

# REPORTER

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ANNAPOLIS, MARYLAND • SANTA FE, NEW MEXICO

SUMMER 1999

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## ST JOHN'S COLLEGE

ANNAPOLIS • SANTA FE



John W. Wood, class of 1919 and in all likelihood the college's oldest alumnus, doffs his cap after hitting the opening ball at the Croquet Match against the Naval Academy. The Annapolis rite of spring attracted more than a thousand spectators, including many alumni. See story on page 26. Photo by Keith Harvey.



## From the Bell Towers...

### JOHN AGRESTO RESIGNS AS PRESIDENT IN SANTA FE

**J**ohn Agresto, president of the Santa Fe campus of St. John's since 1989, has announced that he will resign. He will remain at the college as president until June 30, 2000.

Having more than doubled the endowment, increased enrollment, and helped conduct a successful capital campaign, Agresto has decided to pursue other interests and allow for a new president to steer the college on its future course. Chairman of the Board of Visitors and Governors Gregory D. Curtis cited Agresto's dedication to liberal education, and his ability to articulate the value of such an education, as unparalleled. "John has shepherded the college from where it was ten years ago to where it is now so well," said Curtis. "Today the college is a secure and vibrant institution...John will remain an influential member of the St. John's community whatever he decides to do in the future."

Since Agresto became president, the endowment for the Santa Fe campus increased from \$8 million to \$20 million. Enrollment has increased from about 350 to about 440 undergraduates. The Graduate Institute has also grown in size—to around 90 students per term—and the Eastern Classics program has been added.

Agresto has overseen the expansion of the college's program to non-student groups. He established the Summer Classics, a non-credit education program in which adults study the great books in a seminar setting. That program has grown to more than 200 participants from

across the country this year.

Executive Seminars, weekend seminars for professionals, began as an outgrowth of Summer Classics and has expanded rapidly since 1996.

Community Seminars, public programs for the local community, have grown from a few offerings to dozens each year with hundreds of Santa Feans participating.

In a letter to the Board of Visitors and Governors reflect-

ing on his ten years at St. John's, Agresto wrote, "This campus has received over the last decade national media attention far beyond what our small size would indicate. And if the

number of schools calling us for curricular assistance is any sign, we're having a salutary effect on American education at all levels. Finally, gone is the time when segments of the intellectual and academic community would hold us up for contempt because we are a college that didn't march to the drum of the latest educational fad or politically correct new orthodoxy. These are battles we won."

Agresto is Santa Fe's fourth president. Before coming to the college, he served for eight years as deputy and acting chairman of the National Endowment for the Humanities. He had previously been a faculty member at the University of Toronto, Kenyon College, Duke University, and the New School for Social Research. His undergraduate degree is from Boston College and his doctorate is from Cornell.

Agresto's plans are not firm. "I have a few opportunities, though I've said yes to none," he said recently. ●



### Famous Writers' Books Join Library Collection

**T**he Greenfield Library's special collections include: theological books from a famous French ventriloquist, Alexandre Vattemare; Elizabethan and other early English imprints; "incunabula," or books printed prior to 1501; and the 800 books, maps, and globes of Annapolis merchant Lewis Neth left to the college in

1832. This spring the library added a new special collection: a group of almost 1000 signed and inscribed books gathered by Washington lawyer E. Barrett Prettyman, Jr.

Mr. Prettyman, who telephoned the college "out of the blue," according to president Christopher Nelson, donated the personal library he has been collecting since the 1950s. "He called because the college has a reputation for books, and he thought we would love them and take care of them," says Mr. Nelson. Since he lives only 40 miles away, Mr. Prettyman can continue to visit the books at St. John's.

Most of the books are by American and British authors, political figures, and cultural icons from the 20th century, although there are a number of volumes from the 19th century as well. Authors include Mark Twain, Alfred Lord Tennyson, John Galsworthy, Winston Churchill, Leo Tolstoy, Albert Einstein, Albert Camus, Ralph Waldo Emerson, George Eliot, Harry Truman, Rosalyn Carter, J. D. Salinger, John Lennon,

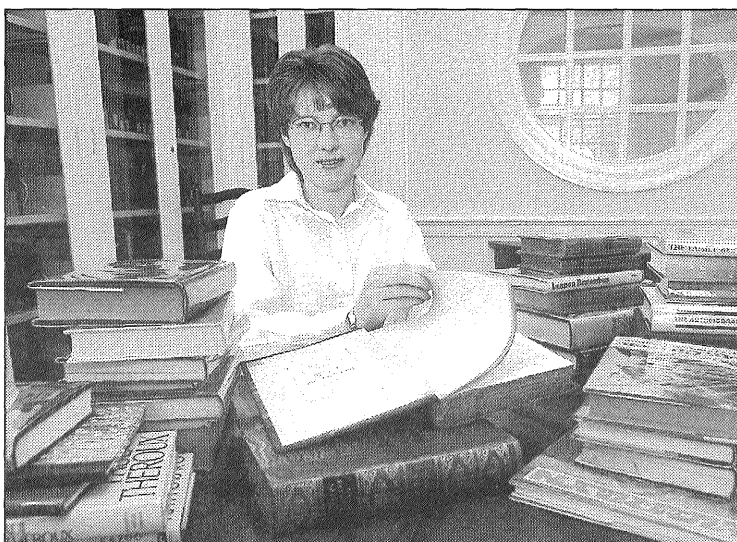
and Kurt Vonnegut—to name but a few. All of the books have been signed by their author, and many are inscribed as well. Mr. Prettyman served as attorney to several of the authors, and their books have personal inscriptions to him. He also has a strong interest in the Supreme Court, having argued before it, and the collection includes the signa-

tures of all the current justices.

As part of the donation agreement, the college will keep the collection intact and display some books on a continual basis in the library, says Lisa Richmond, librarian. A group of the books made their inaugural appearance at an exhibit at the Mitchell Gallery held in conjunction with the Great Book Fair in June. In a statement accompanying the display, Mr. Prettyman wrote: "I wish I could begin to explain what

these books mean to me. They are first, my friends. But they are something more, because very few friends can comfort you, in person, in the shank hours of the morning, before daylight. How many times—countless—have I been unable to sleep and wandered into my library, taken down a volume, savored a few pages, read the inscription, felt the texture of the pages, the jacket, and the binding, and reassigned the book to its place onto the shelf? Only someone who loves writers, the writing process, and the end product can understand that 4 a.m. feeling—the one that sends you comforted back to sleep." ●

—by Barbara Goyette



Librarian Lisa Richmond with a book by Schiller that is signed by Charles Dickens.

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# From the Bell Towers...

## Tutor News

**Louise Guenther**, a tutor in Santa Fe, presented a paper at the annual meetings of the World History Association in Vancouver, B.C. in June. She then spent the summer in the United Kingdom, as a Visiting Research Fellow at the University of London.



**Abraham Anderson**, a tutor in Santa Fe, will spend the last week of July in Ireland for the International Society for Eighteenth-Century Studies, at University College. He will be attending a roundtable called "Scepticism et clandestinite" (on skepticism about religion and underground literature) and giving a talk called "The Children of Averroes: the Traite des trois Imposteurs on a Secret Premise of Enlightenment." The secret premise in question is the intellectual inequality of human beings, a thesis asserted by Averroes and others and assumed, but concealed, in much of the thought of the early Enlightenment. Next year Mr. Anderson will be taking a leave of absence to work on the revision of his manuscript on Kant.



**Eva Brann**, Annapolis tutor and former dean, was granted an honorary Doctor of Letters from Middlebury College in Middlebury, Vermont. The announcement reads in part: "As a beloved tutor to four decades of St. John's College students, as a writer of books, essays, and reviews on authors ranging from Homer and Plato to Kant and Hegel, as a lecturer on topics as diverse as early Athenian pottery, liberal education, the imagination, and time, ... you represent that academic polity whose most famous teachers return every year in the form of the Great Books. As a refugee from Nazi Germany, you have been a true friend of the Republic that has made it possible for you to pursue the good life. You have shown in word and deed that the careful study of great books is a republican, or conversational, activity among fellow students.... You have also gently chided Americans not to pursue utility as the end of liberal education. Rather, you have written that the undergraduate years should be a time for 'learning to become a human being...'"



**Peter Pesic**, tutor and musician-in-residence in Santa Fe has written an article entitled "Desire, Science, and Polity: Francis Bacon's Account of Eros" which appears in the Spring 1999 issue of *Interpretation*.



## A TALE OF TWO SCHOOLS

Forty years ago, three St. John's tutors struggled with the question of what kind of education would be best for their children. Parents then confronted choices just as parents today weigh their options—public school with its democratic, something-for-everyone philosophy, religious schools that stress values and content-based courses, independent schools that try to nourish a child's creativity or offer a special educational credo. But after looking into the schools available in Annapolis in 1958, Tom Simpson (A50), William Darkey (A42), and Clarence Kramer (A46) decided they could found a school themselves that would better reflect the kind of education they envisioned for their children.

The three, along with some other interested Annapolis parents, founded the Key School. In philosophy the college and the school (which began with primary grades but gradually added to cover K-12) are close; the ties between the two institutions remain strong and today there are Johnnies teaching at Key, Johnnies who send their children to Key, Key graduates who come to St. John's, tutors and staff whose children attend Key. Over the years, St. John's tutors have served as curriculum advisors at Key and on the school's board. Peter Kellogg-Smith (A43) was the first headmaster—and a long line of alumni have followed him to teach at Key, including those on the current faculty: Dan Schoos (A86), JoAnne Mattson (A87), and Katherine Haas (A60).

Key is located in Hillsmere, about a 10-minute drive from the college; today its enrollment is 625, and the glossy brochures describing its educational approach stress creativity, intellectual development, success skills, and special programs like Orff Schulwerk music classes and an ambitious outdoor learning program.

**Peter Kellogg-Smith (A43) was the first headmaster.**

Tom Simpson wrote: "The school has one prime purpose: to foster the intellectual development of the individual. To this end all activities in the school must be subordinated. We shall take this, therefore, as a statement of our cardinal principle, defining the overall purpose of the school. It is, we feel, precisely this principle that is largely ignored by contemporary educators... Current educational practices seem phenomenally successful in stifling this natural desire of children to know, to ask questions and to seek answers. The age-old vision

of the free, thoughtful individual seems all but forgotten in many of our schools... The duty of the school is to help the child develop those habits and acquire those arts and skills that will insure his continued growth to intellectual maturity in subsequent years... Good litera-



**Tom Simpson (A50) wrote the Key School's original statement of policy.**

ture, biography, and properly chosen historical writings furnish material superior in every respect to the ordinary reading textbooks... Mathematics should never be taught as the pointless drill work it has become in many schools... Enrollment, of course, will be open to all qualified student regardless of sex, race, color, or creed."

In the early days of the Key School, it was harder to find teachers who understood the educational aims, and Tom Simpson arranged to have a St. John's student, Richard Ferrier (A70), teach at Key during his senior year. Simpson recalls one time when the worlds of the two institutions converged. Ferrier was in Simpson's senior math class and also team-taught a physics class at Key with him. "We would go to tutorial in McDowell, then jump in the car and drive to Key. I remember one time stopping on the way to buy blue balloons to use in the physics class—although I don't remember now what we were trying to do with them," says Simpson.

Today, of course, most of the teachers in Key's upper school hold advanced degrees, as befits a college-prep school with intense academics. But the St. John's and Key worlds continue to converge in some of the same unusual features: Key doesn't recognize student achievement with academic awards or honor rolls, choosing to de-emphasize grades in favor of strong communication between students and faculty in much the same way that St. John's does not encourage grade-centered competition; and Key, like St. John's, balances the strict rigor of its academics with an egalitarian, informal atmosphere in which the focus is learning rather than inculcation. ●

—by Barbara Goyette

### What's New @ [www.sjca.edu](http://www.sjca.edu)

- The Annapolis campus has a newly designed website up. Simpler to navigate, same great information.
- Check out Homecoming 1999 information—click on "Alumni & Advancement."
- The complete text of Robert Fagles' commencement address is on the web—click on "Events."
- Get some ideas for reading from the preceptorial lists for the fall semester of the Graduate Institute—click on "Graduate Institute."
- Read Alumni Notes from the Reporter—click on "Alumni & Advancement."
- Jobs for Johnnies can be found on the Placement Office page—click on "Resources."

