe, Levchuck credits the Graduate Institute with not only making her a better teacher, but also changing her approach to pedagogy. “My emphasis as a teacher shifted from talking to listening and responding,” she says, admiring the way her St. John’s tutors would approach ostensibly familiar texts “always with a sense that each discussion might turn up something new.” ❖

revealed in the *Bhagavad-Gita*. Freed from focusing on the result, Levchuck was inspired through the Eastern Classics program to complete *Everything Beautiful in the World*, which will be published this fall by Farrar, Straus, and Giroux.

Fifteen years in the making, Lisa’s debut novel began as a short story in her MFA program at the University of Massachusetts. During her thesis defense, she was told that it could be something longer. Degree in hand, Levchuck decided to settle in Massachusetts and by 1993 was teaching English full time. Meanwhile, the short story stubbornly refused to take on the shape of a novel.

Looking for a break from teaching—Levchuck admits to a penchant for accumulating degrees—she decided to apply to the St. John’s Graduate Institute. After completing the Liberal Arts program, she was drawn to Eastern Classics. “I’d been working on the book on and off . . . and I was blocked up with expectations of what would happen if I ever finished,” Levchuck remembers. “Reading Krishna’s words to Arjuna in the *Bhagavad-Gita* helped me to understand that anticipating outcomes is really deadly to the creative process,” she says. “I wish I could return to that mindset now. It’s proven to be quite elusive.”

Studying Sanskrit also played a supportive role. “Doing Sanskrit taught me focus,” Levchuck recalls. After sitting in the library for hours with her Sanskrit dictionary, writing her own book felt like a pleasant distraction. By the time she left

## THE KID WHO RAN AWAY WITH THE CIRCUS

*Buddy Mondlock (A82)*

BY CATHI DUNN MACRAE

If you listen to legendary folksingers—particularly Peter, Paul & Mary and Art Garfunkel—you may have been caught in the net of a spell-binding song called “The Kid,” a contemporary classic written by Buddy Mondlock (A82).

*I'm the kid who ran away with the circus  
Now I'm watering elephants*

If you were on the Annapolis campus in 1978 or 1979, Mondlock might have been sitting next to you in freshman or sophomore seminar. You couldn't have missed the long-haired, blue-eyed, soft-spoken Mondlock playing guitar on the Quad, but even he couldn't have imagined then the success he would later find as a musician and songwriter.

Alumni who made it back to Annapolis for Homecoming in 2007 were treated to a concert of original music by Mondlock—poetic, punch-packing songs relieved by humor as gentle as his voice. Introducing

his fifth album, *The Edge of the World*—winner of the Indie Acoustic Project's Best Album in 2007 by a male singer-songwriter—Mondlock sang in the Great Hall about skin, mud, and the breakup of a marriage, ending with the affirming “I Count You My Friend.”

Mondlock's music features dramatic lyrics, entrancing melodies, and intricate guitar. “The Cats of the Colosseum” is hypnotic, with Roman cats “older than the ruins.” A sprightly dance down “Magnolia Street” transforms “a funk/Going 'round and 'round with thoughts you already thunk.” Mysterious “New Jersey Sunset” evokes uneasy flashes of “The Sopranos.”

He first recorded his signature song, “The Kid,” in 1987 on his debut album, *On the Line*. David Wilcox gave it further exposure on his 1989 album. After Mondlock recorded it again on his self-titled 1994 album, Peter, Paul & Mary included it on their 1995 *Lifelines* album and then invited Mondlock to sing it with them in their 1996 TV special. It won the 1996

Kerrville Music Award for Song of the Year. Seeing it “headed for the canon of folk-songs,” Richard Shindell, Lucy Kaplansky and Dar Williams chose it for their 1998 *Cry Cry Cry* album. Mondlock recorded it again with Art Garfunkel in 2002.

Mondlock admits that he's “the kid” whose circus is “this life as a folksinger/songwriter/troubadour. It's a romantic notion to be traveling around as a professional musician, but in real life it has its ups and downs.” Is it scary without a net? He laughs. “It wasn't scary when I was younger. It's scarier now! It's been a mostly happy and rewarding life so far. Even though “The Kid” has never been a big radio hit, people in the folk world have run across it, which means a lot to me.”

Growing up in Park Forest, Illinois, Mondlock heard about St. John's College from a neighbor. “The history of Western thought seemed so fascinating,” he says. “Part of my goal in going to college was to figure out what I wanted to do in my life. St. John's seemed like a natural place to start.”

Bonding with fellow Febbies, he was “into everything going on in my freshman year, Aristotle and Homer and all that really chewy stuff.” As a sophomore, he found the Romans and Aquinas “a lot dryer” than the Greeks, so he spent more time with his guitar. He had been playing since he was 10 years old, when he wrote his first song. After listening to Simon & Garfunkel and the Beatles and harmonizing with his sisters on Crosby, Stills, & Nash songs, songwriting seriously snagged him at 16.

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WRITING SONGS AND PERFORMING ARE “INSEPARABLE” FOR BUDDY MONDLOCK (A82), WHO HAS RECORDED ALBUMS WITH LEGENDS INCLUDING ART GARFUNKEL.



KAREN WILL ROGERS

*“My [songwriting] workshops reflect what we were doing [at] St. John’s.”*

BUDDY MONDLOCK (A82)

Back home for the summer of 1979, Mondlock was encouraged by his musician cousin Ray to play open stages at a folk club, the Earl of Old Town in Chicago. Instead of returning to St. John’s, he “jumped into the music with both feet.”

When he was 21, Mondlock opened a New Year’s Eve show for folk icon Steve Goodman. “Steve was a big influence on my style and one of the best performers I’ve ever seen. He had this impish light dancing in his eyes; he could totally captivate an audience. Getting to open for him at such an early stage in my career was a real validation.” Mondlock’s own “No Choice” appears in the CD of songs inspired by Goodman that accompanies the recent biography, *Steve Goodman: Facing the Music* by Clay Eals.

“No Choice” also launched Mondlock’s career. Influential songwriter Guy Clark, who hosted the open stage at the Kerrville Folk Festival in Texas, reports: “This kid in a bathing suit walked up and played ‘No Choice’ to an audience of 30 to 40 people. By the time he got to the second verse, he had 200 people singing along with him. He blew me away!”

“Guy walked straight over to me afterward,” says Mondlock, “and asked for a tape of the song. I gave him the tape and didn’t expect anything more. A couple weeks later, I got this phone message: ‘This is Guy Clark and I like the songs. We’ll see if we can get you into the music business.’ I’m doing back flips in the kitchen!”

Clark’s recommendation “couldn’t have been a better calling card,” says Mondlock. “Guy Clark says listen and people listen.” Among those who heard was Bob Doyle from ASCAP, a performing rights organization. “Bob invited me to stay in his spare room in Nashville, and I thought, wow, I’m off!”

Mondlock won Kerrville’s 1987 New Folk Competition for Emerging Songwriters and released his first album. As a Nashville staff writer, he received “a draw

every month, just enough to live on without having to work at 7-11. It was an advance against royalties I might make.” Collaborating with other songwriters, “you make appointments and get out your notebooks and trade ideas back and forth.” One collaborator was “a fellow from Oklahoma named Garth Brooks. We wrote several songs together.” When Brooks became a country mega-star, he recorded one of those songs, “Every Now and Then,” on his 1992 album, *The Chase*, which sold about eight million copies. Mondlock’s share of royalties totaled “what a good dentist would make over a couple years.”

When Mondlock played at Nashville’s Bluebird Café, Janis Ian turned up in the front row; they ended up writing songs together. “I brought Janis this raw stuff from sitting up in one of the writer’s rooms at EMI, looking out the window writing down images: ‘Just the pattern of sunlight on a building, just a flash in a window I was passing.’”

Wondering where this haunted story was taking place, “we kicked names around: Cincinnati, Schenectady. One of us said Amsterdam.” His images became the first verse of “Amsterdam,” which appears on the Buddy Mondlock album and Ian’s album, *Billie’s Bones*. Ian played “Amsterdam” for her friend Joan Baez, who promptly recorded it herself.

Mondlock’s most intensive collaboration began in 1999 when producer Billy Mann invited him to make an album with Art Garfunkel and Maia Sharp. “The chance to work with Art was pretty exciting,” says Mondlock. “We were both a little intimidated because the songwriting process was new territory for Art.” Mondlock found the germ of their first song, “Perfect Moment,” in a poem in Garfunkel’s book, *Stillwater*. The album, *Everything Waits to Be Noticed*, features Garfunkel, Mondlock, and Sharp performing songs written together and with others. Mondlock’s and Garfunkel’s high tenor voices sing in unison for a double-tracked effect; Sharp’s harmonies weave around them. After the album was released in 2002, the trio toured 25 U.S. cities followed by a month in Europe, including a thrilling appearance at the Royal Albert Hall.

Mondlock drives all over the country—and Europe—performing in folk clubs, house concerts, and festivals. He also presents songwriting workshops. “Writing

a song is like writing a short story or character study. My songwriting workshops reflect what we were doing at St. John’s seminar: asking questions and not taking things for granted; looking deep into the words that are appearing in front of us; thinking things through logically and then emotionally; and looking at art in all the ways that it can impact us.”

In Mondlock’s musical epics, Johnnies will discover an evolutionary song as well as cameos by Newton and Einstein.

How does the writer and the performer interact with the performer? “Before I was writing songs,” he says, “I was playing music and loving it. But then the writing became such an important part of my art. To me, they’re inseparable. To write a song is to want to sing it, too.”

For more on Buddy Mondlock, visit: [www.buddymondlock.com](http://www.buddymondlock.com).

**DISCOGRAPHY:**

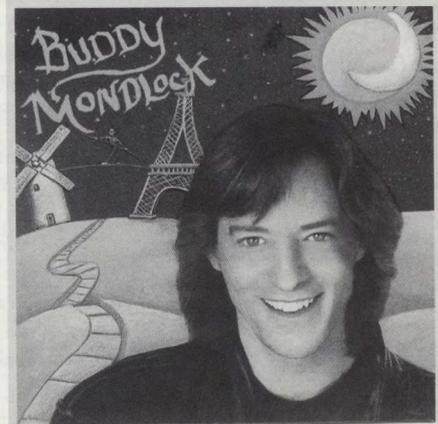
*On the Line*. 1987. (Due back in print.)

*Buddy Mondlock*. Doyle/Lewis Productions, Inc., 1995 and 2007.

*Poetic Justice*. Sparking Gap, 1998 and 2007.

*Everything Waits to Be Noticed*. Manhattan Records, 2002.

*The Edge of the World*. Sparking Gap, 2007.



## 1946

Along with 200 other "last survivors," **PETER WEISS** (class of 1946) went to Vienna in May at the invitation of an organization sponsored by the Austrian government, which has put 40,000 high school and university students in touch with people who survived the camps or had to flee Austria after the Anschluss: "I visited both the high school I attended from 1935 to 1938 and the one to which I was expelled for reasons of 'racial purity.' Got my grades, could have been better. Meeting in Parliament on the theme 'I was never a child.' Gave human rights lecture at the faculty of law. Interesting but unsettling experience."

## 1949

**ALLAN HOFFMAN** continues to be involved with the college: "I'm an honorary member of the Board of Visitors and Governors of the College and an emeritus member of the Alumni Association Board. At BVG meetings, I see **CHUCK NELSON** (class of 1945) and **RAY CAVE** (class of 1948). At N.Y. SJC chapter meetings and seminars, I frequently see **JOHN VAN DOREN** (class of 1947). I still ski and enjoy fishing and swimming. This June Margie and I will spend about four weeks touring Newfoundland by car on our own. We have four grandchildren; they keep us on our toes. We are looking forward to the Class of '49s 60th reunion in the fall of 2009 in Annapolis. If any of you, dear friends, who read this have any ideas on how to make this Homecoming as good as possible, please contact me."

## 1959

**PATIENCE GARRETSON SCHENCK** wants her classmates to start planning now to attend their 50th reunion in 2009. "Let's have a

great turnout and opportunity to see classmates we haven't seen in many years."

## 1965

**BRUCE PRESTON** writes: "A couple of years ago I began to take classes at the National Cathedral, and evidently as a consequence, I was baptized this past Easter. I have just signed up for a four-year program given by the University of the South School of Theology. The program is called Education for Ministry and my motives, while not entirely clear to me, may have something to do with reconsidering questions raised by Kyle Smith (and others) in sophomore seminar: the garden, the serpent and the apple. In any event, this may keep me out of trouble as I begin to wind down my architectural practice and move into semi-retirement. I am also writing when I find the time, and I have a little personal essay coming out in the *Washington Post* in August."

## 1966

**CHRISTOPHER HODGKIN** has two new grandchildren to celebrate. "My identical twin daughters, having married identical twins, have within the past year each given us a wonderful grandson to enjoy. With both daughters living next door to us, we are able to see (and babysit!) the grandchildren every day. I am continuing to slide out of my law practice into full-time retirement. Should be there within a year or two!"

**SYLVIA SHAPIRO** is retired and living in Mexico: "My husband, Paul, and I have a lovely house with a huge yard and swimming pool with solar heat. We could not even afford an apartment in California for the rent we pay. I volunteered at the Animal Shelter for three years, acquiring five dogs. Now I am looking for more intellectual stimulation, playing Scrabble by

## IMMENSE DELIGHT

**S**USAN A. VOWELS (A73) shares her "immense delight at being granted tenure at Washington College, and being promoted to associate professor. I teach Management Information Systems in the Department of Business Management, and I love being part of a wonderful liberal arts community while being able to share what I've learned in the world of industry. It has been a great joy to embark on this second career, and I am looking forward to many, many years of teaching." ❀

e-mail and applying for jobs that might interest me enough to return to California."

moved from an active retirement to an even more active semi-retirement.