### What's New @ [www.sjcsf.edu](http://www.sjcsf.edu)

- The Santa Fe website has a new look, inspired by Annapolis' new site design.
- Check out the Student Activities page, which has more pictures and current summer activities information.
- The Registrar's Office page is now packed full with updated information from the new Student Handbook, including the 1999 - 2000 Academic Calendar. Look under "General Information" on the "About" page.
- A link to the "President's Response to the Dean's Statement" on the "About" page.
- Keep an eye on the Santa Fe Main page Santa Fe Campus and Summer 1999 menus. You will find a link to photos and information about Spring '99's commencement.



## From the Bell Towers...

### LAURENCE BERNS RETIRES

**L**aurence Berns, a tutor in Annapolis since 1960, has retired. Although students and faculty probably remember him best for his interest in what is generally



Keith Harvey

called political science, those who studied with him know how widely his academic pursuits range. In class, he was particularly adept at connecting various aspects of the program—pointing out that a problem in junior math is similar to the one Theaetetus was faced with in Plato's dialogue, for example. He is one of the most prolific faculty members in terms of articles written and published, lectures delivered, and conferences attended.

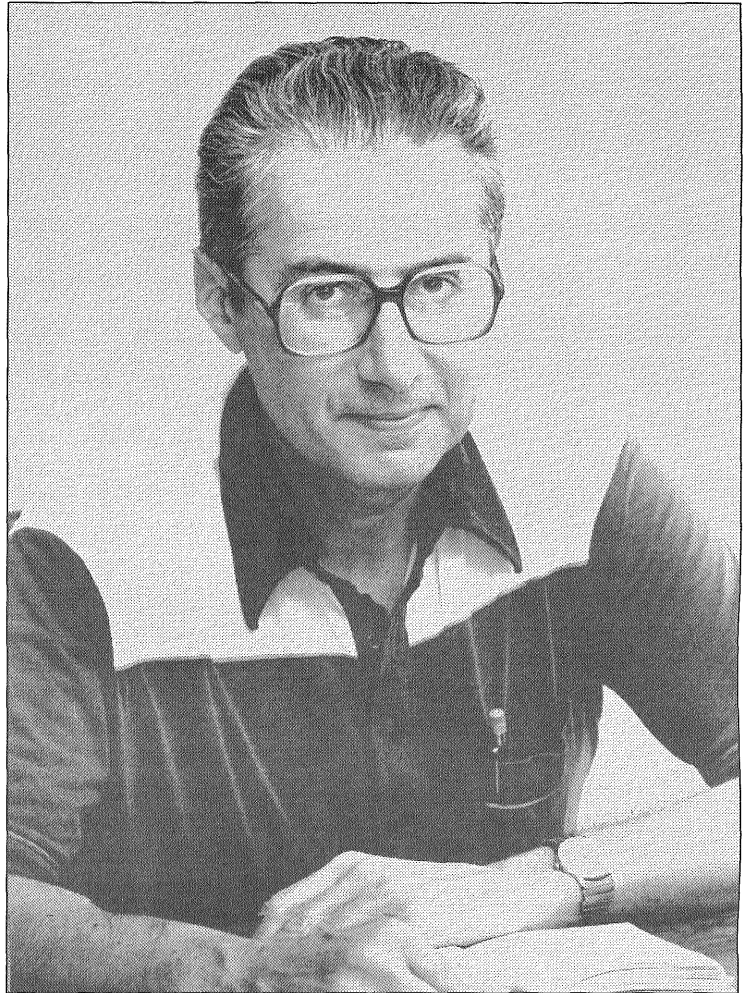
Born in New Jersey, Mr. Berns helped his mother run a photography studio as a young man. He attended the University of Chicago, where he earned his BA in 1950 and PhD in 1957. He taught in the Basic

Program of Liberal Arts for Adults from 1956 to 1959. In 1960 he came to St. John's. During various periods of leave from the college, he taught philosophy at Rosary College in Chicago and was an Associate at Clare Hall at Cambridge.

In 1959, while doing post-graduate work at the University of Heidelberg, he met Gisela Neck. Both were students in a class on Plato. He spoke little German, she spoke no English. They communicated in German, and when that failed, in ancient Greek. Their courtship was carried on mainly through letters—in German, English, and Greek—and they married in 1965. Mrs. Berns has been a tutor since 1967 and will continue teaching.

In 1969 Mr. Berns was the first editor of *The College*, a journal featuring lectures, talks, and other scholarly work relating to the program. The journal eventually evolved into *The St. John's Review*, with lectures and scholarly articles, and *The Reporter*, with information about the college and alumni notes. For many years Mr. Berns has been active in the student-run Political Forum, participating, for example, in a debate about the 1992 presidential candidates (he spoke in favor of Bush) and offering a seminar on the writings of Supreme Court justice Clarence Thomas.

Topics covered in Mr. Berns' lectures and articles include Hobbes,



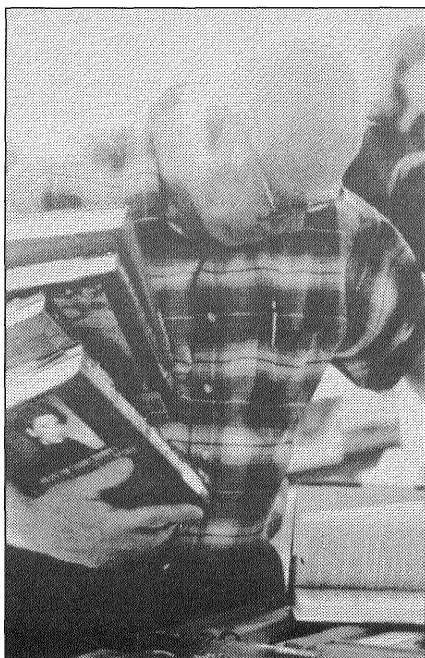
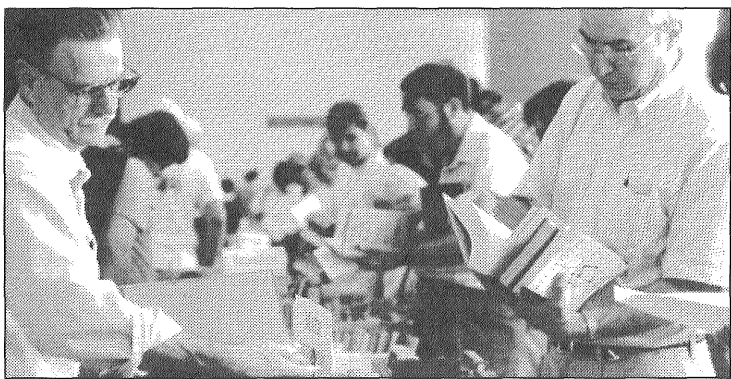
Vivian Ronay

Laurence Berns at a Great Issues Forum seminar (left) and in a reflective mood (above), ca 1987.

Aristotle, Lincoln, Francis Bacon, Shakespeare, the Constitution, liberal education, and the themes of justice and democracy. He's done a

translation of Aristotle's *Politics*. He plans to continue writing and perhaps gather together some of his previously published work. ●

## BOOK FAIR



**T**he Great Book Fair, sponsored by the Friends of St. John's and held in Annapolis on June 5-6, brought hundreds of book-lovers to campus to search through the more than 20,000 volumes that had been collected. Volunteers worked for months gathering and sorting the donated books, which ranged from rare leather-bound volumes to Danielle Steele paperbacks. Co-chairpersons Joy Shaver and Peggy Sue Atterbury and their scores of helpers worked to make the Book Fair successful—more than \$14,000 was raised to benefit a scholarship fund that will assist students at the college from Anne Arundel County.



### Apologies in Order

The staff of *The Reporter* would like to apologize to our readers for the tardiness of the spring issue and for the numerous problems in delivery. Sometimes a project just seems cursed—and that's what happened to the spring issue of *The Reporter*. Everything that could go wrong did go wrong on the technical end of things. And when the issues were finally delivered to the mail house (a company that addresses, sorts, and mails large quantities), the address data on the computer disks was transferred incorrectly to the papers, and many copies were undeliverable. If you did not receive the spring issue (there's a photo of a Shakespeare production on the cover), contact the *Reporter* office in either Santa Fe or Annapolis and we'll get a copy to you.

Barbara Goyette, Annapolis  
Laura Mulry, Santa Fe



# From the Bell Towers...

## VOICES OF PHILANTHROPIA

More than 50 alumni have come together to form the Alumni Development Council and are volunteering their time, expertise, and enthusiasm to help St. John's raise money. Their motivations are idealistic—the name they've chosen, Philanthropia, means “humanity, benevolence, kindness” in Greek. Those involved represent every era and both campuses, and all have re-forged their connection to the college. Here's what a few Philanthropia members have to say about why they became involved:

**Don Bell, SF91** - “Among the practical, real world things I did NOT learn at St. John's during those wonderfully engaging four years is the lifecycle concept of belonging to a community, in this case a school. I recently graduated from Wharton business school, and discovered there a broader definition of the benefits and responsibilities of a lifelong relationship with the institution and other alumni. After school, our role shifts from student to contributor—both financially and through other means like recruiting, and, in my case, hiring from the school (I am co-captain of the Goldman Sachs team focused on recruiting graduates into our Investment Banking Division).

St. John's is, in my mind, much more unique and deserving of support; however, we don't have the culture of continued involvement and support from alumni that is critical to fundraising success. Tuition is only the first part of the exchange—it costs much more than \$25,000 per year to educate each student, and the balance has to come from alumni and institutions in the form of annual gifts and contributions to the endowment, so I believe we are responsible to the best of our ability to support the school later, after graduation, as our resources grow.

The reason I want to be involved is that I still believe in the value of the program as much as I did on my first night at St. John's, when, following a brief evening rain, I walked down from the dorms among the still-damp pinon trees and

pungent sagebrush to join 18 other like-minded, curious people to discuss a Great Book in the hopes of discovering within it a broader meaning of life.”



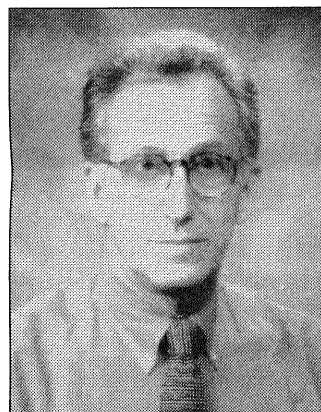
Rebecca Michael

**Rebecca Michael, A97** - After graduating from St. John's, Rebecca worked in development for the Maret School, a private independent school in Washington, D.C. She recently joined the Washington Ballet as director of corporate and foundation giving. She has a very real sense of how essential philanthropy is for the survival of educational and other non-profit institutions.

“First off,” she says, “I am very proud to be called a ‘Johnny’ and want to help the institution that helped me grow intellectually, emotionally, and academically as best I can. Because I have been studying and participating in the field of development for about six years, I feel that joining Philanthropia is the most beneficial

way that I can aid St. John's College. Although we all need our time away from St. John's, it is undeniable that “‘once a Johnny, always a Johnny.’”

**Tom Stern, SF69** - Tom began coming back to the college regularly after helping to lead a seminar on the film *Unforgiven* during the Santa Fe Alumni Week several years ago. He had worked on the film—he does the lighting and acts as a negotiator for Clint Eastwood, who produced and starred in *Unforgiven*. His interest in helping with fundraising grew after attending Alumni Week, although he says, “I've always had a strong interest in the college.” His St. John's experience influences what he does every day. “In graduate school at Stanford, I studied communications and film. But I find that in what I do with Eastwood, my St. John's background is just as important. What I do is very collaborative; we work from consensus. At St. John's I learned to listen to people—to



Tom Stern

listen really and carefully. I also have a true life-long love of reading, which the college nurtured.” ●

### Memorial Garden Planned

A year ago, Peter Zachariadis (SF98) had just graduated from St. John's and was in India for a wedding. He was bathing in the Ganges River as part of a purification ritual when the current swept him away.

“He was a peaceful, loving person,” said Anna Christenbury (SF00), a good friend. “I never knew him to be malicious in any way.” Peter and Anna used to spend a lot of time together talking about music, physics and metaphysics, especially the Timaeus, Anna's favorite reading as a freshman, and the subject of Peter's senior paper.

Peter took a year off between his junior and senior years to spend time in India studying. He was a practicing Hindu and studied Hindu drumming and astrology in India. He was supposed to start the Eastern Classics program last year.

“He was the least materialistic person I've ever met,” Anna said. “He was the most simple person.” Peter had no bed in his room, but slept on a straw mat. He had few clothes and some books, a small camp stove, an altar, a fountain he had made, and his laptop computer.

Although he was a kind and loving person, Peter could be mischievous as well. In his freshman year, some sculptures were installed near the fishpond. Peter felt the sculptures were expensive, inaccessible pieces, and decided to protest by standing out by the sculptures wearing nothing but a tie. Unfortunately, that day President Agresto was touring the school with a woman who was a potential donor. Needless to say, the woman was not impressed, and Peter got a stern lecture from the president.

As a memorial to Peter, the college plans an outdoor meditation site in the orchard near the entrance of the school. Peter's father, Christopher Zachariadis, came to St. John's to meet with treasurer Bryan Valentine, and head of Landscaping and Grounds, Pat McCue (SFG183). “The whole idea,” says McCue, “is to leave a sense of who Peter was.”

The site will consist of a rock garden, a bench backed by three juniper trees, and a small fountain. McCue plans to plant a wall of lilacs to block the view of the Student Activity Center parking lot. Beyond the lilacs, only the mountains will be visible. The meditation site is scheduled to be built this summer after the construction of the Student Activity Center begins.

The meditation site is funded by donations from Peter's family and friends, and the college is donating the labor and some of the materials.

“St. John's was a very special place for Peter,” his father wrote in a letter to Bryan Valentine. “It was a perfect match for his mind and his soul. His years there were happy and fulfilled.” ●

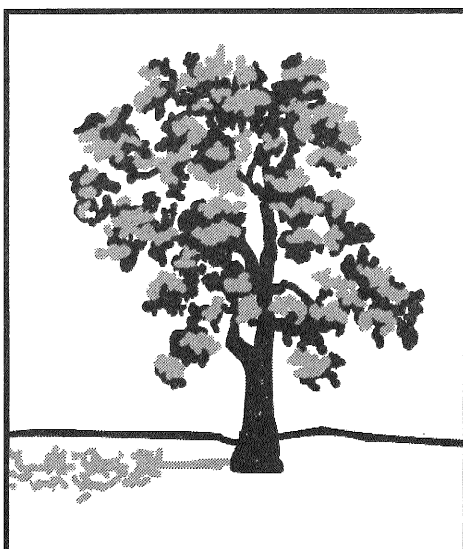
—by Jessica Godden, SF02

## Lots of Liberty Trees

Cloning's got something of a bad name, what with the Clone Wars coming up on *Star Wars* and all the fears about the consequences of genetic engineering of people and animals. But evidently in the world of plants, cloning is a perfectly acceptable activity. To celebrate the millennium the state of Maryland decided to clone the Liberty Tree and send the baby trees to the governors of all 50 states, so that every state could have its own symbol of revolution and freedom.

The cloning ceremony took place on front campus on June 3. A poplar reproduction expert from the University of Maryland headed a research team that clipped genetic samples from the tree's newest shoots. The clippings were placed in tanks of liq-

uid nitrogen. After six months of work in the lab being genetically engineered and made herbicide-



resistant, the little trees will be distributed. Tulip poplars do not replicate by means of traditional cutting techniques, and offspring from seeds (like those that were produced in 1976—one of which stands on the opposite side of front campus) contain only half the DNA of the famous parent.

The 400-year-old Liberty Tree was the meeting place for the Sons of Liberty as they gathered to denounce British oppression during the pre-Revolution days. Liberty Trees in many of the original colonies were destroyed by British troops, and others succumbed to age over time. The St. John's Liberty Tree is perhaps the only original still alive.



## From the Bell Towers...

### PROFESSIONALS GATHER FOR CLASSICS WEEKEND IN SANTA FE

This spring, for one weekend in May and another in June, a group of men and women met at the St. John's campus in Santa Fe to read and discuss classic texts of western civilization. What made this meeting unusual was that all of the participants were considerably older than the average student—most over 50—and each was a successful professional.

Classics Weekend grew out of the popular Summer Classics program. Paul Tierney, who had been attending the Summer Classics for several years, began to imagine a program that might be tailored to people of similar ages and professional backgrounds. Rather than a disparate group of various ages and experiences, Tierney envisioned a more select group of participants, one chosen and assembled by invitation, that could get together over a long weekend and discuss ideas they might find particularly relevant and meaningful.

For Tierney, the Summer Classics had been enjoyable but not entirely fulfilling. He wanted to discuss ideas and read texts with some of the friends he had known at the University of Notre Dame and at Harvard. While Tierney was a philosophy major at Notre Dame, he and three friends used to get together at a bar in town to talk about some of the larger questions of life. In this ongoing conversation, they wondered whether each of them would pursue a life of reflection or activity; all four went into business, following the more active course. But they never stopped asking questions or wondering about ideas.

After Notre Dame, Tierney went on to Harvard Business School and then became a very successful financial investor. He discovered St. John's only much later, when he attended the Summer Classics program. Four years ago he was elected to the Board of Visitors and Governors of the college.

Among those joining Tierney for not only the first but subsequent Classics Weekends was Perry Lerner, a longtime friend. Lerner received his BA from Claremont Men's College in California (now Claremont-McKenna) and met Tierney when he was a student at Harvard Law School. He worked for nearly 30 years as a practicing attorney before going into business. Lerner was recently invited to join the St. John's Board of Visitors & Governors. "The obvious advantage of something like a Classics Weekend is that you get to choose the participants as well as the program. And ours is an affinity group so we all know and understand each other pretty well," Lerner says.

The idea behind the program at its inception was that men and women who are in well-established, successful careers might want to go back and examine some of the ideas they had left behind in their college days—or perhaps to look



In seminars on the great books, participants revisit ideas they left behind in their college days.

at them for the first time. Business and professional people would gather for a long weekend to discuss fundamental questions of life and the world. It would be suited for anyone who might be saying: "If I had it all to do over again . . ."

Using the St. John's model, with the guidance of two faculty members, participants at Classics Weekend spend six, two-hour sessions discussing ideas arising from readings on a particular topic. Seminar topics range from "What It Means To Be a Good Citizen Today" and "The Foundations of American Society," with readings from de Tocqueville, Lincoln, the Bible, Locke, the Federalist and selected founding documents, to "Philosophy and Theology," where seminar participants delve into works by Plato, Aquinas, Kierkegaard, Buber, and Leo Strauss. Other topics include "Virtue and Character," "Essence of Leadership," "War, Peace, and Heroes," "Justice," and "Great Lives of Antiquity." Seminars typically meet Thursday afternoon for a couple of hours to get the weekend started, then Friday and Saturday mornings for two two-hour sessions each.

The Santa Fe campus had begun an executive seminar weekend program two years before Tierney approached the college with the idea. The effort had met with only moderate success in recruiting participants. But Tierney furnished the school with a list of names, and that year, essentially the first for the

...continued on page 24

## HOMECOMING ANNAPOLIS—OCTOBER 1 - 3, 1999

The first weekend of October in Annapolis: the freshmen are reading Plato, the sophomores are reading Virgil, the juniors are reading Hobbes, and the seniors are reading Marx. The graduate students are reading Aristotle and Homer. The alumni, however, are reading Proust, Dinesen, Milton, Kant, Wordsworth, Euclid, Austen, Maimonides, the Bible, Harper Lee, Homer, Shakespeare, Montaigne, and the 1937 St. John's College catalogue, in preparation for Homecoming Seminars.

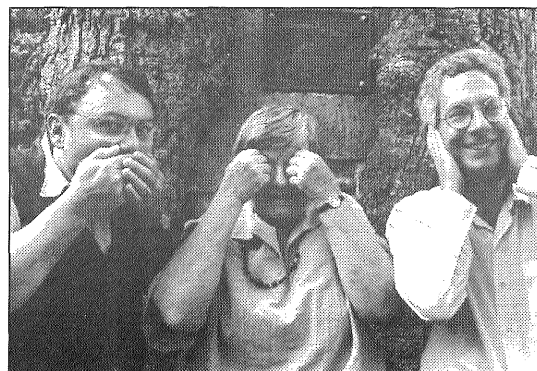
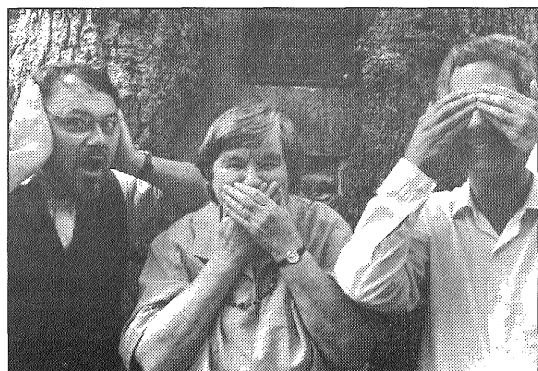
But most of Homecoming calls for

student-style behavior of a different sort. This year there will be more parties than ever before, including a double-decker bash Saturday night, with a waltz/swing party in the Great Hall complemented by a simultaneous rock party in the coffee shop. And for those less willing to stay up late and more desirous of waltzing than of swinging, there will be a Tea Waltz Saturday afternoon, with Elliott Zuckerman at the piano. (Short white gloves not inappropriate, but scarcely required.) The usual reception and rock party after the lecture Friday, reunion luncheons on Saturday, cocktail recep-

tion Saturday evening. Homecoming Banquet, and champagne brunch on Sunday round out the social schedule—for party diehards, Saturday afternoon seminars will provide one of the few welcome breaks from the demands of the weekend.

The more formal celebrations include a Friday night lecture by Curtis Wilson, and honors from the Alumni Association: dedication of a portrait of former president Edwin J. Delattre, honorary alumnus status awarded to Wye Jamison Allanbrook (former tutor), John Christensen

(Director of Admissions), James Matthews (custodian at the college for thirty-six years) and Charles H. Watts II (longtime Board of Visitors and Governors member), and the Alumni Association Award of Merit given to Jeremy Leven A'64. Mr. Leven is the author and director of "Don Juan de Marco," starring Marlon Brando, Johnny Depp, and Faye Dunaway, which will be shown several times throughout the weekend. Romance, a likely story, famous faces, and great lines: it's Homecoming in a nutshell. ●



Tutors Peter Kalkavage, Eva Brann, and Eric Salem get ready for Homecoming.



# The Program...

## St. John's College, a Bastion of the West, Makes Room for the Classics of the East

by Carolyn J. Mooney

Faculty members at St. John's College like to talk about the "great conversation" of Western civilization. It's a discussion that has unfolded over centuries: Plato speaks to Homer, Aristotle to Plato, Dante to Aquinas, Machiavelli to all of them. Since 1937, St. John's—which has campuses here and in Annapolis, Md.—has based its undergraduate curriculum on the works of such authors, sealing its reputation as "the great books college."