## 1967

**KAREN SHAVIN** is a doctoral student in Educational Leadership for Changing Populations at the College of Notre Dame in Maryland. She passed her comprehensive exams and is working on her dissertation. In a moment of insanity, she was looking for another challenge, something completely different from her assessment work in beginning reading at the Maryland State Department of Education, so she joined the firm of Keller Williams Realty in Baltimore. If you are thinking of buying, selling, or investing, contact her. If she can't help you, she can find an agent in your area who can!

## 1968

**W. R. ALBURY** (A) writes: After retiring from full-time employment at the University of New England in Armidale, NSW, Australia, at the end of 2004, I was able to enjoy a few years devoted entirely to research, some consulting work and family responsibilities. At the end of 2007, however, I was appointed Chief University Ombudsman at UNE, giving me a new range of duties to fit in with my previous activities; so I have now

## 1969

**MIKE ANTHONY** (A) writes: "On June 1, my daughter, Elspeth Anthony, will be graduated from Linfield College/Good Samaritan Hospital in Portland, Oregon, with a BS in Nursing. In July, Beth will start work in the ICU at Salem Hospital."

**BYRON WALL** (A) writes: "I recently completed my term as Master of Norman Bethune College at York University in Toronto and am now enjoying the reward of a sabbatical at Cambridge University. When I return in the fall, I will take up a new position as coordinator of the new Science and Technology Studies Program at York. Last year I was also promoted to senior lecturer in the Department of Mathematics and Statistics. This August, my son **ALEX** (A03) will marry Kristin Ali in Toronto."

## 1970

**RABBI YEHOASHUA (JEFF) FRIEDMAN** (A) sends news from Israel: "My wife, Janet, and I just celebrated our sixth wedding out of eight children. We have 15 grandchildren, all living here in Israel. I teach at Yeshivat Ma'ale Efraim in Israel's Jordan Valley. Anyone planning a visit to Israel or otherwise interested in

conversation can contact me by e-mail at friedyo7@netvision.net.il, U.S. phone 216-455-0500 or Israel local phone 02-994-1965. Discussions of the Athens and Jerusalem question are especially welcome."

**LES MARGULIS (A)** writes: "I am semi-retired now, which means I consult rather than have a full-time job working for someone. Just as a reminder, I am in advertising and for the last three years lived in Kiev, Ukraine and Moscow, Russia. I am now back home in Sydney where the weather is a bit better. I have been lucky as far as assignments go. I spent two months in Johannesburg (scariest place I ever lived—everyone lives with violence every day of their lives). Then I worked in Israel for a month. I am going to Dubai for a month and America for several months. So I am keeping busy and trying to stay out of trouble. I hope the rest of the classmates are all good and I assume that most are looking at retirement jobs."

For the last several years, **HUDI PODOLSKY (SF)** has been teaching at San Jose State University in a master's program for teachers who are seeking to become administrators and other types of educational leaders: "I also work with high schools that are engaged in restructuring into smaller learning communities. I volunteer with a non-profit school for children with disabilities, and I tutor in a wonderful middle-school reading program. After a long career in high tech, I'm back where I'm happiest—in education. My beloved husband, Joe Podolsky, died of lung cancer in July 2007."

## 1972

**BARBARA ROGAN (A72)**, graduated from Santa Fe in '73) invites fellow alumni to visit her brand new Web sites and say hello. Her home site, www.barbararogan.com, features her work as a writer, with lots of information on her eight novels and

other books, a recently revised bio (why should politicians be the only ones who get to revise their pasts?), and "in the writers' lounge, lots of useful information for published or aspiring writers, based on my checkered career in publishing as an agent, editor, and writer. I've also created a new site that focuses on my teaching and editing work: www.nextlevelworkshop.com."

## 1973

**MICHAEL AARON (SF)** has been promoted to the role of IBM Director of Banking and Financial Markets, Asia-Pacific. In this role, Michael is responsible for the Banking and Financial Markets Industry vertical and joins the IBM executive team. Michael continues to live in Sydney, Australia, with his wife, Danuta, and his two sons, Daniel and David.

**RICHARD COHEN (SF)** has been a journalist for more than 30 years and is currently the editor of two publications in the healthcare field: *Healthcare Marketing Report* and *Physician Referral & Telephone Triage Times*; and one in higher education: *Admissions Marketing Report*. "I am also the founder and chairman of our nation's principal annual conference for healthcare call center managers. I have used St. John's educational principles to great advantage both in journalism and in conference planning. I live in Decatur, Georgia, am married to a Unitarian-Universalist minister, and have a son, Ben, graduating college this year with majors in film and history."

**JON FERRIER (A)** retired from the Family Court a little over a year ago. "Sadly, I only lasted a couple months as a gentleman of leisure before I flunked my retirement and went back to work, part time, practicing domestic relations law with a firm here. It's been a good move for all, and my long-suffering spouse is particularly pleased with the resumption of my productive life, given that she has a few years to

go before she takes a crack at 'retiring.' I was starting to fear I'd have to push her out the door to continue working, had this new position not come along. It's been an adjustment, the sometimes amusing spectacle of an old dog trying to learn new tricks, but I'm deeply grateful for the opportunity to continue being of use. For those of my fellow alums burdened with the disturbing memory of my first novel, "My Long, Hard Journey to Enlightenment," the encouraging news is that you must wait a bit longer for the sequel! One of these days, I'll get around to it, however, so take appropriate precautions. For now, my only writing will remain the oxymoronic 'legal writing.' Can it be only 35 years since we met Walter Cronkite's mother at graduation? Reminds me of sophomore seminar with St. Augustine on time: when after about five minutes of preliminary silence, the seminar leader (forgotten who) finally remarked, 'Time passes.' The ever-sublime **FRED MATTIS (A73)** replied: 'Does it?' That turned out to be the opening question that evening, and a good one to ask ourselves. From my perspective, the answer is yes! And the only real question is, 'how did it pass so quickly?'"

## 1974

**KAREN COOK (SF)** writes: "I graduated May 10 from the University of Alabama with my PhD in Communication and Information Sciences. My research was a history of the Mississippi Freedom Libraries, established by civil rights activists during the 1960s. Currently I am employed as the government documents librarian at the University of Louisiana at Monroe. My first grandchild, Moushumi Stella Huffman, will be one year old on August 15. (I could go on and on about my six children and daughters-in-law, so I won't start.)"

"How does anyone ever get anything done before retirement?" wonders **MARGARET SANSONO (SFGI)**. "I have been so busy since retiring in June 2004 that I can scarcely believe I ever had time to work." She has been traveling, taking courses, and starting a foundation, the Friends of Central High School, to award scholarships to students who have been out of school for a few years and have discovered the desire and/or necessity for further education/training to realize their dreams. "Central High is an alternative high school (where I taught for 34 of the 38 years of my teaching career) for those students who either do not want or are not allowed to remain in the regular high school program; therefore, many either do not graduate or do not continue their education beyond high school. Many finally find out that they do not want to remain in a dead-end job, but they often have no clue how to obtain assistance to become a barber, welder, chef, nurse, or whatever. This foundation will not only provide scholarship money but also aid in obtaining additional funding. It's been exciting to finally realize a dream that I held for a number of years. We are in the beginning stages of fundraising and will kick into high gear this summer."

## 1975

**MARY and PETER KNIAZ (both A)** continue to live in Hopkinton, right outside of Boston. "Three of our children are at, or have graduated from Thomas More College in Merrimack, N.H.," Peter writes. "Thomas More College has a traditional liberal arts program somewhat similar to the St. John's program." After spending many years as a director of information technology, Peter is now working as a business development manager for a distribution company in New England. "Mary continues to homeschool our younger two children."

## STING OPERATION

*Melanie Kirby (SF97) Raises Gentle Bees*

BY DEBORAH SPIEGELMAN

**B**eing persistent, inquisitive, and open to various perspectives is a lesson from St. John's that applies to many things in life, says Melanie Kirby (SF97). It's especially important in her work breeding productive and hardy queen bees, a vocation she discovered through her work as a Peace Corps volunteer.

Kirby joined the Corps after graduating from St. John's, pursuing her grade-school dream and the path inspired by her mother's own journey in the late 1960s. "I recall her sharing her stories fondly and I thought I would like to serve my country (without carrying a weapon) and immerse myself in a different culture," Kirby says. Her assignment: agricultural sector beekeeping extension volunteer, in Calle Mil, Guaira, Paraguay.

"I was probably one of a few who penciled in [on the Peace Corps application] that they wouldn't mind working with stinging insects," she guesses. After her Peace Corps stint ended, Kirby learned more about commercial beekeeping and breeding through subsequent jobs with companies on the Big Island of Hawaii and in Florida. The "bees found me," she says. "I also found that the experience of keeping bees is profound."

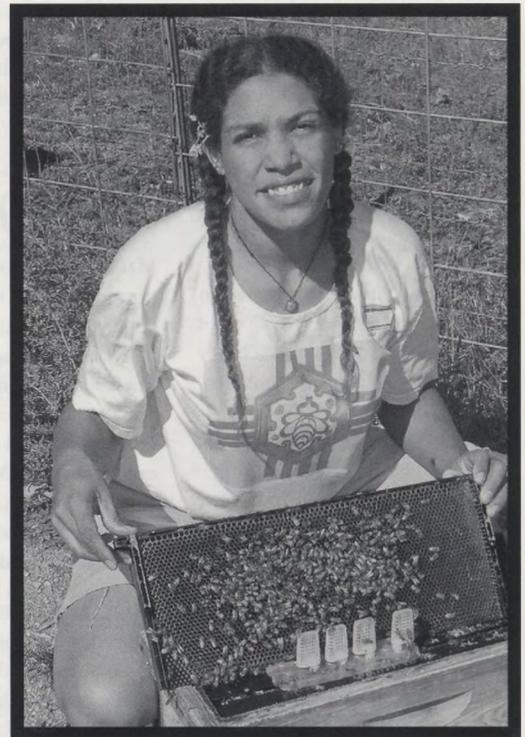
Zia Queenbee Co.—the name honoring her pueblo (Tortugas) and southern New Mexican heritage—is based in Dixon, N.M. Partner Mark Spitzig established sister company Superior Honey Farms on Michigan's Upper Peninsula. They sell their hardy and productive bees (Rocky Mountain Reinas and Great Lakes Sooper Yooper

queen bees) to other beekeepers and are happy to share their expertise. Concentrating less on honey production and more on the propagation of quality genetics, Kirby and Spitzig are involved in a niche within a niche: sustainable queen-bee rearing and beekeeping management techniques.

Sustainability in the beekeeping industry means, among other things, avoiding use of commercial chemical pharmaceuticals, making sure that honeybees are placed in safe (organically certified) zones, and achieving healthy bees through nature's "survival of the fittest" dictum. "Queen bees are the heart of their hives," Kirby says. "Without them, there is no colony."

Assisted by a grant from Western Sustainable Agriculture Research Education for the Southwest Survivor Queen Bee Project, Spitzig and Kirby participate in a rigorous breeding program to produce queen bees that thrive in the diverse, challenging microclimates of the Rocky Mountain regions. Their business caters to clients of all types—from amateur to professional—who have in common "the strange capacity to work with stinging insects" and who benefit from the bees' exceptional pollinating ability, whether the result is a glorious garden or robust crops.

Beekeepers require freshly mated queens on a regular basis. Kirby and her partner share stock with other experienced beekeepers, hoping to perpetuate "a quality genetic pool of honeybees chosen by beekeepers for beekeepers." They also collaborate with local research institutions, community organizations, and others to develop



sustainable, environmentally responsible projects and to inform people about the need to promote habitats for these beneficial pollinators.

Honeybees originated in Europe, and today present as orange, black, eggplant, or a mix of browns, reds, and grays—not, Kirby says, the black-and-yellow cartoon image which more accurately depicts yellow jackets or hornets. Worker bees are all female. And the worst enemies to honeybees, she says, are human beings.

"Honeybees are quite polite creatures," she explains. Kirby prides herself on raising gentle queens, which involves painstaking attention to behavior and other traits. Because keeping aggressive honeybees can be a liability and requires specialized management, gentle bees "who respond to Mother Nature's dynamic interface are in high demand," she says.

For Kirby, beekeeping is a humbling profession. "It keeps me constantly yearning to learn more," she says. "My mind repeatedly succumbs to the addictive Johnny-esque inquiries of 'why and what does that mean?' The mystery is the allure." ❖



TOP: MELANIE KIRBY BREEDS HARDY QUEEN BEES AT A TIME WHEN HONEYBEES ARE ENDANGERED. BOTTOM: HONEYBEES ARE POLITE AND GENTLE, SAYS KIRBY, WHO LEARNED HER PROFESSION AS A PEACE CORPS VOLUNTEER IN PARAGUAY.

**K.C. VICTOR** (A), an executive recruiter for lawyers in Los Angeles ([www.victorls.com](http://www.victorls.com)), is delighted to report that her good friend **ED BRONFIN** (SF78) has been appointed District Court Judge for the Second Judicial District of Colorado (the City and County of Denver), effective July 1, 2008.

## 1976

**RICK LIGHTBURN** (SF) has become a docent for the Chicago Architecture Foundation, giving tours on the "historic" and "modern" skyscrapers in downtown Chicago.