In the past few years, though, a growing circle of faculty members here has become interested in another conversation—the intellectual discourse of the East. Five years ago, the Santa Fe campus began offering what it believes is the nation's only master's-degree program on great books of the East. Those works, too, span centuries: Indian epic poets speak to Buddhist scripture writers, whose work travels to China, breaking into a dialogue between Confucianists and Taoists,

That such a program would be offered at a college best known as a bastion of Western culture isn't really that much of a stretch, says Krishnan Venkatesh, the program's archon (Greek for leader) and a tutor, as faculty members here are known.

"If there's one thing we're good at, it's our resourcefulness in reading books," he says.

Just don't call the program multicultural. Scholars at this adobe-style campus near the snow-covered Sangre de Cristo Mountains still cringe when they hear that word. If anything, they see the program as the antithesis of the usual attempts to broaden curricula to satisfy various groups demanding change.

Its focus is an intense study of important Eastern texts, such as the Rig Veda, a collection of sacred Hindu hymns; the Upanishads, Hindu religious and philosophical literature; the Analects of Confucius; and the Tao Teh Ching, a group of poems by Lao-tzu devoted to following the Tao, or "the way," of all things. Students also learn enough Sanskrit or Chinese to read passages in their original language.

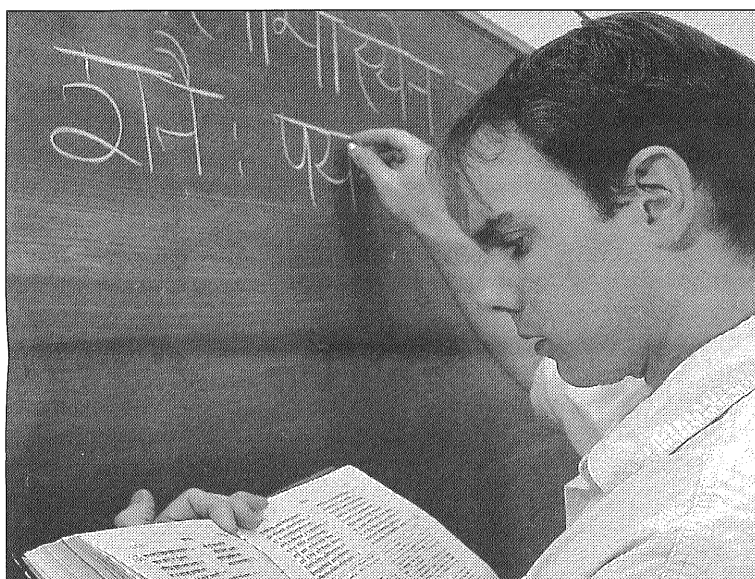
Back in 1992, when a pilot version of the program began, St. John's announced it was undertaking "a serious study of the classic texts of the East, rather than indulging in popularized interpretations of certain aspects of Eastern culture." It hoped that the program would serve as a model for colleges "embroiled in the push for 'multiculturalism.'"

Mr. Venkatesh elaborates: "The reason we have a Western-books curriculum is that there's a coherent and developed conversation going on. When Lao-tzu is writing, he's address-

ing someone else. We have to respect the integrity of the conversation."

"Dropping the Bhagavad Gita into the undergraduate seminar," says James Carey, dean here and one of the program's founders, "would be tokenism."

The undergraduate program at St. John's remains firmly Western (as does its master's program in liberal arts, offered on both campuses). It has retained its idiosyncrasies—no majors, no departments, and no faculty ranks beyond "tutor." All students read the same books in seminars, so that, as one scholar puts it, "there's no need to identify St. Paul."



Michael DiMezza prints Sanskrit on the board during an Eastern Classics tutorial.

Still, it was inevitable that the Eastern Classics program would influence campus culture, even if in subtle ways. Because the program has no separate faculty, scholars who volunteer to teach in it must bone up on Eastern texts and languages, on their own or in the faculty study groups that already existed at St. John's. About 10 of the campus's 60 faculty members teach in the program each year, and as many as one-third have participated since it began.

Scholars here routinely teach outside their fields, so it wasn't unusual for Linda Wiener, an entomologist who became interested in Chinese literature, to offer a preceptorial on early Taoist writings.

What is new is a shifting of scholarly interests on the part of some faculty members. "The Eastern Classics program has diversified our interests," says Ralph Swentzell, one of two faculty leaders of the program's seminar. "I'm not as concerned about the ins and outs of Plato versus Aristotle. I'm more concerned about Confucius versus the Taoists."

Then there is the question of whether there are great books of the West, great books of the East, or only great books.

It's a question Lao-tzu, the

founder of Taoist philosophy, might have asked. A Chinese sage believed to have lived more than 2,500 years ago, Lao-tzu, whose name means "old master," wrote of the struggle to lead a balanced existence in a world of conflicting forces. His classic Tao Teh Ching is the subject of this evening's seminar.

A student opens the class by posing a few questions: What is the nature of the Tao? (It's pronounced "dow.") How do we interpret the Tao, and how does it affect us, if at all?

The questions lead to comments that lead to more questions that lead to more comments.

A few students discuss various translations of certain words, and then the group works through lines like these: "The Tao is an empty bowl, / Which in being can never be filled up." And: "Heaviness is the root of lightness. / Serenity is the master of restlessness."

The Tao, one student says, "is empty, like a bowl. But it can also be useful, like a bowl." Another says: "I never took the Tao to mean being or not being, but the merging of the two."

A heated discussion takes place over a passage in which Lao-tzu advocates governing by Emptying the heart of desires,

*Filling the belly with food,  
Weakening the ambitions,  
Toughening the bones.*

Students wonder, Did the author mean that a leader should empower his people—or subjugate them?

Students do most of the talking, as is customary here. (They also address one another formally in class. The gentility is quaintly jarring at first, when a student says he "liked Miss Hadley's suggestion.") The program has 18 students, but the faculty recently voted to expand it. Some of its students, like Michael DiMezza, hold bachelor's degrees from St. John's. "I thought once we got out of

Greece, the world would be stood on its head," he says. "In fact, I found that the Hindus are probably the underpinning of the Western tradition." The teaching approach defuses the kind of debate that might take place on other campuses," says Homayoon Sepasi, another student. "You learn that it's not either/or. One does not relinquish critical thinking because one is reading a book in another tradition."

A discussion with the campus's dean and president about whether certain ideas are unique to the East or West becomes itself a kind of mini-seminar: Questions matter as much as answers.

"We're leaving open the question of whether both cultures are even asking the same questions," says John Agresto, the president. (As acting and deputy chairman of the National Endowment for the Humanities in the 1980s, Mr. Agresto relished a good scholarly skirmish. He still does.)

Mr. Carey compares Hindu notions of man as a herd animal governed by caste with Aristotle's notion of man as a political animal. The two then discuss Western efforts to adjudicate faith and reason.

Mr. Agresto: "I think the central Western idea is equality."

Mr. Carey: "But it's false that Eastern thought is intuitive or mystic, and that Western thought is rational." The Indian scholar Nagarjuna, for example, was "a ferocious logician."

Mr. Agresto: "But do Aristotle and the Hindus view the idea of soul in the same way?"

Eastern versus Western ideas? "Ah, that's a huge question," Harvey Flaumenhaft, dean on the Annapolis campus, says later by telephone. And a good reason, he says, to have an Eastern Classics program—even though he opposed creating it. He worried that it could spread the faculty too thin and blur the college's mission. "The question isn't whether the program is a good thing, but whether it's a good thing for us to be doing," says the dean, who himself has scholarly interests in Chinese culture.

Many people expect the undergraduate curriculum to remain firmly rooted in the West, for this reason: There is only so much time to read so many books.

"What can you do well in the time you have?" says David Levine, director of the graduate institute. "The West is what most students have grown up with—so that's the place to begin. But in principle, the great books are not Eastern or Western." ●

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## The Program...

# Music Hath Charms

*Music plays a part in the classroom and extracurricular life of the college, and Annapolis music librarian Eric Stoltzfus helps make it all happen.*

by Sus3an Borden

In 1996, Eric Stoltzfus, the Annapolis campus' music librarian, was at a Bach festival in Harrison-burg, Virginia. In preparation for a concert he was giving, he went to the nearby music library at James Madison University and asked for a CD of the cantata he was about to perform. "I took it over to the listening station and it was in pristine condition—didn't have a mark on it. And I thought: 'Wow, we have this in our library and it's totally destroyed!' Everything in the library gets sent out the door; it's not just a reserve collection like in some academic settings. One of the great joys of our music library is that things get used up: records get destroyed, CDs are worn out. I feel good about that," Stoltzfus says.

While the average music librarian might object to his collection being ravaged, Stoltzfus is well aware that he is not in charge of your average music library. "When I came to St. John's," he says, "I found something that I had never really experienced before. When I worked in the music library at Catholic University, people came to the music library, for the most part, to fulfill requirements. But here, people come to fill something else—to fill an enthusiasm they've gained through sophomore music. I see so much enthusiasm, at times it reaches a point of almost violent arguments about, say, which performance of the St. Matthew Passion is better than the others. Something is really at stake for these students."

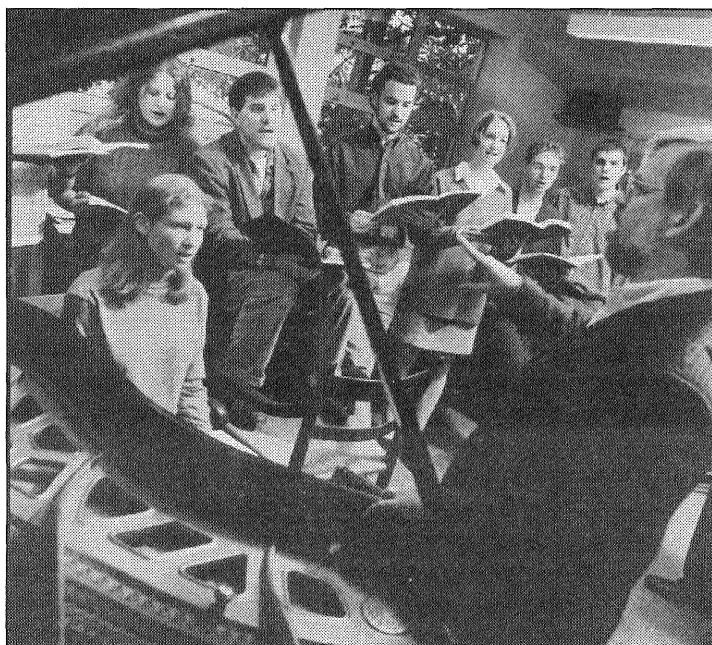
In addition to overseeing an extraordinarily well-used collection of CDs and scores, Stoltzfus is also responsible for the St. John's College Concert Series, which presents two or three concerts a year during the Friday night lecture timeslot.

"The concert series has been going on for decades and has a tremendous history of bringing great music to Annapolis," Stoltzfus says. "In the fifties, some of the most important groups in the world, like the Julliard String Quartet, would come here. They'd give a concert on a Friday, stay overnight, and give informal recitals for the students on Saturdays. A group like that is out of our financial range now, but we have had some really wonderful concerts over the years." Among the most memorable concerts, Stoltzfus lists performances by the Angeles String Quartet, the Orlando Consort, pianist Eugene Istomin, and guitarist Eliot Fisk.

"What I remember sometimes about these concerts is not so much the music, but the audience. There

is a concentration and an excitement that I remember when the music has faded from my mind," says Stoltzfus. "And the truth is, that's what the performers remember. The performers who come to St. John's give concerts at colleges all across the country and around the world. The feeling in most college concert halls, in general, is not very exciting. Then they come here, they go out onto the stage, they begin playing, and—this

with a jazz band. But at St. John's, while the formation of music groups is encouraged by the administration, they must be led, as all things are, by the students," he says. So rather than being the driving force behind such groups, Stoltzfus makes the music library a center for their activities. "If the students want something to happen, they must do it themselves," he says. Three exceptions to this general rule are the



Eric Stoltzfus leads a group of students who meet once a week to sing madrigals.

Peter Howard

is what they tell me, almost without fail: 'All of a sudden, we felt that the audience was involved with what we were doing, that they were paying attention, that they were engaged.' It's amazing for the performers and they really appreciate it."

While it's tempting to attribute the students' attentiveness to the fact that everyone at the college studies music, Stoltzfus has other theories about why St. John's students make such a good audience for musicians. "They come to the concerts to be engaged intellectually," he says. "They come with the expectation that the performers will bring something to them that they can become involved in. The concerts are approached—not as an escape or entertainment—but as an intellectual activity."

In addition to running the library and coordinating the concert series, Stoltzfus works to foster musical activities on campus. He helps hook up students and teachers for private lessons and bring together students who wish to play in ensembles. "At a normal college, there may be a department of applied music where the administration decides to have a jazz band. They hire a director and they end up

school's chorus, chamber orchestra, and a capella singing group, which are led by tutors and meet for one hour every week.

"The idea of having a single one-hour rehearsal a week is pretty ludicrous, really, but this is part of St. John's approach to music," says Stoltzfus. "Instead of perfecting the technical aspect of the performance, people join the groups to explore what's going on in the music. During rehearsals, we bring up questions such as 'how does your part relate to this part that another section is singing?' or 'why do you think that this little bit was composed in this way?'"

"Maybe it goes back to something that I thought about when I first arrived here. I saw people in the sophomore tutorial and elsewhere reading about music, and thinking about it in a different way than I had experienced. If you wanted to learn music theory, in my experience, you went step-by-step through a workbook and concentrated on the specific physical things that happen in the score. But that's never enough here. Every step of the way, there's always more to consider. People want to know what things mean. They are bold enough to ask that kind of question: 'what does it mean?'"

As Stoltzfus becomes more deeply involved in the life of St. John's, he finds himself more and more engaged in such questions of meaning. This has become particularly true during the last three years, as he has added the leading of the sophomore music tutorial to his list of college activities. While Stoltzfus' background—a BA in music and an MA in musicology, along with nearly two decades of playing cello and singing with semi-professional groups—would seem to qualify him to teach this course, Stoltzfus is not so certain. As a visiting tutor, Stoltzfus only teaches music, and so finds himself without the reference points that the rest of the campus takes for granted.

"I have a lot of musical background, so on the one hand I feel like I really have something to offer. On the other hand, I've never been a student at St. John's College. I consider it a serious potential defect in my ability to be a tutor that I haven't done freshman seminar, I haven't gone through Euclid, and I haven't studied Greek," he says.

In an effort to remedy this problem, Stoltzfus audited a freshman math class. The tutor began one class by saying, 'okay, who's up?' And then he didn't say a word until the end when he said, 'okay, I'll see you tomorrow,'" Stoltzfus reports. "A student would go to the blackboard to demonstrate a proposition in geometry. He would try to work it out, get confused, get help from another student, say 'I'm lost, I can't do it, I'm going to have to sit down,' and then just keep working, fight it through, and finally make the demonstration work."

"It was a tremendous class and it reminded me of something that Eva Brann, then the dean, said when I first was invited to teach. She looked at me and sort of smiled and said 'I think you'll be a good tutor because you won't talk too much.'"

This summer, Stoltzfus finds himself at the end of his eighth year at St. John's. He is in charge of a library he is happy to see destroyed rather than preserved, he arranges for concerts that students will listen to as much with their heads as with their ears, and he teaches classes in which he is prized for his ability to hold his tongue. While it's not what his studies in library science, his lifetime of playing music, his cello performances with the Annapolis Symphony, or his decades in classrooms prepared him for, he nonetheless says of the music tutorials, "It's been tremendously enriching for me." ●



# Letters...

## "Singin' in the Rain"

I second Glenda Eoyang's praise of "Singin' in the Rain" (Winter issue) as an antidote for February. In 1974, I shared a common wall, in Urania, with the head of the Film Society, Steve Thomas. As any good projectionist would, Steve previewed the film in his room, to ensure that there were no unspliced breaks. As I recall, he previewed it at least 17 times! After "Roots," one of my Dad's cousins took on the task of genealogical research, and found that Gene Kelly was my grandfather's second cousin. To those women who can remember what a poor dancer I was, I can only say that Cousin Kelly had all the dancing genes in the family.

—William Malloy, SF77

## Reason and Emotion Revisited

I read with great interest recent letters concerning the issue of reason vs. emotion as it involves college life. Of late my life has been more concerned with these matters. I am a Family Doctor in Chicago. The combination of St John's, medicine, and a basic life search to unify mind and body did much to push me along roads that are now impossible to not travel. I am reminded of it daily trying to put the mind and body together in the act of taking care of patients. This has been most satisfying as it has led me to the work of two men who have gone a quantum step in solving the problems encountered when we think of the mind and body as a whole. This speaks directly to what goes on at the school in terms of emotion and reason as well as how the mind and body work together in the newly diagnosed diabetic, and why high school children shoot other high school children.

The work I refer to is that of Silvan S. Tomkins and Donald Nathanson.

Dr. Nathanson, who is a psychiatrist in Philadelphia, wrote a book called *Shame and Pride: Affect, Sex and The Birth of Self* put out by W.W. Norton. Tomkins (no 'p') wrote a four volume set called *Affect Imagery Consciousness* (AIC). Nathanson added to and set out Tomkins' thought in his beautifully written book.

I have brought these works to the attention of at least one tutor and I am certain that Tomkins' work will be on the program some day. I, and I suspect all of us, go through life thinking that there is something wrong with the way we, as a community, deal with reason and emotion, and that means any community.

We feel as if we have to suppress one to deal with the other. The community at St. John's seemed, in my personal experience, to have heightened an awareness of this dichotomy. Tomkins clears up this central question in life. A question that is asked at the school, but the works we read do not satisfactorily resolve the dilemma; and so we go about our lives thinking it is an unsolvable mystery.

Tomkins is a major thinker in the history of thought. He is known for other things in the world of psychology. We who are involved with his thought truly see him as the Einstein of the mind. It has been my experience that I can read nothing, feel nothing and cannot reason about anything in the same way since coming to know his insight. It is because he has shown me how to use reason to look at emotion and in a way that weds emotion and reason.

I encourage all to first read Donald Nathanson's book. I would encourage anyone to contact me for further information and I would be happy to inform the college in any way I could about this work. I am in Chicago and looking for venues to present his ideas locally and to possibly having a study group.

—Brian Lynch, A76  
B3393@aol.com

## Waltz History

About the waltz parties at St. John's in the Spring 1999 edition: I am afraid that Mark St. John will have to reach farther back than the time of SF Student Activities Director Fehervary, who may have come upon the idea of waltzing independently. In 1957-8, Lenke Vietorisz (A62), Maria Flaschberger (A62), and Alexa Nadosy (A61) began teaching some of us how to waltz. These informal lessons progressed rapidly into organized waltz parties which generally followed the Friday night Question Period into the early hours (until the women were required to retire to their dorms, around 2 a.m. as I recall). Possibly these three can give a more detailed description of the actual events.

—David Schiller (A62)

## SJC Poetic Inspiration

As a graduate alumnus from 1983-84, I must report that the two summers I spent reawakening my mind were far and away the best of my life. As a retired foreign language teacher, I have indelible memories of superb learning inspired by an outstanding program.

Currently, I teach part-time ESL at Suffolk Community College,

audit classes at the state university in Old Westbury, participate in a Great Books discussion group in Locust Valley Library, and write poetry as the spirit moves me. I enclose a poem which best expresses what St. John's did for me.

## Liftoff In a Greek Space

I keep Achilles by my side,  
and with the wise Athena  
looking on,  
journey with a well-bred Ithacan  
to sea-borne places far and  
wide,  
watch in vain as mighty Zeus  
consigns a sad Prometheus  
to live his life in pain,  
am there when neither haughty  
Creon  
nor Antigone gives in,  
and when the dark Medea  
exact brute vengeance  
for her wounded pride,  
applaud but cry anyway.  
Placed thus on high Olympus,  
where men with eyes are blind  
as blind men see,  
I soar to immortality  
and leave the weight of earth  
behind.

—Murray Cohen, SGI84

## More about that "3"

I am writing to correct a reference to Tom Lehrer's character Hen3ry made by Todd Everett in the Summer 1998 issue of *The Reporter*. Hen3ry was actually a writer himself. He is the author of a novel about a "young necrophiliac who finally achieved his boyhood ambition by becoming coroner." Hen3ry was later taken away to the "Massachusetts State Home for the Bewildered." It was Dr. Samuel Gall, inventor of the Gallbladder, who, while at agricultural school, "majored in animal husbandry, until they caught him at it."

—Jacqueline E. Kaye, A85

## An Opinion on St. John's History

St. John's is now, happily, a permanent part of the American educational scene. But as every St. Johnny knows, it was not always so. No single book tells the early story as well as *The Search for a Liberal College* by the Rev. J. Winfree Smith. Mr. Smith was meticulously factual in telling the St. John's story. I think, however, it not improper, given when I attended St. John's, to offer a theory about its development that is somewhat revisionist. Its thesis is that there were four individuals without

whose contributions St. John's would not exist. They are, in chronological order: Mortimer Adler, Scott Buchanan, Paul Mellon, and Jacob Klein. All were necessary but by no means sufficient conditions for the emergence of an institution whose sole aim was and is to provide the atmosphere that encourages a truly liberal education.

Three caveats. First, the thesis only applies from the 1930s up to and including the late 1950s. Second, the thesis only includes the contributions that these individuals made to St. John's and not what they otherwise may have accomplished either in education or in other fields. Third, around each of these pivotal figures there were certainly other individuals whose work played an important role in what they did—Robert Hutchins in the case of Mortimer Adler, Stringfellow Barr in the case of Scott Buchanan, Adolph Schmidt in the case of Paul Mellon, and in the case of Jacob Klein—Robert Bart, Curtis Wilson (who succeeded Klein in the deanship), Richard Scofield, Ford Brown, John Kieffer, Winfree Smith, William Darkey, and others including Eva Brann.

Mortimer Adler - Whatever one may think of Adler and the enterprises in which he was engaged during a very long life (he is now in his 90s), it was Adler and Adler pretty much alone who picked up the idea of reading classic works from a program first introduced by Professor Erskine at Columbia University early in the 20th century. Adler took that seed of an idea of reading great books and nourished it in a variety of ways. Brought to the University of Chicago by Robert Hutchins, Adler taught a great books seminar there with him. Adler also knew the budding philosopher Scott Buchanan and Mark Van Doren. This eventually led to a Committee on the Liberal Arts, a group from which the movement to institutionalize the great books derived. Above all, Adler early on wrote the bestseller *How to Read a Book*, which exerted more influence over time in nurturing converts to the great books idea than anything else, except perhaps for the college itself.

Scott Buchanan - First and foremost, it is incontestable that Scott Buchanan was the man who used the college that was in order to become the founder of the college to be. Winfree Smith made an important point about Scott Buchanan in his story about the establishment of the New Program. He noted that Buchanan was not particularly interested in the substance of the books but rather saw them as vehicles or

...continued on page 11



# Robert Sacks

*Robert Sacks (A54) is retiring as a tutor in Santa Fe, but everyone—including Mr. Sacks—hopes to see him back in the tutor's chair in the future.*

by Aaron Mehlhaff, SF01

Robert Sacks was born to Solomon and Ada Sacks of Akron, Ohio, around the first quarter of the twentieth century. Having been born with cerebral palsy, he credits his parents for pushing him to be active, for bringing him up to be a part of normal society. Without them, Mr. Sacks doesn't believe that he would be able to speak ("It took a long time for people to realize that the sounds I was making were speech").