**ADAM WASSERMAN** (A) began working last March on the National Security Council's staff in Iraq.

**DINAH WELLS** (A) has a solo art show running from June 29-July 23 in Stony Creek, Conn. The 33 paintings in the show are all watercolor insects.

## 1979

**MARIE TOLER RANEY** (A) and **JON RANEY** (A74) "are getting close to our first offshore voyage in our intrepid steel sloop, *Phoenix*. Our plan is to hoist the sails June 16 in Washington state and arrive in Hilo, Big Island, Hawaii, in early July. We would spend a month sailing amongst the islands and then return to Washington in August. We are being joined on the outbound voyage by two good friends and able sailors: **CHUCK HURT** (A79), who has quite a bit of offshore experience single-handing his sailboat based in Florida, and Warren Buck, who has done many voyages in the Atlantic tropical waters. More information can be found at our Web site, [www.svphoenix.net](http://www.svphoenix.net)."

## 1980

This year the New York Public Library is commemorating the quadricentennial of the birth of the poet John Milton with a small but artful exhibition. **WILLIAM MOECK** (A) was responsible for putting together a series of free lectures on various Milton-related topics—blindness, heresy, Goethe, and Norman Mailer, to name just a few. More information is available at [www.nypl.org/research/calendar/class/hssl/talks.cfm](http://www.nypl.org/research/calendar/class/hssl/talks.cfm).

## 1981

**BUFFY BOWSER** (A), now the Rev. Elizabeth Affsprung, is serving as pastor of the First Presbyterian Church in Sunbury, Penn., an hour up the Susquehanna River from Harrisburg. Husband Eric is a psychologist in the counseling center at Bloomsburg University. Their boys, Joe and Daniel, are into football and blacksmithing respectively, with acoustic and bass guitar thrown in. She writes: "Class of 81: please mark your calendars for Thanksgiving weekend, come to our hometown of Lewisburg, and join us for a big 50th birthday party!"

**JOSHUA BERLOW** (SF) is now a realtor in Baltimore! "If you want to buy a house in Baltimore, please e-mail [romarkin@gmail.com](mailto:romarkin@gmail.com) or call 443-858-5527. I'm with City Life Realty on The Avenue in Hampden. My real estate Web page is at [www.joshuaberlow.com/real.htm](http://www.joshuaberlow.com/real.htm). I'm also getting back into acting and recently appeared in a Heinz Ketchup commercial. My acting resume, headshot, and some clips (including the Heinz commercial) can be seen online at [www.joshuaberlow.com/actor.htm](http://www.joshuaberlow.com/actor.htm). If there are Johnnies skilled in Web design who can suggest improvements to my Web site, I'd like to hear from them. My daughter Meira is three and a half. Her favorite philosophers include

Dora the Explorer, Spongebob Squarepants, and Hannah Montana."

**MARILYNN SMITH** (SFGI) retired from public school teaching in 2002, but taught English part time at the community college in Palm Desert, Calif., for three more years. "In July 2005, I sold my house in California and moved to Spring, Texas, about a mile from where my daughter and her family live. It's much more interesting and fun to be here to watch three of my grandchildren grow up. They were in kindergarten, 4th grade and 7th grade when I moved here, and it's wonderful to attend their field days, hoedowns, concerts, baseball games, gymnastics practices, etc. I'm still teaching—my grandchildren, tutoring at my church, and two online tutoring sites."

## 1982

**PHILLIP E. BOVENDER** (A) writes: "Despite the divine retribution I deserve for my own student mischief (perhaps as a result of it), I have become a clinical instructor in Adult Health at the University of Maryland School of Nursing in Baltimore. A perpetual student, I am following the education track for an MS in Health Services Leadership and Management. I just concluded 18 years at bedside in the multi-trauma ICU at Shock Trauma in Baltimore and look forward to being a teaching assistant in addition to being a student/instructor this fall. My nephew, born my freshman year, just finished his MBA at Duke."

## 1983

**JOHN** (SF) and **ELIZABETH** (SF84) **BUSH** of Blacksburg, Va., having nothing major to report to fellow Johnnies and friends. Summer gardening and fly fishing are the two biggest things going on, as well as some camping and hiking in the

Blue Ridge Mountains. John is planning an addition to the house on 203 Wharton Street and also is trying to use his grill as often as possible.

Elizabeth is hoping to be able attend the reunion this fall in Santa Fe and also visit with son Salem, who lives in Vail. "Warm wishes and summer light."

**JONATHAN EDELMAN** (A) has reason to celebrate: "I recently passed my PhD Qualification Exam in Mechanical Engineering at Stanford! Now I can go on to research and write my dissertation. My work goes under the title: *The Agency of Representation in Engineering Design*. My wife, Annie, has found work in the Bay area as both a consultant and an actress. Our son Liam is nearly three years old and is a mean pirate! I would love to hear from you guys! You can e-mail me at: [edelman2@stanford.edu](mailto:edelman2@stanford.edu)."

**PETER MCCLARD** (SF) writes: "I'm currently running three businesses: Gluon.com, CaptureWorks.com, and TechnéMedia.com, and raising my darling children: Solian, 8, and Karina, 6, with my lovely Russian wife, Valeriya, in New Jersey. I still love my guitar(s) and I have an art persona which is viewable at [www.tracymac.biz](http://www.tracymac.biz). So thanks, St. John's, for fostering my inner Renaissance man! Now let's hope our nation can rebirth itself to a greener, nicer, smarter, and more hopeful future. Love to all my actual and potential friends! [pm@gluon.com](mailto:pm@gluon.com)."

## 1984

**PETER GREEN** (A) is in New York where he's a real estate editor for Bloomberg News, watching the U.S. housing market crash and burn, living la vida local, and learning Spanish.

**MARK NIEDERMIER** (A) recently completed his second year as head of school at Pacific Northern

Academy in Anchorage, Alaska. After serving 15 years as head of school for Friends School of Minnesota in St. Paul, he decided a change was in order and made the move north. His daughter Sophie just completed third grade at the school, and his son Caleb will enter the school's early kindergarten this fall. His wife Karen is a provider at a pediatric clinic, and together they enjoy the unique mix of urban living and wilderness access of Alaska's largest city.

## 1985

**JUDY HOUCK** (SF) recently earned tenure in the departments of Medical History and Bioethics, History of Science, and Gender and Women's Studies at the University of Wisconsin, Madison. In 2006, Harvard University Press published her book *Hot and Bothered: Women, Medicine, and Menopause in Modern America*.

News from **DEMI** (A) and **ERIC** (SF) **RASMUSSEN**: Eric finished his undergraduate work at Stanford while getting his MD. He was a Navy physician until 2007, retiring with 25 years of service as Chair of the Department of Medicine at Naval Hospital Bremerton. While in the Navy, he focused on refugees, weapons of mass destruction, and humanitarian assistance, carrying out the Strong Angel series of exercises and demonstrations ([www.strongangel.org](http://www.strongangel.org)). He worked in Iraq in 2003, in New Orleans after Katrina, and in Indonesia after the tsunami. Eric is now CEO of InSTEDD ([www.instedd.org](http://www.instedd.org)), a nonprofit sponsored by Google and the Rockefeller Foundation that focuses on global information sharing for urgent public health response. Demi received her MBA in Sustainable Business in 2007 from the Bainbridge Graduate Institute ([www.bgiedu.org](http://www.bgiedu.org)). BGI is a triple-bottom line start-up business school near Seattle, intent on changing business for good. She focuses her writing and editing on

integrating profit with social justice and environmental care. "Our daughters, Melissa and Faith, are now teenagers considering their own right livelihoods," writes Demi. "We're using our property for permaculture, developing resilience in our local communities, and striving to do good well."

## 1986

**RENÉE BERGLAND**, (A), an English professor at Simmons College, published a book this spring: *Maria Mitchell and the Sexing of Science: An Astronomer Among the American Romantics* (Beacon Press) tells the story of a forgotten scientific heroine. "I couldn't have written it without the solid background in history of astronomy that St. John's gave me," she writes.

**MICHAEL SILITCH** (SF) writes: "After five years in Switzerland, we are back in Chamonix, France, where I run my small mountain guiding company. I guide people skiing and climbing around the Alps and have been developing spring and fall rock-climbing trips on Mediterranean Islands like Kalymnos, Sardinia, and Mallorca. My wife (Dartmouth '94) and I have two boys now: Anders, 2, and Birken, 4. They are both dabbling in skiing—the younger one to try to keep up with his brother. Chamonix is a nice small town and a great place for the boys and for my business. I take the tram up into the high mountains in the mornings and am usually home for dinner."

## 1987

From **MICHAEL SMITH** (A): "In May 2007 I graduated summa cum laude from Wesley Theological

Seminary, receiving my Master of Divinity degree with a concentration on Biblical Interpretation. I was appointed to serve the Arkport United Methodist Church in Arkport, N.Y. My wife, Kristen, and I took up residence last summer. We love Arkport, a rural village in the Finger Lakes region of western New York. In September, we added a new member to our family: a dog named Baby. We love to stay in touch with old friends, electronically or in person. I can be reached on the SJC alumni site or on Facebook. My e-mail address is [msmith@code-fu.com](mailto:msmith@code-fu.com). Blessings to all!"

By day, **BRETT SURPRENANT** (SF) teaches algebra to D.C. public school students. At night, he is the father of three energetic boys, and a husband, and is pursuing a master's degree from George Washington University in secondary mathematics.

## 1988

**RACHEL ANKENY** (SF) moved from Sydney to Adelaide, Australia, at the end of 2006, to take up a position in the history department at the University of Adelaide, teaching in a gastronomy (food studies) program and continuing her research in the history/philosophy of biomedicine and bioethics. She was promoted to associate professor of history in 2008 and also gave birth to a gorgeous baby boy, Luca De Grazia Ankeny, in March. She and Luca unfortunately will be in London during the class reunion, but she sends her best and would be pleased to hear from classmates, especially anyone traveling to Australia. Her contact details are available on the University of Adelaide Web page.

**SHIRLEY M. BANKS** (SF) writes: "I recently earned the credential of Certified Sexuality Counselor by the American Association of Sex Educators, Counselors, and Therapists. I was also named to the

## ROWING CHAMP

**M**IKE VAN BEUREN (A75) captured the world indoor title for his age group at the World Indoor Rowing Championships (also known as the CRASH-B Sprints) held at Boston University in February. (CRASH-B stands for "Charles River All Star Has-Beens.") A lifelong rower and former crew team member and assistant crew coach, van Beuren covered 2,000 meters in 6 minutes, 45.1 seconds, on the ergometer. He won the title for the men's 55-59 lightweight division, coming out on top in a field of 11, and listing St. John's College as his affiliation.

A denizen of Hartland, Vt., van Beuren was inspired to give the competition a try as he faced the milestone of his 55th birthday. He began training in May 2007 and put in somewhere between two to three million meters on the erg. He was awarded a golden hammer for his achievement, and he listed St. John's College as his affiliation.

For two months every year, van Beuren returns to Annapolis to work with his old friend, Athletic Director **LEO PICKENS** (A77), on coaching the St. John's crew team. Pickens was mightily impressed with his friend's dedication to the challenge. "In doing it by example, he's helping me give our rowers a workout," Pickens told the *Valley News*, van Beuren's local newspaper.

For those who want to view van Beuren's victory, the video is available on [www.youtube.com](http://www.youtube.com). ❀

executive board of the Emory University President's Commission on LGBT Concerns and will serve as Co-Chair in the 2009-2010 academic year. Other thrills come from maintaining hiking trails for the Benton MacKaye Trail and American Hiking Society. It has been a pleasure to re-connect with a few Johnnies lately via Facebook."

**TED (A) and KATE (IRVINE) DEDDENS (A87)** are living in Owensboro, Ky. They classically homeschool their four children: Maris (15), Abby (10), Ted (7), and Samuel (whom they welcomed into their family on November 11, 2007) and just opened Tedtoy's first retail store, Tedtoy: Miniatures, Books, and Toys. The store is a fusion of Ted's military miniatures ([www.tedtoy.com](http://www.tedtoy.com)) and their small book business, Boarding House Books. This summer they are celebrating 18 years of Tedtoy Miniatures, almost a decade of homeschooling, and their 20th wedding anniversary. They'd love to hear from you, so call (270-689-4060), e-mail ([cmided@aol.com](mailto:cmided@aol.com)) or visit them on the banks of the Ohio River.

**BERNARD H. MASTERS (A)** writes: "I can report that I left my law firm in Dallas after 17 years and decided to take an in-house position as associate general counsel with a company that moved its international headquarters to Salt Lake City, Utah. I have been here for one year and the family loves the change. I live in Cottonwood Heights and the really important news is that I caught a brown trout in the stream 15 minutes from my front door. I would love to hear from my classmates of 1988, particularly if they are going to be in town. I can be reached through the SJC Web site."

## 1989

**BURKE GURNEY (SFGI)** and his wife, Deborah, have two children. He completed his PhD in physiology/biochemistry from the University of New Mexico in 2000, and is currently an associate professor in the Physical Therapy Program in the UNM School of Medicine.

## 1990

**DAVID LONG (A)** writes: "We have had a busy year. After turning around a financially troubled Chicago-based college, I have left my career as a corporate executive to launch Trapped Bee Productions, an independent film company. Back in February, Liz gave birth to our first child, Benjamin. When not filming or changing diapers, I consult for universities and companies seeking to launch new businesses. [dblong@trappedbee.com](mailto:dblong@trappedbee.com)."

**DAVID MARQUEZ (SF)** has returned to Santa Fe after nearly a decade away. "I am currently studying film editing at the New Mexico Filmmakers Intensive. Where life leads at the conclusion of this five-month program is a mystery at this point, but no matter where I end up—New York, Los Angeles, San Francisco, Vancouver, or good old Albuquerque—I'll be happy to be in contact with any of my classmates (most of whom seem to be alive and well on Facebook, by the way)."

**CHRISTOPHER NEWMAN (A)** is moving to Arlington, Va., this summer. "I will be starting my new job as assistant professor of law at George Mason University School of Law. I will be teaching Intellectual Property and Civil Procedure, and am looking forward to being back within day-trip distance of the Annapolis campus."

**JOSHUA KERIEVSKY (SF)** and **TRACY REPERT KERIEVSKY (SF91)** welcomed their third daughter, Eva Katherine, on March 30, 2008, in Berkeley.

**MICHELLE (BAKER) VEST (SF)** is happy to say that she and her family are doing very well: "My husband, Matt, started a video editing company two years ago. Along with working, he is participating in a five-month editing intensive through the NM Film Institute, along with fellow classmate and core-group buddy for three of my four years at St. John's, **DAVID MARQUEZ (SF90)**. Our son, Wil, turns 3 this summer. He keeps us beyond busy. Thankfully, his energy is contagious."

## 1991

**KEMMER ANDERSON (AGI)** published an essay, "Those Tenured Tyrants: How Milton's *Tenure of Kings and Magistrates* Influenced Jefferson's *Declaration of Independence*" in the book, *Milton in France*. Last fall at the Milton Conference in Murfreesboro, Tenn., he presented a paper on "How Jefferson Might Have Read Milton's *Lycidas*." He will present a paper on "Gardening by the Book" at the 9th International Milton Conference in London, celebrating Milton's 400th birthday.

**JONARNO LAWSON (A)** published two books this spring. For *Inside Out: Children's Poets Discuss Their Work* (Walker Books, London), he selected 24 different children's poets from around the English-speaking world and asked them to write about the origins of one of their poems. *A Voweller's Bestiary* (Porcupine's Quill, Erin), is a book of lipograms for children. JonArno and his wife are also expecting their third baby in June.

## 1993

**JANE MCMANUS (A)** writes: "I was just named the New York Jets beat writer at *The Journal News*, meaning I'll be covering the NFL this season, and I am still working as an adjunct professor at the Columbia University Graduate School of Journalism. I have also joined a roller derby league, and my alter ego, Leslie E. Visserate, will be competing all summer long. Johnnies in New York/Westchester can e-mail me at [janesports@hotmail.com](mailto:janesports@hotmail.com) to check it out or join."

**JAMES LANK (A)** is now General Counsel of Tesco Corporation, an international oilfield services company based in Houston, Texas. He and his wife, Theresa, have three children.

**JOHN C. WRIGHT (A)** has a new novel, *Null-A Continuum*, in bookstores now. "This book is a sequel to another author's work: the Golden Age great A.E. van Vogt. His most famous book, now sadly neglected, was *World Of Null-A*, first published in 1943. This book was a seminal attempt to use science fiction as a vehicle for exploring the concepts of the 'Non-Aristotelean' Philosophy (or 'Null-A') of Alfred Korzybski, a pioneer in multi-valued logic systems. This book had a profound effect on my youth and the development of my philosophy. It is the book on which I wrote my entrance exam to get into St. John's. Desiring, as an adult, to write in the background of the most cherished storybook of my childhood, I contacted the literary agent representing the estate of van Vogt. He expressed reluctance: he said no publisher in the field could handle a new van Vogt book, except for one David Hartwell. It was with infinite pleasure that I told him David Hartwell was my editor. With that happy coincidence, the deal was made. It took over five years of negotiations to hammer out the

*continued*

## FROM HUMAN SERVICES TO SOCIAL SOLUTIONS

*Adrian Bordone (AGI96)*

BY ROSEMARY HARTY

**B**altimore native Adrian Bordone (AGI96) was eager to leave his hometown behind when he enrolled in the Graduate Institute in Santa Fe.

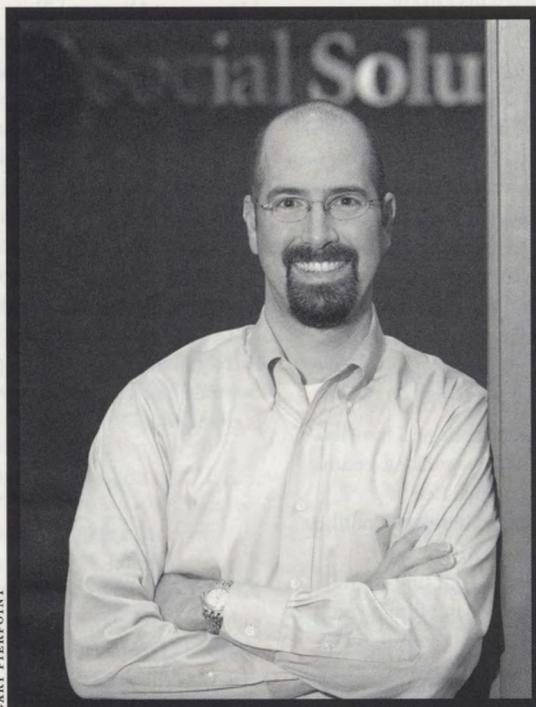
Popular television shows such as *Homicide* and *The Wire* have dramatized the city's problems for a national audience, but Bordone could see for himself how social problems such as drug use and unemployment were hurting the city.

It was a little ironic, then, that the classic texts Bordone read at St. John's ultimately led him back to Baltimore, where he would work for seven years in human services before helping to launch a company devoted to helping nonprofits operate more efficiently.

Bordone attended the Naval Academy for two years before deciding a military career wasn't for him. He studied history at the University of Baltimore, where he discovered a desire to read and learn more. "The first seminar I did at St. John's was on Lucretius, and it was everything I hoped it would be," he says. Books such as Plato's *Republic* and Aristotle's *Nicomachean Ethics* inspired him to think about justice, citizenship and social engagement, he says. "I wanted to be a more active citizen."

He transferred to the GI in Annapolis and finished his last semester while working as a teacher for disadvantaged youth. Later, he joined an organization called the Learning Bank, where he developed and implemented coursework and activities designed to foster personal accountability and other employment-related skills in his students. "It's unfortunate that in Baltimore, individuals and families can be beaten down by the challenges they face," he says. "We were able to show folks a path through which they could move with our assistance to a more sustainable and long-term employment opportunity."

Bordone left the Learning Bank to help start the Maryland Center for Arts and Technology (MCAT), dedicated to improving training and education for Baltimore's underemployed residents. Along the way, he reconnected with Steve Butz, a former



GARY PIERPOINT

*"I spent the first year working in a coat—and loving it."*

ADRIAN BORDONE (AGI96)

colleague from the Learning Bank, who told Bordone about his efforts to develop software to help nonprofit agencies better track their efforts and outcomes.

Bordone had been trying to do the same thing at MCAT, where he became chief operating officer. He supervised six teachers, five case managers, a job developer and fundraisers, and spent much of his time tracking outcomes and crunching numbers for reports and grant applications.

Butz and Bordone started out by adapting off-the-shelf software and from there developed their "Efforts to Outcome" program, a Web-based application that enables organizations to measure the effectiveness of their programs. They released their first version in April 2002 and today have 25,000 users in 5,500 nonprofit and human service agencies. Their clients include the Girl Scouts, United Way, the New York City Department

ADRIAN BORDONE (AGI96) NEVER EXPECTED TO BE A SOFTWARE ENTREPRENEUR, BUT HIS WORK IN HUMAN SERVICES LED HIM TO A NEW CAREER.

of Education, and Casey Family Services.

As vice president, Bordone works with new clients, customizes the software to their needs, conducts training workshops, writes proposals, manages legal affairs including contracts, responds to requests for proposals, hires and manages staff, and does anything else a small business requires.

Starting a new business just when the tech bubble was bursting meant Bordone and his business partner had to work harder to attract funding and prove their business model was viable. They launched Social Solutions in a warehouse that was leaky, windy, had no air-conditioning, and very little heat. "I spent the first year working in a coat—and loving it," he says. "As a small business that was entirely self-funded, we've remained lean, and that's helped us remain close to our client base. We've always been very respectful of the few dollars we have."

Human service agencies typically have small budgets for administration, so the company has to demonstrate that their software will help them serve their clients better. "We're a tech firm by default, but more importantly, we are a firm that has a social venture," he says. "Everyone who works with our clients is a former practitioner of human services, and we understand the work that they do."

Social Solutions now operates in better quarters in an emerging technology center in Baltimore's Canton neighborhood. In 2006, the company was named Maryland Incubator Company of the Year, and in 2007, one of 50 incubator companies nationwide.

The tough part of Bordone's job these days is frequent travel, long hours away from his family (his wife, Catina, and three young children) and building a business with a very lean budget.

"I'd love to say that I spend my spare time re-reading my copies of *Moby-Dick* and the *Brothers Karamazov*," he says. "Right now, I work a lot." ❀

legal details before all parties were satisfied, and, at times, the project seemed dead. I persevered and eventually prevailed. The book was written, sold, and is now published and distributed. Preliminary reviews have been positive. To write in your favorite author's background and decide the fate of your favorite characters from childhood is a privilege few others have been granted.

I also converted from atheism and joined the Roman Catholic Church this year. My new name is John Charles Justin Wright, named after Justin Martyr, patron saint of philosophers."

## 1994

**JEAN HOLMAN (A)** is pleased to announce her engagement to Youngstown, Ohio, native, Clinton Pavelko: "We will marry next summer in Erie, Penn. We live in Washington, D.C., and plan to settle there after the wedding. Clinton never went to St. John's and never heard of it. Otherwise, he is handsome, young, and devoted. Besides a husband, I'll be getting a stepson as well, Chris Pavelko, aged two and half."

**MATHIEU DE SCHUTTER, (SF) MD, MPH,** writes: "**SARA (ROAHEN, SF94)** and I have moved back to New Orleans from our post-Katrina exile. Her book *Gumbo Tales*, about assimilating into the New Orleans culture while working as a restaurant critic, should be released as a paperback by now."

**(ROSS) MOSHEH VINEBERG (SF)** writes: "I have been living in Jerusalem, Israel, for the last eight years. My wife, Tamar, is Israeli, we have a little girl, Naomi, who is 2 years old, and we are expecting another baby this June. I am learning Torah in the mornings in a kollel, while my wife is finishing a medical degree in another two years. I'd love to visit Santa Fe again with my family. Maybe in a few years we'll do it."

## 1995

**GEOFF GIFFIN (AGI)** writes: "Life is good in White Rock, B.C., just a few kilometers from Vancouver (the best city in the world in which to live, according to many surveys). In my second year as a beekeeper here, I am struggling along with all other beekeepers to understand what is happening to this most important of animals. We are not helped this year by having had a very long, cold, wet spring in the Northwest, but there are larger problems. Honeybees are responsible for about 30 percent of all human food and if they disappear, as they are increasingly doing, we will add yet another problem to the global food crisis. On the positive side, bees are endlessly fascinating and amazing stress reducers. I can watch mine for hours, seeing the foragers come home with different varieties of pollen, the guards inspecting everyone who approaches (Homeland Security should be so efficient!) and the signaling between individuals to pass on information about nectar sources, etc.

"When I'm not working with my bees (which is most of the time), I am mentoring engineering/physics students at UBC, getting my 38' Ericson sailboat ready for summer cruising, reupholstering furniture and gardening. I also have a new job: I am the unpaid assistant to my wife, Senga, who after a long career as a teacher and school administrator has taken up a career in real estate. Anyone who wants to move to this most incredibly lovely part of Canada should contact me so that we can give you insight into what living here is really like."

**VERONICA GVENTSADZE (AGI)** writes: "This spring I graduated with a veterinarian degree from the University of Guelph and two weeks ago launched a brand new career. My little Yaris made it all the way across Canada to the mountains north of Vancouver. As I write, I hear a cat in the background

complaining about the service in this hospital. I disagree: I think this hospital is a great place to work, though at times it feels overwhelming. The days go by fast, the learning curve is about as steep as the surrounding mountains, and my propensity for mulling things over is effectively curbed by the need to make prompt decisions. At the end of each day I take a mini-holiday as I walk or bike the mountain trails. The mountains are majestic, the coastal rainforest must not have changed much since prehistoric times, and the real estate prices are obscenely high. (A popular excuse is that the 2010 Winter Olympics will be just up the road in Whistler.) There is even a new university up in the mountains, Quest University. I would love to hear from anyone who remembers me, and to catch up on our lives since St. John's. You can reach me at [vgvents@telus.net](mailto:vgvents@telus.net)."

**CLARA MURRAY (A)** writes: Wesley and I were married in 2003 in a small but beautiful ceremony on the Hudson River. Several Johnnies were in attendance. Ezra Alexander Beato was born in December '04. He's a total joy-intense, inquisitive, and very active. Talks nonstop from the time he wakes up to the time he goes to sleep. (Future Johnnie?) We are enjoying family life in Brooklyn, though occasionally dream of leaving the city in favor of a vegetable garden and preschools that cost less than St. John's. We are both working, Wesley as a business research manager (I'm not sure what he does either, but suspect all these years of 'civilization' help). I continue to work with Early Intervention, doing verbal behavior—a form of applied behavior analysis, with children diagnosed with autism. I'm also enjoying classes at the Art Student's League. Would love to hear from former classmates and friends. You can e-mail us at [clmurray@usa.net](mailto:clmurray@usa.net)."