During his childhood, Mr. Sacks' mother was involved in theatre. Because there were no tape recorders at the time, Mr. Sacks never heard his own voice, and he allowed himself to dream of becoming an actor. He carried this dream with him while searching for colleges. As he was looking for schools he visited St. John's at Annapolis and spoke with Jacob Klein. "I never knew what it meant to be thoughtful before that day. It was a totally different world that opened itself to me after that meeting, and I wanted to be a part of it," he remembers. While all the other colleges he applied to turned him down, at St. John's, the admissions office didn't even seem to notice his cerebral palsy. Mr. Sacks considers this an honor to the college. Mr. Sacks says of Jacob Klein, "As well as I can remember he wanted to talk about Newton instead. The great books themselves are that important and interesting that other things don't matter much, and that seems to carry over even to the everyday, mundane workings of the college itself."

Mr. Sacks graduated from Annapolis in 1954. He was a tutor at Annapolis from 1961 to 1969. He received a Ph.D. in Humanities from John's Hopkins University in 1963. In 1969 he moved to Santa Fe, where he has been a tutor since. There have been a few intermittent visits to St. Mary's College, Middlebury, and other colleges.

When asked to comment on how he views himself, he replied, "We are born into the middle of thought. I find myself with the notions like inertia just standing there as if they naturally were there like so many apples falling from a tree. I fail to see them as the labor of human thought, other people's thought, not my own. When I try to understand myself, I find that that self I want to understand is partly hidden between dusty books unopened for hundreds of years. Their ghosts flit thoughtlessly from mind to mind in turns of speech and I think it's up to us to make those thoughtless thoughts which we breath in the air into living thoughts again, if only to understand ourselves." He finished his passionate response to the question of how he sees himself by quietly and humbly saying, "That's what I do."

Soon after his graduation from Annapolis, Mr. Sacks spent time in Jerusalem. The introduction of his two-volume text, *The Lion and The Ass: A Commentary on the Book of Genesis*, published in 1972, details this time in his life. "This book began in Jerusalem one Saturday afternoon about seventeen years ago at the home of Professor Leo Strauss...the talk soon centered on Genesis. At the end of our discussion Dr. Strauss looked up and said 'Mr. Sacks, you don't understand anything about the Book of Genesis. Please come to my house next Shabbat.' And so it was every Shabbat that year."

*The Lion and The Ass* was later printed in an abridged form as volume six of *Ancient Near Eastern Texts and Studies* in 1990. Mr. Sacks also has a translation and commentary on the Book of Job which he completed in 1993. This text lead to a recent lecture tour on Job. He is also working on publishing a text on Hebrew grammar.

His work on the Book of Job is based on what Mr. Sacks considers a central issue to who Western society is. In the introduction he says:

"We in the Western tradition have the blessing and the curse of finding ourselves heirs to two quite different ways of life and hence to two quite different ways of thought...The problem to which I refer is often spoken of as the problem of Science versus Religion...More fundamentally, and perhaps less prejudicially, we may call it the question of...Greek Philosophy and The Hebrew Bible. ...Rarely can they be caught addressing the same question in ways that can be compared with true clarity of thought. Such considerations as these eventually led me to the Book of Job since, of the books of the Bible, it seemed to me to be most in contact with those problems which gave rise to Greek Philosophy."

Mr. Sacks' primary project for his retirement is to study a possible relationship between Saul, in the Book of Samuel, and Agamemnon of Homer's *Iliad*. His interest in the Bible began with the Book of Samuel, and what this book says about striving to be a king. At that time he was also separately considering the relationship of Achilles to Agamemnon and to the Greek people

in the *Iliad*. It was not until recently that a friend of Mr. Sacks' in Santa Fe suggested that someone consider the two together, as two sources addressing the same issues of leadership.

The fascination aroused by that first conversation with Jacob Klein introduced Mr. Sacks to St. John's and the intellectual world. When asked why he remained a tutor, as opposed to seeking another job in academia, he replies, "I'll be damned if I'll find an honest job. Getting paid for teaching is terribly dishonest. They pay the bills and give me other kids to play with." Teaching is not work to Mr. Sacks, but a leisure activity, because in "playing with other kids" he not only teaches, but learns. However he also says that "at a certain point you just want to do your own work" and that being a full time tutor didn't provide him with the time necessary to "put a polish on things."

Mr. Sacks is willing to return to tutoring, at least part time, in the future, and would especially like to teach sophomore mathematics, which relates to his next project: "thinking about Appolonius as a study in the way in which thought makes itself available to the awake mind."

David Levine, Director of the Graduate Institute in Santa Fe, calls his friend "a man with a very big heart." Dean James Carey also mentions this generosity as one of his most noticeable characteristics. Alisa Murray Smith, a graduate student of Mr. Sacks', is impressed by "the generosity of his spirit, he gives so much of himself in his classes and presentations."

President Agresto says of Sacks, "He has loads of friends, and I don't think he has an enemy in the world. He's one of the few faculty that has students who become followers and friends." Mr. Agresto tells the story of when Ed Delattre (president of the college from 1980 to 1986) said, "Bob Sacks is one of the best ambassadors the school

could have to the town." In fact, Mr. Agresto notes that "people will come from other places to this campus and want to spend time with him. I'd heard about how smart he is and how captivating he is long before I'd become president."

Mr. Sacks' love for learning can be seen in the way he treats the discussion on the great books. Ms. Smith is impressed with how he never settles on a merely adequate answer. "He wouldn't let things rest because people agreed on it or it sounded good."

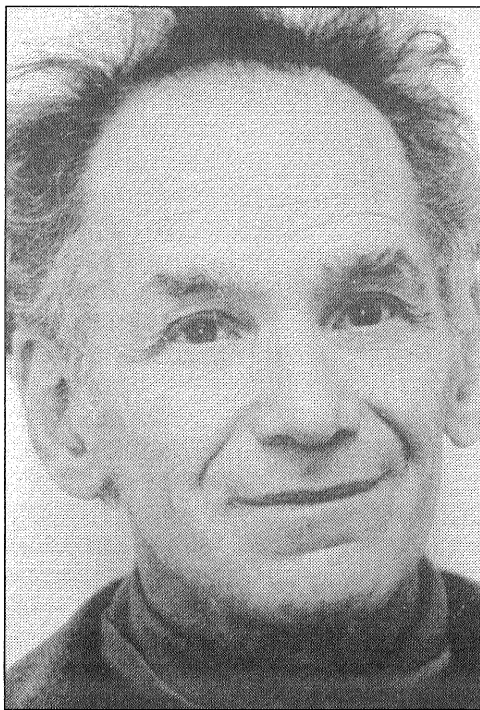
This intense and exact questioning not only gives him the best grasp on a topic as possible, but it also is a pedagogical method. David Levine, who has known Mr. Sacks for over 30 years, says, "He understands the difficulties a student has in learning to think for himself or herself. His own love of learning provides a model for the life of the mind, its excitement, its exhilaration, and its difficulties." For Mr. Sacks "being a tutor means leading someone to the place where the discovery of whatever is at issue is possible. People are inspired by this love he has. He has a youthful adventure that we can partake of when we talk to him."

Mr. Sacks recently played the part of the Porter in this spring's student production of Shakespeare's *Macbeth*. When asked if he intended to participate in any future Shakespeare productions he replies, "No, Shakespeare only wrote one part for an actor with cerebral palsy, and that's the Porter. I've done all I can for Shakespeare."

Mr. Sacks' experience with Shakespeare does go beyond this one performance; he directed productions of Shakespeare at both Santa Fe and Annapolis, and has been known to turn his sophomore language tutorial's study of a Shakespearean play into a small theatrical production, even using the balcony and placita of the Fine Arts Building as stages. Mr. Sacks remains interested in the theatre and hopes to do more during his retirement.

I was lucky enough to have Mr. Sacks for sophomore language this year. I found him to be generous, bright, imaginative, kind, patient, and able to make intellectual endeavors vivid and exciting. Mr. Sacks really exemplifies the joys of an intellectual life. His philosophy about learning and about life are so closely intertwined that in learning with him in class, one also learns a lot about how to live life.

One day before class began, my classmates were discussing rock operas and the work of Andrew Lloyd Weber. How, exactly, should the differences between rock operas, rock musicals, and similar media be delineated? Mr. Sacks entered the room, listened for a few minutes, and then in a pause in the conversation, said, "Why does everything have to fit into nice little cubbyholes for you?" This comment has stayed with me since then. I have realized that this is not simply a statement about our conversation, but a view with which we can see all of creation. ●



Robert Sacks

*"We are born into the middle of thought..."*



## THE DEAN'S STATEMENT OF EDUCATIONAL POLICY

by Aaron Mehlhaff, SF01

The College instruction committee is chaired by the Dean of each campus, alternating on a yearly basis. The Polity states that the Dean who holds the position must write a "Statement of Educational Policy," in addition to chairing the committee. This statement is then submitted to the faculty, and afterwards presented to the Board of Visitors and Governors along with a report on the faculty's views on the statement.

The Dean's Statement of Educational Policy for 1999, written by James Carey, Dean of the Santa Fe campus, is a statement on the foundation of the great books program, a statement on the foundation of the college today. Mr. Carey was compelled to address this topic by two main forces:

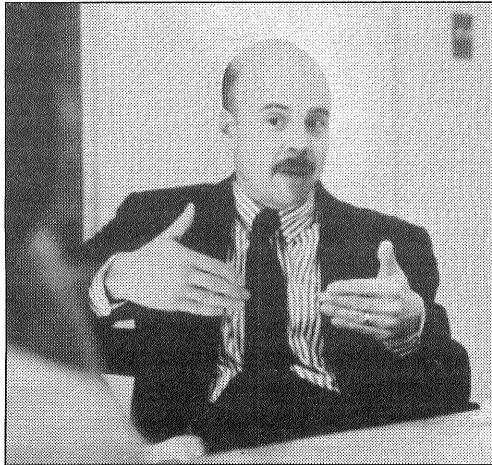
*In recent years, Statements of Educational Policy have treated important issues of faculty development, intercampus unity, challenges to the program from the outside, the quality of student life, and the size of the College. Various aspects of the curriculum have been addressed as well, such as the language curriculum, writing, and the laboratory. But it has been a while since a Statement of Educational Policy has attempted to articulate the basic principles and presuppositions of the program taken as a whole. In my last statement I wrote that "the College does have an intellectual center and one that accommodates a wide range of opinions about what the development of and cultivation of the intellectual powers should entail." Without elaboration, I referred to the intellectual center of the College as "well defined and clearly understood." Conversations I have had with colleagues since then have led me to believe that it might be useful to try to articulate exactly what the intellectual center of the College is, and to locate it relative to the basic aims of the program.*

Dean Carey believes that the aim of the great books program is to move from opinion towards knowledge, especially regarding the "fundamental questions of enduring significance." This, he says, is the official position of the College, "according to its original conception, and as it has been typically understood." But the Dean also notes that there is a range of opinion concerning whether or not it is possible to achieve this end. Both certain authors, and members of the college community, question humanity's ability to replace opinions on these fundamentals with knowledge about them:

*It is possible, I think, to identify in the program two principal and independent sources of doubts about the possibility of liberal education according to its original conception. The Bible is one such source, and Nietzsche is the other. To be sure, there are other sources, for example, skepticism. But in terms of present influence on faculty and in the program, these two are the chief sources. In opposition to both is the official position of the College as an institution dedicated to liberal education according to its original conception. This position is exemplified by classical philosophy, which ranges from Socratic questioning to considerably more ambitious attempts to articulate "the whole." The intellectual center of the College, then, is not our common agreement on the possibility of replacing opinion about the most important things with knowledge, for such agreement does not exist. The intellectual center of the College is, in fact, not the College's official position. The intellectual center of the College is rather the tension between opposing views regarding the nature of truth and the possibility of knowledge, and consequently, between opposing views of what constitutes the most choice worthy life.*

The intellectual center of the college then becomes the conversation between the differing viewpoints, on

this and other issues of great importance. This dialogue is the unifying point for those who are members of the school's intellectual activity. Because liberal education is a form of philosophy and "prides itself on its willingness to examine its own presuppositions," it is essential to the program that there be a debate as to the viability of its aims. "Paradoxically, the College needs at least some faculty who think that the loftiest end of liberal education cannot be attained, if the College is to have a reasonable prospect of attaining this end."



James Carey, Santa Fe Dean

So, to reconsider the purpose of this statement, the intellectual center is the dialogue of different views on fundamental issues, and the basic aim of the great books program is to take the various opinions on the fundamental issues, and attempt to replace them with knowledge. Thus the intent of a liberal education program differs greatly from what is actually the focus of intellectual activity. In fact, the intellectual center is a part of the basic aim of the program, because dialogue about the issues is presupposed if

there is to be any hope of turning opinions on the issues into knowledge. And one must remember that only some issues are necessarily important in the dialogue:

*If, then, it is concern with the fundamental questions that leads us to the liberal arts and to the great books in the first place, these questions can be said both to provoke and to sustain our endeavor at the College. A sensitivity to these questions is the chief precondition of liberal education, and a liberally educated human being is one who does not underestimate their weight. Accordingly, one might design a liberal arts curriculum, or evaluate one already in place, by attempting to determine how successfully it keeps these questions in sight.... It is unlikely that any College in the country has given more sustained reflection to the principles of its academic enterprise than St. John's has. But have we given enough? The loftiest conception of what we are aiming at, namely, human freedom at its acme, requires a vigilance of thought that is hard to sustain. We run the risk of turning radical enquiry itself into a catchword... No one doubts the richness of the program. Almost everything we study here is, beyond the shadow of a doubt, interesting, even exciting. Still, are all parts of the education equally liberating?*

Because the dialectical, intellectual center, which ultimately underlies the basic aim of the program, is the dialogue derived from discussion of these fundamental questions, the Dean asks the question of whether or not the "tensions implied in these questions...shape the contours of the curriculum?" His answer to this question is to rethink the program in light of the questions. In doing so he suggests a few changes:

*The Program could be made more coherent, could be made more of a whole, by attending more carefully to the fundamental questions and the places in the curriculum where they most readily come to the fore. The following changes suggest themselves. They are not proposals. They are suggestions merely, and are offered for faculty discussion of the program construed as an integrated whole resting on clear and consistent principles.*

Dean Carey's final statement is an invitation to the faculty which this article opens to the alumni community and the other members of *The Reporter* audience: "My chief hope, in placing these suggestions before the faculty, is that by addressing them we will be led to reflect on what we mean by 'the program.'"

The Dean's statement is available from the Public Relations Office, 1160 Camino Cruz Blanca, Santa Fe, NM 87501, or on the Internet at [www.sjcsf.edu/academic/deans.htm](http://www.sjcsf.edu/academic/deans.htm). ●

## ... and more Letters

*continued from page 9*

catalysts for getting the students to think deeply about ideas and not necessarily the ideas that came directly from whatever book was being read. But Winfree Smith did not sufficiently dwell on the means Buchanan used to stimulate thought. Buchanan was an artist in provoking others by using his status as dean, his reputation as a unique kind of philosopher, as well as his relationship to President Barr. (No one who has ever seen them together could doubt who was in command.) He also was adept at employing silence as a form of rhetoric in a seminar as a way to stimulate thought.

Paul Mellon - Much is already known about Paul Mellon's role in the history of the college. He, indeed, was "converted," as it were, to the idea of a real liberal education, spent part of a freshman year at the college, did not get on well with mathematics but very much liked studying classical Greek. A reliable source told me Mellon once said that he could think of no better career than to teach Greek at St. John's. He left St. John's after a time, in part, because his obligations, given his vast wealth, could not be met while he remained a student. His continuing generosity toward the college is legendary.

Jacob Klein - Having written about Jascha Klein in the "Letters" section of the last *Reporter*, I will say little here. He was my mentor; I have never had a conversation with him, read any of his books, lectures, or letters without learning something. As for what he did for St. John's, let the last word be that of James Carey, dean in Santa Fe: "There would not be a St. John's were it not for Jacob Klein."

—Robert Hazo, A53

The Reporter welcomes letters on issues of interest to readers.

Letters may be edited for clarity and/or length. Those under 500 words have a better chance of being printed in their entirety. Please address letters to either campus: Annapolis — The Reporter, Public Relations Office, St. John's College, Box 2800, Annapolis, MD 21404 or e-mail [b-goyette@sjca.edu](mailto:b-goyette@sjca.edu).

Santa Fe — The Reporter, Public Relations Office, St. John's College, 1160 Camino Cruz Blanca, Santa Fe, NM 87501 or e-mail [classics@mail.sjcsf.edu](mailto:classics@mail.sjcsf.edu).

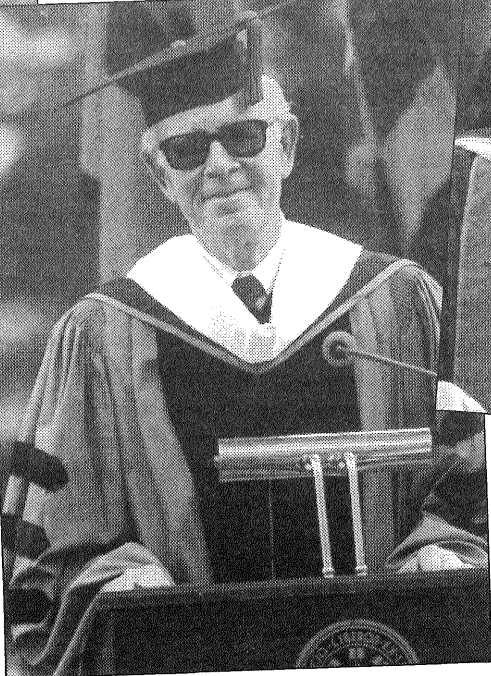


# Commencement - Annapolis 1999

Poetry can take us from reading as passive recreation to reading as active re-creation of ourselves, suggested Robert Fagles in his commencement address to the 91 seniors, 24 master's degree candidates, and their family and friends on May 14 in Annapolis. Fagles, a professor of comparative literature at Princeton and translator of *The Iliad* and *The Odyssey*, used his talk about poetry as a gentle and

Fagles also read—in an ancient Greek so mellifluous as to be unrecognizable to St. John's student used to laboriously parsing their way through passages syllable by syllable—the epic “shipwrecked sailor” simile from the *Odyssey* in which Penelope and Odysseus finally recognize each other. He pointed out that the shipwrecked sailor image does not really apply as a simile to Odysseus, who is himself a shipwrecked sailor not

mind the twins *eros* and *thumos*—love and spiritedness. *Eros* makes us ask questions, he said—as the offspring of resourcefulness and poverty, love is the cunning poverty that inspires students to question. *Thumos*, on the other hand, is “the place in the



From left: Michael Goodrum and Deborah Carlos celebrate with pizza; Robert Fagles and Peter Kalkavage address the graduates; students find great viewing from Pinkney's upper floors.

heartfelt reassurance that the life of reflection and the life of action—the life within the college and the life outside it on one level—are intimately connected. Peter Kalkavage, the faculty speaker, asked the question: what makes thinking alive? Citing the vast number of ideas St. John's students deal with over the course of four years, he asked graduates to consider what brought certain “thinkables” to life for them.

Fagles began by noting that St. John's is a place where poetry is required. He cited Robert Frost, who compared poetry to love, saying that both begin in delight and end in wisdom. He talked about the process of “carrying over” or translating the meaning of a poem into our own lives. In this process, he said, reading becomes a “vivid form of action” rather than, or in addition to, a passive entertainment. The ancient Greek world as portrayed in its poetry becomes a real place for us when we allow ourselves to be affected. As an example, Fagles cited a passage in Homer he finds particularly affecting: “I...can never read Andromache's lament for Hector in *The Iliad*, grieving that their son Astyanax must be orphaned of his father, without seeing myself as well, orphaned of my father too, when I was rather young. But no sooner have I entered into the spirit of Andromache's lament than I find myself enlarged by Homer's poetry—a medium so unsparing, so immediate in its pain and yet so ennobling too, that being an orphan becomes, in one and the same breath, a passport to being human, a vulnerable yet enduring part of the race.”

like one. Instead, it applies to Penelope; “she too is a shipwrecked sailor, having weathered years of buffeting, stormed by the suitors here at home, in Ithaca, until the return of her husband returns her to the land that they possess in common.”

The delight that we feel about a passage such as the one from *The Odyssey* can end in wisdom if we “translate it into the texture of our lives”; it will become “the wisdom of the land that we return to, the basis of the love we bear one another.” Fagles concluded by saying that this love may be what is most worth pursuing and preserving as graduates commence the rest of their lives.

## PRESERVING THE PASSION OF THE LOGOS

“Hegel tells us that nothing great in the world is ever achieved without passion,” said Peter Kalkavage to the graduating seniors, many of whom he taught, and to the master's candidates. “He is right, right about the world and right about you. For what you have done here in coursing through the program is great as well as good, noble as well as useful. And it has all been the work of your passion for learning. It was your passion that brought you to this college and kept you here in difficult times. It was your passion for the thinkable that made thinking alive.”

In analyzing this passion, Kalkavage called to

soul where depth meets clarity. We experience the *thumos* of thinking when we realize something deep down.” Such realizations sometimes transform us forever, he said. Kalkavage also brought up the importance of “intelligent play,” which inspires imagination and serves as a counterweight to the seriousness of *thumos*.

Kalkavage concluded by asking the graduates to remember not to think of their education as complete. “Do not let the logos within you die,” he cautioned. ●

—by Barbara Goyette

The Alumni Association made Dr. Robert Biern an honorary alumnus of the class of 1999 at Commencement in Annapolis. Dr. Biern served as college physician from 1968 to 1970 and has been involved in the life of the college ever since. A cardiologist, he started the Coronary Care Unit at Anne Arundel Medical Center and was honored by the American Heart Association in 1997. He has served on the Board of the Friends of St. John's College since the late 1980s, was president of the organization from 1994 to 1996, and served as chairman of the local friends group during the Campaign For Our Fourth Century from 1994 to 1996. Along with his wife, Mary Kay, he is a regular at college events, participating in the Executive Seminar program, the Mitchell Gallery Committee, and the Caritas Society.

## AWARDS AND PRIZES

### ANNAPOLIS

To the members of the Senior Class who have written the best Senior Essays. Offered in memory of Simon Kaplan, Tutor Emeritus, by his widow, Mrs. Kaplan: Pirooska Katalin Kopar. Offered in memory of Susan Irene Roberts (1966): Derek Preston Alexander and Sean Shanti Forester. Honorable mention: Dana Beth Ostrander and Gary Arthur Temple II.

To the member of the Junior Class who has written the best annual essay. Offered by Mrs. Leslie Clark Stevens in memory of her daughter-in-law, Kathryn Mylorie Stevens: Markus Christoph Glodek. Honorable mention: Robert Pickett Dickson and Alan Howard Rubenstein.

To the member of the Sophomore Class who has written

the best annual essay. Offered under the will of the late Judge Walter I. Dawkins (1880): Sarah Elizabeth Whitesel. Honorable mention: Justin Donald Andrews and Maria Christina Cassimatis.

To the member of the Freshman Class who has written the best annual essay. Offered in memory of Jacob Klein, Tutor Emeritus, and his wife, Else, by the Dean: Blakely Lauren

Phillips. Honorable mention: Nina Karin Isaacson.