**HEATHER NORDLOH (AGI)** writes: "**CHRIS (AGI96)** continues to serve as CFO for a Chicago-based non profit. Nick is 3 1/2 and very into Spiderman. Chris and Nick Nordloh spent most of the spring in Hong Kong with Heather's job."

**BETHANY O'CONNELL (SF)** writes: "I find myself teaching and working on the alumnae magazine at Stoneleigh-Burnham School, an all-girls' boarding and day school in Greenfield, Mass. While teaching French, I am often looking out for those young, inquiring minds who I can encourage to apply to St. John's. I can still smell the piñon burning on a clear winter night! I hope to bring my family back for a visit soon."

**KIRA ZIELINSKI (SF)** is taking a break from flying helicopters and has turned her attention to learning the ropes of being a small business owner. "I bought a coffee shop here in Mobile, Ala., in March—the experience has been amazing! Little by little my fiancé, Nathan, and I are turning it into the community crossroad that we've been craving in our life. Not to mention I'm enjoying the stress of syrup and whipped cream 'emergencies' to engine malfunctions over the Gulf of Mexico any day! Our first addition to the coffee shop was, of course, a library. You can catch a glimpse of our shop at [drjava.com](http://drjava.com)."

## 1996

**JENNY BATES GLAUBRECHT (A)** is a second grade elementary school teacher in Palm Beach County. She earned her master's degree in education, has acquired ESOL Endorsement, Gifted Endorsement and a real estate license.

**J. STEPHEN PEARSON (EC)** passed his dissertation defense and will be graduating in August from the University of Georgia with his doctorate in Comparative Literature.

**TERESA TAYLOR (AGI)** and her husband Steve Bromley gave birth to Brock Remington Taylor Bromley on May 1, 2008, at nearly 10 pounds. Teresa has been practicing law as an associate at the British law firm, Clifford Chance US LLP, in international white collar/litigation defense for financial corporate clients. She will be leaving the firm this summer following maternity leave in search of a law position that does not require extensive international travel and extreme hours so she can enjoy being a new mom. Prior to Clifford Chance, Teresa was a federal law clerk in Virginia, and previously spearheaded a non-profit organization focusing on international humanitarian law violations and justice. Steve is also doing well, having started a renovation company in Annapolis. Teresa would love to hear from former classmates. The Bromleys reside at 700 Caleb Lane, Annapolis, Md 21401.

## 1997

**AMY RYCE KNOWLES (A)** writes: "I teach mathematics at Durham Academy, and recently visited India to tour schools there. My husband is wrapping up a PhD at Duke University in Medieval English Literature. I have a 4-year-old son named James. I attribute my appreciation of math to the St. John's curriculum. My encounters with Descartes, Apollonius, Newton, and Ptolemy continue to inform my teaching as well as my perspective. Working with teenagers is inspiring and because of them, there is never a dull day at work."

## 1998

**JANA GILES (A)** is back in the U.S. "After four years of living in the United Kingdom, and wishing I'd taken even more EasyJet and Ryan Air flights to Italy, I've completed

my PhD in English Literature from the University of Cambridge. Living abroad was fantastic. Cambridge is an international and vibrant place filled with beautiful architecture, too many distracting activities (like rowing and May Balls), and fascinating and brilliant people. All the same, it's good to be back in the U.S. to catch up with family and friends and enjoy the New Mexico culture and scenery."

**LEAH FISCH (SF)** writes: "I am working as a reorganizer of businesses and homes here in NYC, Massachusetts and the tri-state area. Beginning in July, I will be offering workshops in the East Village to foster community between those with difficulty with clutter/efficiency, as well as offer easy-to-implement tips to reorganize on their own. If any Johnnies are interested in attending the workshops, please e-mail me at leah@leahfisch.com, or feel free to call me at 917-678-9634."

**WILL GORHAM (A)** writes: "**SIOBHAN BOYER (SF99)** and I said our first "Hey, baby!" to Larkin Rose Kate Gorham on April 23 in our new hometown of St. Petersburg, Fla., after 25 hours of . . . let's call it 'gentle coaxing.' Larkin took in the scene, howled at the heavens, and began the long process of learning to love us for who we are. Other than that little 7-pound 8-ounce bit of everything, not too much is new here in Paradise. Siobhan is bringing home the big slabs of veggie bacon as an environmental biologist. I'm finishing a novel and also working for pay as a researcher at the *St. Petersburg Times* (where classmate **WILL VAN SANT [A98]** also makes news/a living). Our dog Hektor has giardia and our cats Mason and Dixon hate him for it since it means they can't come out to play. Florida and parenthood are great. Both are tiring and exciting at the same time. Full of great ideas and weird, often stinky, results. We'd be happy to get coffee or worse with any Johnnies who come to the Tampa Bay area. We'll drive you past all the fancy mansions for

foreclosure and introduce you to the Most Recklessly Sunburned Homeless Dude Ever. If you're here on a weekend, we'll do even more."

**AMY MARCETTI TOPPER (A)** is working as a consultant doing education research, and has enrolled in Arizona State University's PhD program in Educational Leadership and Policy Studies. "Claire, my daughter, is about to turn 3 and doing all those wonderful and frustrating things toddlers do at this age," she writes. "Love to hear from SJCA friends: amtopper@hotmail.com."

## 1999

Since graduation, **GARY TEMPLE (A)** has been splitting time between China and Easthampton, Mass., working variously as a freelance writer, English teacher, music producer, mental health counselor and clothing designer. "These days I'm narrowing my focus to music production with a bit of newspaper writing and clothing design thrown in. This fall I'll be starting a yearlong intensive Chinese language program in Beijing. Please let me know if you're going to be in town, or if you need some music produced, or an article written, or some clothing designed."

## 2000

**DEBERNIERE TORREY (AGI)** is marrying Nathan Devir on June 27 at Penn. State University. The couple will move to Vermont in July, where Nathan will teach Hebrew at Middlebury College.

**VALERIE G. WHITING (A)** of Washington, D.C., recently returned from Antigua, where she was working to prevent HIV/AIDS through education as a Peace Corps Response Volunteer.

The country of Antigua and Barbuda is located in the Eastern Caribbean in the middle of the

Leeward Islands. Whiting was working with the AIDS Secretariat to provide assistance in behavior change communication efforts. In doing so, she was to assist in the planning, designing, implementation, and evaluation of national HIV/AIDS public education and awareness activities. Whiting helped produce HIV education and awareness activities at national events and developed educational/promotional materials for local target groups.

Whiting previously served as a community organization Peace Corps volunteer in Panama from 2001 to 2003. Among her accomplishments, she led a youth group that took part in national HIV/AIDS programs and also organized and succeeded in an effort to pave the five-kilometer entrance to her site.

Whiting has begun a master's program in international training and education at American University in Washington, D.C.

**LOGAN WINK (SF)** writes: "I finally finished medical school and I am now busy working through my first year as a psychiatry resident at Indiana University School of Medicine. I married Chuck Pate last June, and we are living and working in Indianapolis, Ind. No babies yet—I spend way too many nights at the hospital for that. Chuck finished his MFA in ceramics in December and is working on establishing his career (currently he is teaching kids to throw pots at the local community art center). Please look us up if your path leads you through the heartland!"

## 2001

**RIANA KETTLE (SF)** is back in Colorado and getting married this summer. She also recently finished a master's degree in secondary education in mathematics and has been teaching math for the past

several years. "I'm still singing opera. Hope everyone is doing well!"

**ERIC MADDOX** (SF) writes: "I just returned to the States in March after five months spent conducting research for my MA in Conflict Resolution. While based out of Ramallah and Dheisheh Refugee Camp in Bethlehem, I traveled around Israel and the West Bank filming interviews with elder Israelis and Palestinians who experienced the 1948 war that created the modern State of Israel and the first Palestinian refugee crisis, also known as Al Nakba or 'The Catastrophe.' The film footage will be used to produce a short documentary film project for Defense for Children International-Palestine. Concurrently working on my master's thesis, which focuses on the role that these events have played in shaping the individual and collective identities of the Jews and Arabs who experienced the events of 1948. Hoping to do future conflict-documentary work (where I actually get paid) in the near future. Looking for opportunities in Africa, Southeast Asia, or the Middle East."

2002

**JESSICA GODDEN** (SF) and **PETER SPEER** (A) were married on Feb. 29, 2008.

**JUSTIN** (A) and **DILLON** (A05) **NAYLOR** will be serving as dorm parents at Wyoming Seminary Preparatory School next year, where Justin teaches Latin and math. "We continue to grow vegetables, teach cooking classes, and cater private events at our farmhouse in northeastern Pennsylvania. Our son, Peter, will be a year old in July! We have a guest room and welcome visitors to the farm."

**SEAN NELSON** (AGI) is currently living in Cairo, Egypt, and studying Arabic.

A JOHNNIE HAVEN

**L**OUISA GRIFFIN PARKINSON (SF93) is married and has two children, Mariana (4), and James (6). They are "living luckily on the Eastern Shore of Maryland in Easton, which strangely enough seems to be a Johnnie haven. Johnnies pop up everywhere: one instructs my children and me in tennis at the Y, another teaches knitting at the local holistic arts center, while others still make local news by impeding airport growth via kick-ass estate planning. And without fail, I meet people at dinner parties and fundraisers who 'wished they'd gone to St. John's' but nonetheless satisfy their thirst for knowledge by attending some seminars ingeniously offered through the college. Their enthusiasm really can make you feel like a rock star! Anyway, greetings to all my fellow Johnnies in Santa Fe and Annapolis." ❀

**DAVE PROSPER** (SF) writes: "As of now I'm still living in Oakland, Calif., and working in IT at Bio-Rad Laboratories. I'm currently pulling double-duty and trying not to burn out doing both as a support systems administrator and PC support for my company's Hercules, Calif., location. I'm also gradually turning my apartment into a bizarre version of that garden ship from *Silent Running* (much to my roommate's chagrin) with plants, especially succulents, everywhere I can place them. I'm also still fiddling with Web comics, Web pages, and dashing out strange stories when I get the chance. So I guess I am still figuring out what I am supposed to be doing, but I'm doing well regardless!"

**JOHN RANKIN** (SF) writes: "This fall I will leave my position as a spokesman at the U.S. Treasury Department to enroll in the MBA program at the University of California Los Angeles. This means the end to nearly five years in Washington, D.C., at various communications jobs in the Senate, on political campaigns, and in the Bush administration. After business school, I will probably shift my focus to the private sector. Johnnies in the Los Angeles area (or SF for that matter) should drop me a note at johnrankin@gmail.com."

**MARK STRATIL** (SF) is living and teaching high school physics in Brooklyn. He and his band, Judge Roy Bean ([www.myspace.com/judgeroybeanband](http://www.myspace.com/judgeroybeanband)), are celebrating the release of their first album, *Shovelhead*, available on iTunes. "If any of you are going to be in New York this summer, come out and see a show!" he writes.

2003

**AARON MACLEAN** (A) was commissioned as a Second Lieutenant in the U.S. Marine Corps on November 30, 2007. "I've just learned that I've been selected to attend the Infantry Officer's Course at Quantico, Va., this summer, which will put me out in the fleet as an infantry officer by this fall. Anyone who wants to is more than welcome to contact me at [aaron.maclean@gmail.com](mailto:aaron.maclean@gmail.com)."

**JEFFREY ZWILLENBERG** (AGI) was married last August to Jennifer Goulston: "We now live in our new house in Baltimore, Md. Most recently, I accepted a new job in development for a nonprofit organization (New Leaders for New Schools) in Baltimore. On another note, while snowboarding at Stowe in Vermont with **COREY HAYDEN** (AG106), we encountered another Johnnie, owing to my St. John's license plate. We are everywhere!"

2004

**TATIANA HAMBOYAN HARRISON** (A) has been busy doing a lot of writing (trying to get a picture book published!) and reading (mostly books about writing): "I'm also having surgery on June 30 to get my left wrist replaced. I've been doing quite a bit of belly dancing and have been very involved in my Quaker meeting. Anyone who wants to contact me can do so by e-mail, or by visiting my Web site at [www.thefunnel.org](http://www.thefunnel.org)."

**CONOR J. HEATON** (AGI), in his first year of lawyering, is a litigator in a small civil litigation firm in Chicago. "I graduated from Loyola University Chicago School of Law and had the pleasure of studying under **JUDGE THOMAS MORE DONNELLY** (SF81). My wife, Ashley, is four months pregnant and we just bought our first condo in the Lakeview neighborhood of Chicago. I was delighted to hear that we defeated the Academy in this year's non-sanctioned croquet battle."

**KIMBERLY (BRYAN) GAUDINSKI** (A) and **MARTIN GAUDINSKI** (A) were married on December 29, 2007, at the Shrine of the Sacred Heart in Baltimore, Md. "Now local to D.C., we went on a phenomenological honeymoon to a plane of existing in the District that we will rarely inhabit until many years hence," writes Martin. "We dined at some of the finest restaurants the city has to offer. While celebrating our marriage at Citronelle, Kimberly met the *eidos* of black beans. Martin finally understood Plotinus after his first sample of the chateaubriand. Now firmly back in our normal lives, Kimberly is teaching kindergarten at Potomac Crescent Waldorf School in Arlington, while Martin is in his first year of professional training at Georgetown University School of Medicine."

**KRISTI MEADOR** (A) writes: "I've been sojourning these past two years in the former Soviet bloc

## HAPPY IN ALASKA

**M**ELISSA (FECHT) HOUGLAND (SFG106) moved to Fairbanks, Alaska, in 2007 with her husband, Jarrett, to take the associate director position with the Fairbanks Arts Association. "Seven months later, on November 15, 2007, we were blessed with a beautiful baby boy, Blaise Anthony Houglan. We are all happy here in Alaska, loving both the 24-hour summer sun and the -40 degree winters!" ❀



country of Belarus. I've also been blessed with visits to the Ukraine, Lithuania, Russia, Denmark, Hungary, Egypt, and South Korea. My time has been focused on studying Russian, helping university students wrestle with important questions in their search for God and truth, and loving orphans and foster children. I've been reading a wide range of Russian literature and after four years have found myself immersed in *The Brothers K* once again. My next destination is Kentucky, where I will be eagerly awaiting the arrival of my future niece from Ethiopia! I'd be glad to hear from Johnnies. I can be reached at kristimeador@gmail.com."

## 2005

**SAMANTHA BUKER** (A) writes from Baltimore, Md: "I've recently taken the mantle of associate editor and managing editor of five financial publications for a fabulous outfit called Agora Financial. In my spare hours, I'm writing a new novel—delightfully absent of murderers, devils, and afterlife sequences. Think the morally immoral French novels of Balzac and Zola meeting the vivid lyricism of Gatsby in the form of a hard-boiled hero of contemporary Wall Street. Yes, as with Zola, there's a courtesan. But unlike Nana, she's

no fool. Nor are the father whose mistress she is or his son (who is in love with her). At bottom, it's a critique of the modern American financial system. And, unlike most who post to these pages... I'll not tell you of nuptials or newborns. I subscribe to Gustave Flaubert's style of living: Stay out of the thick of Paris, and when your lover barges into your study uninvited: throw him out! But true, close friends should plan to visit often: sam.buker@gmail.com."

**HEATHER COOK** (SF) earned her private pilot license in September 2007, and is enjoying flying around northern New Mexico in her Cessna 182. She also wrote and published her first book, the *Aviation Scholarship Directory 2008*, in October 2007, which is helping flight students, pilots, and other aviation professionals to find and win aviation scholarships. Heather is still living in Santa Fe.

**PAUL AND ANITA FAIRBANKS** (SF) are delighted to announce the birth of their daughter, Charlotte Eden, on May 20, 2008: "She has brought us so much happiness," Anita writes. "We are living in Columbus, Ohio, where Paul is studying business in preparation for dental school. I am simply enjoying motherhood; my current ambitions are to sing lullabies and read great books aloud."

**GWEN GURLEY** (A) writes: "I thought I would send an update letting the school know that I am receiving my master's degree in Italian Studies with a focus on translation and linguistics from Middlebury College this August. I have been in Florence, Italy, for the past year working on my degree and will be home in July. From there I'm moving out to the West Coast, hopefully to Portland, Ore."

**DWIGHT KNOLL** (A) has become a partner at Music Works Publications (musicworkspublications.com). "Also the podcast I am working on at FAQautism.com is really starting to take off," he writes. "Finally, I'm going to Delft, Holland, this July to participate in a servant evangelism event."

**MIRANDA (FOSTER) MERKLEIN** (SFGI) is a PhD candidate in English / Creative Writing at the University of Southern Mississippi. Her poetry and fiction have appeared in many literary journals and magazines, including *The Columbia Review*, *South Carolina Review*, *Permafrost*, and others. She is currently completing her first book of poetry.

**JOSHUA SUICH** (A) was a youth pastor in Florida for a year, then spent a little over a year teaching English in the public school system of Daigo, Ibaraki, Japan. "Daigo is the city, Ibaraki is the prefecture, which is a few hours north of Tokyo. I climbed Mt. Fuji and saw the sites and had a great time. I kept a travel blog of it: www.jsuich.blogspot.com. Right now I am back in my home town of Augusta, Ga., working as the head swim coach of the Augusta Country Club and will be going to Gordon-Conwell Theological Seminary in Charlotte, N.C., in the fall."

## 2006

**ERIN CALLAHAN** (A) and **MARK INGHAM** (A05) married on April 27, 2008. This August the Inghams move to Santa Fe to do the Eastern Classics program. Erin writes:

"I am a certified yoga instructor registered with Yoga Alliance and have my own yoga business, Yoga Edge, teaching privately at studios and at universities. My Web site is www.yoga-edge.com."

**JONATHAN COPPADGE** (A) is finishing up his year as a St. John's admissions counselor. He will be returning to Phillips Academy Andover this summer to teach philosophy and French before coming back to Annapolis in August and beginning at Indian Creek Upper School in Crownsville, where he will teach English. He is happily settled into life as an Eastporter, and reminds his classmates that they always have an open door and furnished table when they come back to town.

"I am currently an AmeriCorps member building houses for Habitat for Humanity in Raleigh, N.C.," writes **DEBORAH MANGUM** (A). "Anyone interested in traveling, experimenting with different fields, gathering different experiences after/during/before college should look them up at americorps.org." ❀

### WHAT'S UP?

*The College* wants to hear from you. Call us, write us, e-mail us. Let your classmates know what you're doing. The next issue will be published in October; deadline for the alumni notes section is September 10.

IN ANNAPOLIS:  
*The College Magazine*  
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rosemary.harty@sjca.edu

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*The College Magazine*  
St. John's College  
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alumni@sjcsf.edu

# CHRIS COLBY

*Print Shop Manager, Annapolis*

Chris Colby, a 30-year member of the St. John's College community, died of cancer on Thursday, March 27, 2008, at the age of 58. He joined the college in 1977 as assistant manager of the Print Shop and was promoted to manager in 1979. Earlier this year, he guided the purchase and installation of a new press that greatly expands the college's printing capabilities. He was known by those who worked with him as a gentle and kind man, a hard-working and helpful colleague, and a talented artist and craftsman. He enjoyed—among many things—weaving, cooking for friends, writing short fiction, and sharing stories of his adventures in life.

At a memorial service held at the college in April, friends, co-workers and students remembered Colby's gifts to the community. John Christensen, the college's director of admissions, said Colby missed vacations and weekends to finish Print Shop projects on deadline, but also "gave of himself" in many ways outside of work.

"For some, he built bookshelves in our apartments or houses; for others he repaired harpsichords and other musical instruments; for still others he built kitchen cabinets and helped construct decks," Christensen said. "He loved these projects for the lasting friendships that often resulted, but also because he simply enjoyed putting his skills to use for others in the community. . . .

"I think he was at his happiest in these activities, but he was also happy in another role—that of mentor and surrogate father for any number of students, some of whom worked for him and some of whom he met in the writing workshops he attended or through working with them on the *Gadfly* and *Energia*."

Howard Morsberger worked alongside Colby since 1981. "He was so much more than just a 'boss,'" he said. "He was above all a mentor, a friend, and a companion. Chris was a passionate, but calm and soft-spoken man who gave me room to make mistakes and grow from them."

Jack Brown (A08) described his initial dismay at being assigned to work at the Print Shop; as he grew to know Colby he realized how fortunate he was. "I had requested a job at the library, or IT, and did not relish spending a year standing in the dark making photocopies while a vaguely sinister-looking man looked on from the shadows," Brown said. "As you can probably guess, that attitude changed; the Print Shop quickly became my home away from dorm-room, and Chris my St. John's mentor. It was in the Print Shop that I learned unofficially about the college. I heard the latest news, absorbed the 30 years of lore Chris had stored up in him and loved sharing. . . . When I look back on four years here, Chris will be one of a few people who really stand out. He was one of the people I was most looking

forward to keeping informed about what I was doing with my life, and visiting when I came back."

Colby became his unofficial mentor and career adviser, Brown added. "I will go better places for having known him, my experience at this school was enriched for having known him, and I cannot express my profound sadness for the knowledge that when I leave here. . . . I will be leaving behind a school, a Print Shop, and a community that is a lesser place for having lost Chris Colby."

Colby's wife, Mary—who worked for 15 years in the college's Admissions office—preceded him in death. They are survived by their daughter, Yve. Associate Admissions Director Roberta Gable (A77) described how St. John's was like another home for Colby. "He loved the college, and he loved the Print Shop, and he loved us," she said. "And I would say that the Print Shop was the great love of his life if it weren't utterly eclipsed by the great and steadfast and abiding love he had for Mary and Yve, a love which was, I think, the defining purpose of his life." ❀

### ALSO NOTED

**LAURIE FINK COLBERG**, class of 1966, June 21, 2007

**ISAIAS GRANDES DEL MAZO**, class of 1955, February 22, 2008

**COMMANDER WILLIAM W. GRANT**, class of 1941, January 4, 2008

**MARIGENE BOYD HEDGES**, class of 1958, November 19, 2007

**LAWRENCE MYERS**, class of 1951, February 2, 2008

**ANJALI PAI** (SFG108), March 30, 2008

**RICHARD H. PEMBROKE, Jr.**, class of 1932, January 4, 2008

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IN HIS 30 YEARS AT ST. JOHN'S, CHRIS COLBY MENTORED STUDENTS, SHARED HIS STORIES AND TALENTS, AND EARNED THE FRIENDSHIP AND ADMIRATION OF THE GREATER COLLEGE COMMUNITY.

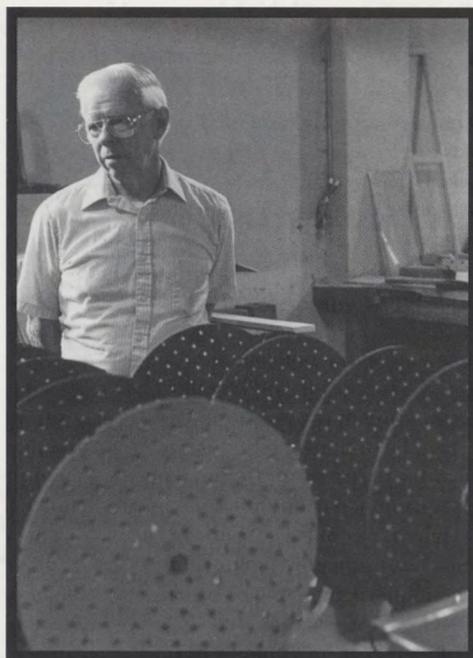


**AL TOFT**

BY MARK DALY, DIRECTOR OF  
LABORATORY

Albert Ritchie Toft, who was a lab technician at St. John's College in Annapolis from 1960 to 2005, died of complications from Parkinson's disease April 20 in Annapolis. He was born August 1, 1933, in Pasadena, Maryland, attended George Washington University, and was a scientist at Goddard Space and Flight Center in Greenbelt for 35 years.

I heard about Al when I was hired as director of Laboratories at St. John's in July 1985. He worked as a machinist along with a carpenter named John Cooke in the laboratory's physics workshop. The physics workshop was, and still is, located in the basement of Mellon Hall. As Director of Laboratories, one of my responsibilities was supervising the workshop. I would collect broken equipment, equipment that needed to be modified to suit the college's needs, and pencil drawings of ideas from me, students and tutors, and place them on a workbench in the empty physics laboratory during the day. Al worked evenings and weekends, so I communicated with him through notes and pencil drawings. The next day I would return to find my equipment repaired or modified, and my pencil drawing coming to life with a note, "Is this what you wanted?" Most of the time, Al would take our ideas and improve on them. I would push his creative talents further with a revised drawing, place it on the empty workbench, and the next day the new creation would take shape. I could dream, scribble down an idea, and put it on that empty workbench, and he, with his gifts of knowledge and creativity, would make it happen.



When I finally got to meet Al, he lived up to the picture I had painted of him in my mind. I walked into the dusty old basement workshop to be greeted by a cheerful, "Hello, young man." Here was the man who could make those drawings come to life. He looked like a scientist: clean cut, dark-rimmed glasses, and a lab coat. He was friendly and had an intelligence that commanded respect.

Some time later, I visited Al at the Goddard Space and Flight Center, and he gave me a tour of the facilities. I came to realize the prize St. John's was keeping in that dusty physics workshop. Al was hired at Goddard as an entry-level technician and worked his way up. He was now a leading scientist in the optics laboratory. His major contributions to the space program were inventing a new coating for the mirrors in space and inventing a way to coat them uniformly. He was a distinguished scientist with published works and his accomplishments were noted in the Smithsonian Air and Space Museum.

HE WORKED QUIETLY AT NIGHT IN A BASEMENT WORKSHOP IN MELLON HALL, AND LABORATORY IN ANNAPOLIS RELIED ON AL TOFT.

Al was a problem solver who loved a challenge. His positive outlook and problem solving abilities permeated his entire being. As his Parkinson's disease advanced, he remained upbeat and always talked about the future. I remember once he pointed to a dollar bill on the

bench, and told me, "I couldn't reach to pick up that dollar and put it in my pocket. I took my pill, sat down for five minutes, and now I can do it." He was fascinated by his affliction; he looked at it as a scientist.

Al was a caring and compassionate man. When his good friend John Cooke was approaching 90, he was still working in the workshop. His vision was going, and his work suffered. Al wouldn't hurt his friend and tell him to retire, so he came up with a way to do it gently. I learned from Al's example, and when Al's Parkinson's began affecting his work, I offered him the same respect and compassion.

Today as I walk through the laboratory classrooms in Mellon Hall, I see Al's legacy around me. The equipment that was repaired, modified, or created by his hands speaks to me. Some speak to me of the brilliant scientist, the problem solver. Others remind me of his compassionate, friendly nature. They just say, "hello, young man."

**ROZANNE KRAMER (SFG168)**

Rozanne Edwards Kramer, a St. John's Santa Fe Graduate Institute alumnus and former manager of the St. John's Annapolis bookstore, died March 21, 2008. Ms. Kramer was born in Leavenworth, Kansas, and as a child of an army colonel, she traveled extensively throughout her childhood. She earned a bachelor's degree at Oberlin College and worked on *The Evening Star* in Washington, D.C., and *The Evening Capital* in Annapolis.

She joined the St. John's staff as manager of the Annapolis bookstore. When St. John's opened its Santa Fe campus, she moved West with her then-husband, Clarence Kramer. After earning her graduate degree at St. John's, Ms. Kramer earned a second master's degree in Special Education and enjoyed a 15-year career as a teacher and drill team coach. She is survived by three children, five grandchildren, and three great-grandchildren.

**JOHN DROEGE (A85)**

John Patrick Droege, of Plymouth, Mass., died on January 28, 2008. He was 46 and was employed as a technical salesman.

After graduating from St. John's, Droege earned a master's in American History from the University of Notre Dame. An avid outdoorsman, Droege was a member of the Manomet Center for Conservation Science.

His parents, John and Aileen Droege, would love to hear from classmates and tutors who knew John; contact them at: [JDroeger@comcast.net](mailto:JDroeger@comcast.net).

## THE FACE OF AMERICA

BY CHRISTOPHER ALLISON (SF97)

**D**uring my years at St. John's, I never suspected that Thucydides, Plutarch, and Machiavelli were secretly preparing me for a career in diplomacy, but in hindsight it seems so obvious.

I am a Foreign Service Officer (FSO) of the U.S. Department of State. FSOs compose the U.S. government's diplomatic corps, staffing embassies and consulates in more than 250 cities around the world. As such, we represent the United States to the governments of other countries and look out for the welfare of American citizens abroad. As my employer frequently reminds me, I am the face of America overseas. I know this may seem strange to some of my classmates who haven't seen me in a few years, but it couldn't be a more natural fit.

After joining the State Department in the spring of 2004, I was first dispatched to interview visa applicants at the U.S. Consulate in Chennai, India. One of the core functions of American consulates is reviewing visa applications of foreign nationals who wish to travel to the United States. Though I joined the State Department as an Economic Officer, adjudicating visas is a sort of rite of passage for FSOs. Every newly hired officer is required to do at least one year of consular work upon joining the department, and this usually means working the visa line in a place like Chennai.

During my two years in India, I stood at a window much like one might encounter at the Department of Motor Vehicles and listened patiently as people explained why they needed to travel to the states. In order to approve most types of visa, an officer must be convinced that the applicant plans to depart from the states after a short period of time, regardless of why they wish to visit. Of course, there is also a responsibility to try to keep out criminals, terrorists, human traffickers, drug lords, and other undesirables. My job

was to discern those who planned to follow the rules from those who did not in the space of a two- to three-minute interview. In places like India, where wages are lower and poverty more widespread than in the U.S., this is no simple task. I typically did 75-100 interviews every day. It was interesting work, though often draining.

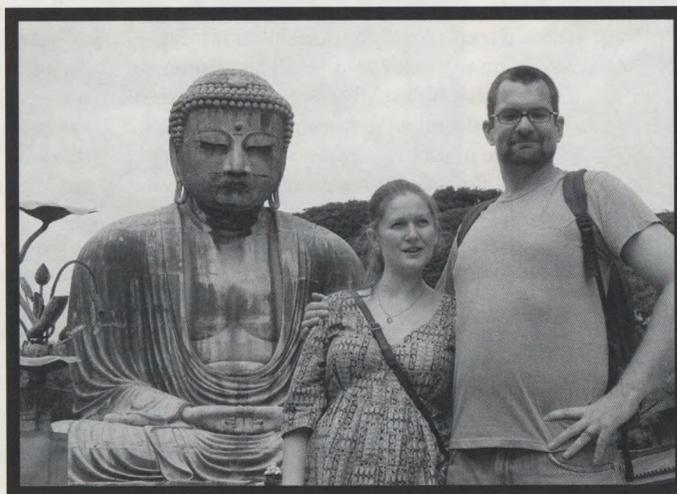
At the conclusion of my assignment to India, I transferred to Japan to work at Embassy Tokyo. Japan and India could not be more different, and the abruptness of this transition left me reeling. Where India is colorful, noisy, and a trifle chaotic, some people find Japan to be grey, rigid, and subdued. Despite its recent economic progress, India is still very much a developing country, where the morning commute is regularly impeded by ox carts or free-range cows blocking major thoroughfares. Japan, by contrast, is one of the most highly developed economies and most orderly societies in the world. While I am normally the type of person to enjoy the sensory stimulation of the developing world, after two years of it, Tokyo's more muted tones were a welcome change of pace.

The work could not be more different as well. I currently work on the staff of U.S. Ambassador to Japan J. Thomas Schieffer, helping to keep him informed about a wide array of issues requiring his attention. (Incidentally, Ambassador Schieffer has a St. John's connection: his son Paul gradu-

ated from the Annapolis campus in 2007.) In some ways, I am little more than a standard-issue bureaucrat: I read reports, I go to meetings, I brief people, I compile reports, and I push papers—some virtual, some made of actual paper—from one place to another.

But that's only one part of the job. I have a ringside seat for what former Ambassador to Japan Mike Mansfield famously called "the most important bilateral relationship in the world, bar none." My boss is on the nightly news on a regular basis. In the next couple of months, Japan will host the G-8 Summit, and I'll be in the middle of it. I have met cabinet secretaries, members of Congress, one former and one current Vice President, and the home run king of Japan. Not bad for a humble bureaucrat, if you ask me.

This may seem like a strange career choice for someone who not that long ago spent his days playing Frisbee in front of Meem Library and his nights pondering Kant, but I can't imagine doing anything else. The Foreign Service is, in some ways, like St. John's: a small and somewhat obscure organization with a lot of tradition and a culture all its own. The variety of different skills—and different parts of my brain—that the work requires on a daily basis is also familiar. I have to speak persuasively, write clearly, struggle with foreign languages, and work through countless situations that lie outside of my core competencies. If St. John's provides the ultimate generalist education, then the Foreign Service is the ultimate generalist career. The longer I do this and the more I come to understand the values of the Service, the more I feel like this is what St. John's was preparing me for all along. ✨



CHRIS ALLISON (SF97) SHOWN HERE WITH HIS WIFE, BETH ROLLINS, AT THE STATUE OF THE GREAT BUDDHA OF KAMAKURA, JAPAN, REVELS IN JAPANESE CULTURE AND TRADITIONS.

# IN LOVE WITH CROQUET

*Jennifer Wright (A08), a wry observer of life at St. John's, offered this tribute to croquet, her favorite time of the year, after her last match as a student.*

I've secretly smuggled a book to every football game my family has ever taken me to, raising my head only sporadically to say things like, "when they jump on each other—is that good?" Usually around that point, the man sitting next to me spills a plate of nachos on me, possibly out of rage. I fare no better when it comes to understanding the rules of croquet.

This is not for lack of trying on the part of the members of the croquet team, who have gallantly attempted to explain it to me. But they start rambling about wickets and driving the ball into the ground, and I get distracted, and end up asking them what their costumes are going to be for the match this year. My total lack of understanding of the rules of the game has proved advantageous, at least during freshman year. I heard wild cheers from the audience and assumed we'd won. We hadn't. I went around congratulating everyone. No one had the heart to correct me until the next day.

That does not in any way change the fact that croquet day is the best day of the year. In fact, croquet is the perfect sporting event



CARY PIERPOINT

for a group of people who don't particularly care for sports. Much of our bookishness at St. John's may stem at least in part from our inability to compete with our peers on the soccer field. While students at other schools remember their winning touchdown, Johnnies remember striking out at T-ball.

Which makes it even more amazing that we're good at croquet. In fact, we're the top ranked team in the country. My assuming we'd won was a fair assumption, considering the fact that we usually do. As a result, we've occasionally taken to having the victory party the night before croquet. And the party is almost as amazing as croquet day itself. The big band music plays hard and fast. And everyone is united in a single, bloodthirsty, Machiavellian desire to beat the Navy—though the bloodthirstiness, to be fair, is tempered by Cole Porter and strawberries and champagne.

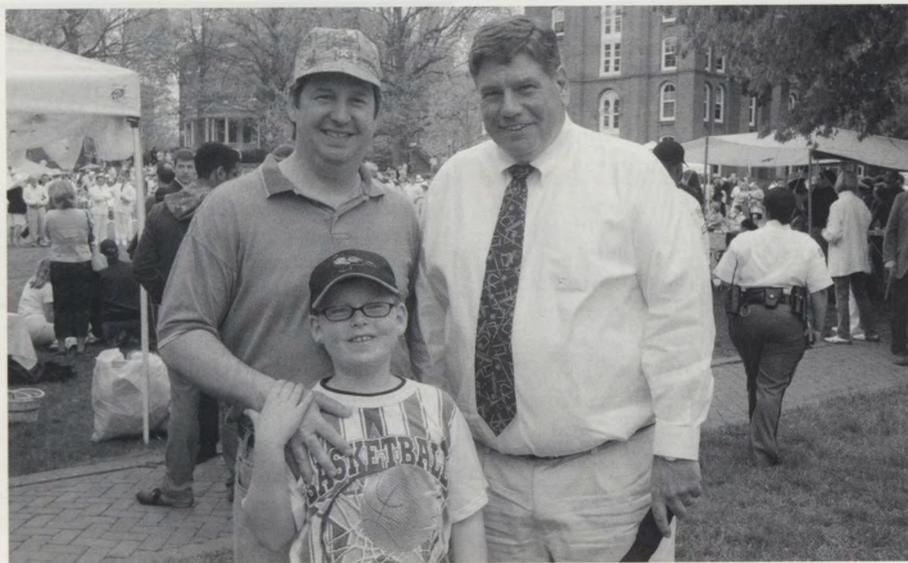
For one week in the spring, we have a bitter school rival. We chant things about how we will "sweep" by winning every round of croquet. I learned after freshman

year that when members of the croquet team come up to you and scream "how are we like a broom?" the correct answer is to scream back "we sweep!" and not to meekly reply "we remove debris?" We enact in essence, the rituals seen on most Big Ten campuses that rarely make their way to quaint little St. John's.

Because in a way, beating the tough guys at Navy at any sport seems to make up for the fact that we were always picked last for dodgeball. Watching the Johnnies sweep on the croquet field, we feel, as we rarely do, like wild Spartan warriors. Just for a little while though, before we go back to reading our T. S. Eliot for language class.

So, if you haven't yet made it, venture to Annapolis for croquet. You'll be glad you did. And nobody will judge you for bringing a book. ♣





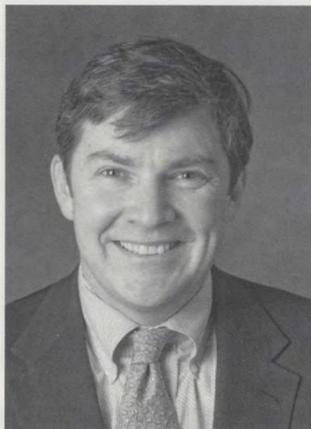
HEAVY RAIN THREATENED CANCELLATION OF THE CROQUET MATCH, BUT THE COMPETITORS PLAYED ON AND THE WEATHER IMPROVED.

THE RESULT: 3-2 ST. JOHN'S IN A HARD-FOUGHT AND HONORABLE MATCH. OPPOSITE: IMPERIAL WICKET IAN HANOVER (A08), SPORTING A NAVY "UNIFORM" BOUGHT ONLINE; JENNIFER WRIGHT AND JESSICA PERRY (A09). CLOCKWISE: JOHN ERTLE (A84) AND HIS SON, DAVID, 10, AND PRESIDENT CHRISTOPHER NELSON (A70); MARYIRENE RUFFIN CORRIGAN (A04) WITH DAUGHTER MACKENZIE; FASHIONABLY ATTIRED JOHNNIES: (L. TO R.): SASHA MUTERS (A09), ELLEN BARNHART (A10), SAM YELTON (A09), ELIZABETH FLEMING (A10) AND ELSABE DIXON (A10).

TODD GRIER (CLASS OF 1938) OPENED THE MATCH BY STRIKING THE CEREMONIAL FIRST BALL; MARY GILLMARTEN, MOTHER OF CHARLES (A08), OFFERED CUSTOM-MADE CROQUET COOKIES.



## FROM THE ALUMNI ASSOCIATION PRESIDENT



Last night I saw Martin Scorsese's *Shine a Light*, a concert film of the Rolling Stones at New York City's Beacon Theatre. The final image of the film is a photograph of Ahmet Ertegun, class of 1944; the film is dedicated to his memory. Mr. Ertegun, co-founder of Atlantic Records, was backstage at the Beacon on the first night of this concert, October 29, 2006, when he suffered the fall that led to his death later that year.

Seeing that tribute from a remarkable filmmaker to a legend in the recording industry made me think about the ways in which we honor people. St. John's, unlike most other colleges and universities, doesn't grant honorary degrees to the distinguished individuals who speak at Commencement each spring. However, the Alumni Association, since 1949, has honored people in two ways: granting the Award of Merit to our alumni "for distinguished and meritorious service to the United States, or to his/her native state, or to St. John's College; or for outstanding achievement within his/her chosen field," and granting Honorary Alumnus/a status to people who have had such close involvement in the St. John's community that we want them to join us as "permanent members of the college."

Ahmet Ertegun, who shaped the careers of so many amazing musicians and co-founded Rock 'n Roll Hall of Fame, was proud to come to Homecoming in 1994 to

accept his Award of Merit. (Mr. Ertegun continues to contribute to our community through the Ahmet Ertegun Education Fund; Led Zeppelin reunited to raise money for scholarships on the Annapolis campus as well as several European schools.)

Our Award of Merit winners represent a broad spectrum of alumni in many different fields. Also in the music industry, there's Jac Holzman (A52), who started Elektra Records in 1950 when he was a student. In journalism, Ray Cave (A48), editor of *Time* magazine; in filmmaking, screenwriter Jeremy Leven (A64) and cinematographer Tom Stern (SF69), whose many films include *Unforgiven*, *American Beauty*, and *Mystic River*; Annapolis tutor Howard Zeiderman (A67), was honored in 2002 for his work with the Touchstones Discussion Project. He shared the podium that year with classmates including Candace Brightman, who created the light shows for the Grateful Dead. Our alumni have also made tremendous contributions in government, industry, and in not-for-profits and non-governmental organizations as well as significant contributions to the future of St. John's. We recognize these at the Homecoming Dinner on Saturday night.

Our Honorary Alumni are welcomed into our community each year during the All-alumni Gatherings held during the day on Saturday of Homecoming. These are individuals who have demonstrated an outstanding commitment to our educational program and the community. Last year, we gave the award to two members of the Annapolis community, Robert Hunt and Alton Waldron, each of whom has participated in the college's community seminars for 50 years. Often, we honor retiring tutors and long-time staff members, recognizing their

*These are individuals who have demonstrated an outstanding commitment to our educational program and the community.*

JASON WALSH (A85)

## ST. JOHN'S COLLEGE ALUMNI ASSOCIATION

All alumni have automatic membership in the St. John's College Alumni Association. The Alumni Association is an independent organization, with a Board of Directors elected by and from the alumni body. The board meets four times a year, twice on each campus, to plan programs and coordinate the affairs of the association. This newsletter within *The College* magazine is sponsored by the Alumni Association and communicates association news and events of interest.

*President* – Jason Walsh (A85)

*Vice President* – Steve Thomas (SF74)

*Secretary* – Joanne Murray (A70)

*Treasurer* – Richard Cowles (SFGI95)

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

impact—people like Barbara Leonard (HA55) and Brother Robert Smith (HA90). Last year, we again honored Jeffrey Bishop (HA87), the long-time vice president of the college, who died last July. Jeff was one of the very few Honorary Alumni to also be recognized with an Award of Merit, presented posthumously, for his great contributions to the college.

This year at Santa Fe Homecoming, the Alumni Association will also single out a special group for recognition: the Class of 1968, the first students to graduate from the campus. These men and women were bold enough to be the pioneers of an emerging campus and they deserve recognition.

Complete lists of our Award of Merit recipients and Honorary Alumni are on the Alumni Association Web site. Go to the St. John's Web site at: [www.stjohnscollege.edu](http://www.stjohnscollege.edu), and click on Alumni. If you would like to nominate individuals for the Award of Merit or as Honorary Alumni, contact the Alumni office on either campus: Jo Ann Mattson in Annapolis, [jamattson@sjca.edu](mailto:jamattson@sjca.edu); or Michael Bales in Santa Fe, [michael.bales@sjcsf.edu](mailto:michael.bales@sjcsf.edu). The Nominations Committee of the Alumni Association will be pleased to consider your suggestions.

*Jason Walsh (A85)*

*Alumni Association President*

# SEMINARS, CROQUET AND FUN

## California Johnnies Enjoy a Lively Chapter

**A** week after St. John's put away Navy during the annual croquet match in Annapolis, a group of Johnnies were carrying on the tradition 3,000 miles away by taking on some recent graduates from the University of California, Berkeley.

Fortunately, the Northern California chapter of the Alumni Association also carried on the tradition of winning. Co-Imperial Wickets Jessica Finefrock (SF05) and Nathan Stalnaker (AO4) led the Johnnies to a dramatic, down-to-the-wire victory in the first-ever Westside Croquet Match. Stalnaker hit the winning stroke: "It went through two wickets—all from one swing," he says. About 25 chapter members and friends attended the match and a picnic afterward at Lake Merritt in Oakland. The event could become another tradition for this lively chapter that combines social events and seminars that appeal to younger and older alumni alike.

"The spirit of the chapter is fun," says chapter president Reynaldo Miranda (A99).

Despite the challenges of travel distances and hectic schedules, chapter events are popular draws for alumni of all ages. "I think what inspires people to come and join in is seeing other Johnnies they

know, the quality of the readings for seminars, and whether a tutor is leading the discussion," says Miranda. Younger Johnnies, especially those new to the area, tend to look for networking opportunities. "This is one of our great challenges, how to better meet that need," he adds. Informal happy hours for recent alumni—coordinated by Laura Manion (AO4) every two weeks—have been popular among younger members of the chapter.

*"The spirit of the chapter is fun."*

REYNALDO MIRANDA (A99)

The 2008 season of seminars and dinners was launched by a January visit from Santa Fe tutor Phil LeCuyer, who led a seminar on Hans Jonas' essay, "Is God a Mathematician? The Meaning of Metabolism." Fifteen chapter members attended the seminar, hosted by Neal Allen (SF78) at McKesson Corp. headquarters in San Francisco. Then attendees drove an hour to savor more conversation over dinner at Café Zoetrope, a restaurant at filmmaker Francis Ford Coppola's winery in Napa

Valley. Andrea S. Hines (SF05) hosted the dinner.

In February, Santa Fe President Michael Peters led a well-attended seminar on Shakespeare's *Henry V*; about 65 alumni turned up for a reception afterward. Tutor Peter Pesic led two seminars on Heidegger in San Francisco, and many alumni traveled to nearby Moraga to attend Pesic's piano recital at St. Mary's College.

The chapter also invites local tutor emeriti and former St. John's tutors. For example, Jim Forkin, a former Santa Fe tutor, delivered a lecture on Shakespeare's *Tempest* and Machiavelli. Former tutor and Annapolis dean Tom Slakey (HA94) of Sacramento usually leads one of the seminars at the chapter's annual summer Stag's Leap Wine Cellars reunion in Napa, hosted by Warren and Barbara Winiarski of the classes of 1952 and 1955 respectively.

Last year, Howard Zeiderman (A67) drew a crowd of 49 for a seminar on Jorge Luis Borges' stories "The Library of Babel" and "Pierre Menard, Author of the Quixote." Participants filled a long conference-room table and some sat along the walls, but as big as the group was, the seminar worked, he says. "I think all the people participated. Also there was a wonderful blend of text, experience, and reflection on the college, so it was never merely academic." ❀

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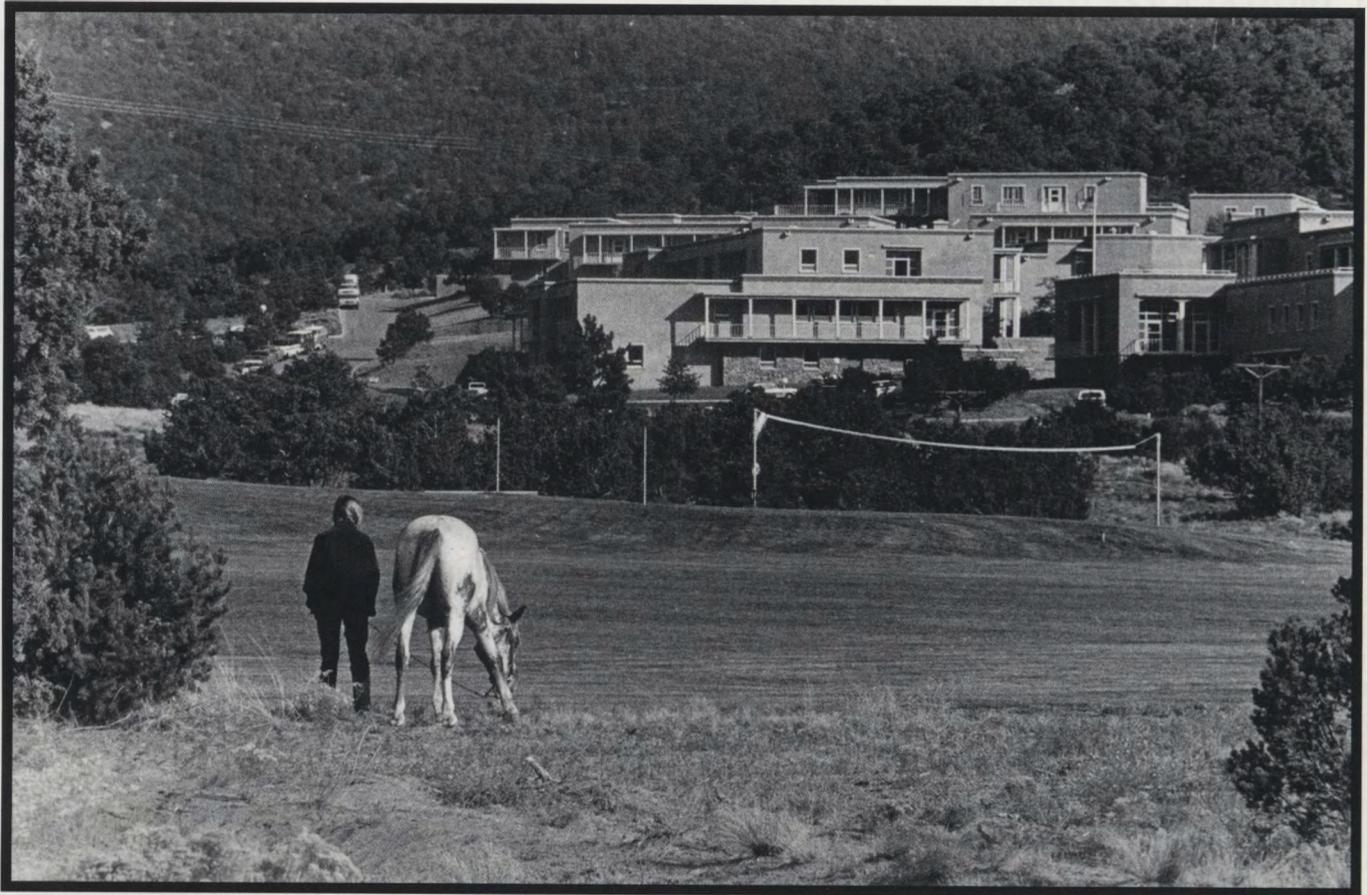
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## AN EMERGING CAMPUS

**A** rider stops to gaze up at the St. John's campus in the early 1960s. A few years before, St. John's President Richard Weigle described the property—the bulk of which was a gift from architect John Gaw Meem and his wife, Faith, as “240 acres of piñon- and juniper-studded land on the lower slope of Monte Sol.”

This was the campus that greeted the members of the class of 1968 when they first arrived in Santa Fe. As Weigle raised funds to build the new campus, Meem

worked with the architecture firm Holien and Buckley on the master plan.

In a piece he wrote for a college promotional brochure, Meem described the Territorial style and why it was right for St. John's. “The buildings of St. John's College in Santa Fe will reflect practically all the historical phases. . . . Their terraced, flat-roofed masses recall their ancient aboriginal American origin; the balconies, portales and patios recall the Spain they came from, and the stuccoed walls with their brick cornices will remind us of our Territorial past.”

The campus' design would be “completely contemporary and yet reflecting the rich inheritance of the past,” Meem wrote. “Perhaps in a small way, this may be a worthy symbol of the way St. John's College looks at its task in the world.”

Many more buildings have been added to the campus since, and more will be added in the next few years: a new residential center and the Dr. Norman and Betty Levan Hall, which will house the Graduate Institute. ✦

## ALUMNI CALENDAR

Make plans for Homecoming!  
*Annapolis*, September 26-28, and  
*Santa Fe*, on October 10-12.  
See you there.

**Santa Fe Alumni Art Show:**  
“The Lunatic, The Lover, The Poet”  
September 19 – October 11, 2008

A highlight of the fall semester in Santa Fe each year is the opening of the Annual All-Alumni Art Show, marking its eighth year in 2008. This year’s theme is inspired by a passage from Shakespeare’s *A Midsummer Night’s Dream*:

“Lovers and madmen have such  
seething brains,  
Such shaping fantasies, that apprehend  
More than cool reason ever  
comprehends.  
The lunatic, the lover, and the poet,  
Are of imagination all compact. . .”

Opening Reception:  
Friday, September 19, 5-8 p.m.  
Closing Reception for Homecoming  
attendees:  
Saturday, October 11, 6-7 p.m.



EAGERLY AWAITING THE NEXT HOMECOMING IN ANNAPOLIS

### In Paca Garden

In Paca Garden, walled and dry  
they built the Old World in the New,  
and there walked girl and woman, I  
with man and boy (remember?), you.

As if to keep all life at bay  
and shut our eyes to hear a story  
we dressed the truth in solemn play:  
my quiet house of ancient glory,

linen and tea; your Russian home,  
the dying count, a summons back.  
Were those bricked streets our sunny  
Rome,  
or Paris? You spotted in a crack

a flash of gold; I wore it round  
my neck for days. You wondered why  
I prized the broken chain you found;  
you feared and could not meet my eye.

We played pretend, but much came true:  
our Old World gave us the refrain,  
with words dictated by the New.  
I have, but never wear, the chain.

Like faery queen and knight of old  
we lingered in determined bliss:  
a string of nonsense, trampled gold,  
a small thing, but too bright to miss.

—RUTH JOHNSTON (STAVELAND, A85)

# ST JOHN'S COLLEGE

ANNAPOLIS · SANTA FE

PUBLISHED BY THE  
COMMUNICATIONS OFFICE  
P.O. BOX 2800  
ANNAPOLIS, MARYLAND 21404

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