To the Graduate Institute student who has written a distinguished preceptorial essay. Offered by the Alumni Association: Fairlea Ann Sheehy.

To a member of the Senior Class, for excellence in speaking. Offered in memory of Senator Millard E. Tydings of Maryland: Pamela Jean Bergson.



# Commencement - Santa Fe 1999

As we tested our most rudimentary language skills - lining up in alphabetical order - assistants to the registrar administered sunscreen and bottles of water. I suppose the general consensus was that if we were wearing caps and gowns we

kind of civil discourse that makes a democracy work. We don't listen. We don't reflect. We don't learn. We attack. But you know better, don't you?" He spoke candidly about the different manifestations of the crisis as he sees it in our society, drawing from his own personal experience in American politics. Offering an inspiring example to the 1999 graduating class, he recounted what role civility played in his family's tradition of public service.

education?" is to learn something worth knowing for its own sake."

Mr. Udall had a personal response to this view of education: "For myself, I have always viewed education as a journey, not a destination.

From left: Families gather after the ceremony; speaker Tom Udall; Paul Lopez is congratulated by John Agresto; Liz Borshard and Amber Boydston.

had made it through the worst. Thus, we settled down to listen to the guest speaker's address, happy and calm amid the ceremonious excitement.

Full of compliments to the St. John's program, Thomas Udall, a New Mexico congressman, addressed the 1999 graduating class of 65 undergraduates and 27 graduate students. His address was more of an experience of the real world than a philosophical exploration on "what it means to be entering the real world." That we were entering the "real world" was a given. Mr. Udall's direct contact with modern political life lent a real-time feel to his speech. He offered a perspective on what that real world is like and of what value a St. John's education is to that world.

"You have attended an unusual and perhaps unique institution," he began. "As graduates of St. John's, you have had precisely the sort of liberal education that will serve our country best in this time of crisis. And the particular crisis I am concerned about - as ABC labeled it the other night on the network news - is the civility crisis.

"This is a crisis that really strikes at the core of our democratic system. We no longer engage in the

His uncle, former congressman Morris "Mo" Udall, had the reputation of being a man who "exemplified the best of the American spirit, [proving] that honor need not yield to ambition, that open-mindedness and willingness to listen are not inconsistent with devotion to principle, that civility can accompany tenacity, and that humility should go hand in hand with power." He continued, "I have a personal interest in promoting civility and I think I'm talking to the right crowd."

"You have had a liberal education in the best sense of the word." To expound, Mr. Udall appealed to the authoritative words of present Santa Fe dean James Carey, and former Annapolis dean Eva Brann. "Dean Carey has described a liberal education in terms of the examined life - the opportunity to raise and discuss fundamental questions of enduring significance [see the Dean's Statement of Educational Policy on the Santa Fe web site [www.sjcsf.edu/academic/deans.htm](http://www.sjcsf.edu/academic/deans.htm)]. On the Annapolis campus, Eva Brann has written that the first and last unabashed answer to the question 'why engage in a liberal

reason. We need more compassion. We need more tolerance. We need more understanding. And underlying it all, to make this happen, we need to return to civility - the civility that is a by-product of a liberal education. You might say we need more St. John's!"

Udall, originally from Tucson, Arizona, was elected to Congress from New Mexico's 3rd Congressional District. He sits on the House Small Business Committee, the House Committee on Resources, and was elected by his peers as one of three freshman Democratic Whips. Udall has served as Assistant United States Attorney, as Chief Counsel for the New Mexico Health and Environment Department, and as New Mexico's Attorney General. His father, Stewart Udall, served in the United States House of Representatives from 1954-1960 and continued under Kennedy and Johnson as Secretary of Interior. His uncle, Morris Udall, represented Arizona in Congress from 1961-1991. ●

-by Sarah Fridrich, SF99

## AWARDS AND PRIZES ...Continued

To the student who submits the best English version of a Greek text. Offered in memory of John S. Kieffer, President Emeritus: Samuel Joseph Garcia.

To the student who submits the best English version of a French poem. Offered by the Board of Visitors and Governors: Robert Pickett Dickson.

To the student who submits a fine original English poem. Offered

by Dr. George Austin in memory of his brother Henry: Patrick McCormack Findler. Honorable mention: Bryan Howard Thorpe and Kristin Rapp Woodfin.

To the student who submits a fine essay on a piece of music. Offered in memory of Mary Joy Belknap: Nicholas Gaston Holovaty.

To the student who submits the most elegant solution to a geometrical

problem. Offered by the Class of 1986 in memory of Bryce Jacobsen (1942), Tutor and Director of Athletics Emeritus: Christian Michael Moser.

To the student who submits the most elegant solution to an analytical problem. Offered in memory of James R. McClintock (1965): Erika Margaret Nesse.

To the student who carries out a fine laboratory project: Bryan

Howard Thorpe.

Special blazers for the Senior man and woman who by their participation, leadership, and sportsmanship have contributed most to the College's athletic program. Offered by the Alumni Association of St. John's College: Benjamin Ide Closs and Abigail Lisa Gibbs.

To a member of the Senior Class

...continued next page



## JOHNNY

by Susan Borden

## PRIZES - continued from page 13

who has contributed outstanding service to the Greater Annapolis Community. Offered by the Caritas Society of St. John's College: Eve Alexandra Gibson.

Charles Vernon Moran Prize, for a member of the Senior Class who submits the best work of visual art to the Community Art Exhibition: Marianne Thompson. Honorable mention: Derek Preston Alexander.

Walter S. Baird Prize, for a Senior who has demonstrated excellence in the arts, literature, or sciences: Rodino Fabrizio Anderson.

National Security Education Program Scholarship Alternate: Bryan Howard Thorpe.

Howard Hughes Medical Institute Summer Undergraduate Research Fellowships in Biological Sciences: Erik Dennis Dempsey, Robert Pickett Dickson, Karin Jori Ekholm, Sandy Max Green, and Magdalena Franziska Kulik.

Governor's Summer Internship: Melanie Joyce Santiago.

## SANTA FE

Medal for Academic Excellence, offered by the Board of Visitors and Governors: Maureen Gallagher and Ben Hance.

Richard D. Weigle Prize and University of Chicago Press Book Prize, for the best Senior Essay: Tobin Shulman.

Robert Neidorf Memorial Scholarship, for a deserving student to help with the continuation of work at St. John's College through cultivation of the liberal arts of thinking and friendship: Adriana B. de Julio.

St. John's College Community Scholarship, for members of the Freshman, Sophomore, and Junior Classes in recognition of academic achievement and constructive service to the college community. Offered by the faculty, staff, and students. Class of 2001: Kiera Homann and Kee Zublin. Class of 2002: Andrea Quintero.

Senator Millard E. Tydings Memorial Prize, to a member of the Senior Class for excellence in public speaking: Tobin Shulman.

Henry M. Austin Poetry Prize, in recognition of academic achievement and of talent in writing poetry: Charles Rieden (GI).

University of California Press Book Award for his Junior Essay: Adrian Lucia.

Yale University Press Book Award for his Sophomore Essay: Andrew Frishman.

Green Lion Press Book Award for their Freshman Essays: Michael Sullivan and D. Hunter Saussy.

For their essays (other than annual). Upperclassman: Julie Gronneberg. Honorable mention: Ben Hance. Underclassman: Michael Sullivan.

W.W. Norton Book Prize for his mathematics essay: Paul Obrecht.

Random House Book Prize for his science essay: Michael G. Wood. Honorable mention: Rowan Wing.

Columbia University Press Book Prize for her Graduate Institute essay in the liberal arts: Kristi Stewart.

For outstanding performance in athletics. Class of 1999: Michael O Boyle, Tarek Salem, Rachel Vedaa, and Kyleb Wild.

For outstanding contributions to the college community. Class of 1999: Carisa Armendariz and George Finney. Class of 2001: Alexandra Rothenberg.

For outstanding service to the college: Sarah Fridrich.

Parents' Weekend is always a hit, bringing moms and dads into their students' classroom, giving them a taste for the academic program with parent seminars, and introducing them to waltz parties. But for some parents three days a year just aren't enough. They enthusiastically participate in Parents' Weekend with a searching look in their eyes—and a Graduate Institute brochure in their hands.

At other colleges, "legacy" students—those whose parents attended the school—are common, and there are a number of St. John's undergraduates whose parents are themselves alumni. But parents who enroll because they were exposed to the school through their children's experience are the St. John's twist on legacies. Here are the stories of three parents of Johnnies who became Johnnies themselves in the Graduate Institute.

MARY GLASSMAN (AGI99)  
MOTHER OF KATE GLASSMAN (A98)

"On my fiftieth birthday, Kate gave me a beautiful copy of McKeon's *Collected Works of Aristotle*. Her selection of it was very significant and meant a lot to me. That was when I felt that St. John's had really worked for her. She knew how much I had read and enjoyed Aristotle in college, mainly the 'Poetics.' Still, at the time she gave me the book, I had not even thought about going to St. John's. Perhaps she meant it as a subtle suggestion."

But a telephone call with St. John's president Chris Nelson included a far less subtle suggestion. "His call to me was mainly because of fundraising. But as we were chatting, Chris said, out of the blue, 'Have you ever thought about coming here yourself?' I said no, but it was just the push I needed." Mary wrote two of the application essays within minutes of receiving the Graduate Institute bulletin. She applied, was accepted within two weeks, and immediately started reading.

Mary's quick conversion from parent to Johnny was, in some ways, not surprising. Unlike many parents, whose first introduction to St. John's comes from their child's interest in the school, the Glassmans knew of the program long before their daughter became interested in it. When Kate chose to attend the college, her parents were astonished and delighted. As she progressed through the program, her parents followed everything that she was reading.

Kate's senior year, however, was a trying time, when troubles within the family were deeply distracting. She credits Kate's tutors with helping to keep her mind focused on her academic work. She particularly remembers former assistant dean Abe Schoener's shepherding Kate through the senior essay writing period. "He set up a program for her to complete it. Even though he wasn't her tutor, his forcing her step-by-step to write her essay, despite distracting emotions, was miraculous. I was much impressed with the personal attention at St. John's, not counseling, but the direction to concentrate on something that can ultimately be more meaningful to you than the chaos you're living in."

Soon it was Mary's turn to struggle with paper writing. Although she and her husband, James, had been owners and publishers of the Congressional newspaper *Roll Call*, writing for St. John's was an entirely different matter. "When I wrote my first precept paper, it was a real challenge," recalls Mary. "I had been a wordsmith of necessity for many years, but to sit down and write a long, lucid, thoughtful essay from my own head, to resist looking at what other people said about the subject, was very difficult." Because she was writing about Jane Austen (in particular why she doesn't love Jane Austen), she consulted Mark Twain on the subject. Finally, Mary says, Kate stepped in with some sound advice: "She told me that if I read what other people think in order to get an idea or affirm my own thoughts, I'd be led astray." Halfway through the paper, Mary threw away her secondary sources and stayed with the text, allowing her, she says, to concentrate on her paper and finish her writing.

But Kate's paper writing wisdom was not always completely

appreciated, says Mary.

"One night, she breezed in and saw me writing a paper and smoking, which I only do while I'm writing. She said, 'Oh yes, oh yes, I can see...it's definitely the third stage of panic.' This is after I held her hand through her senior essay. Then I wanted to take that Aristotle she had given me and toss it right at her head."

LINDA LLERENA HUDAK (AGI95)  
MOTHER OF JOSH SILBERSTEIN (A94)

When Linda Llerena-Hudak's son, Josh Silberstein, was preparing to apply for college, Linda quietly planted the St. John's catalogue in his room. Although Josh, who had always been drawn to New England, was planning to apply to Bates and Colby Colleges, he thought St. John's looked interesting, and decided to visit the college. When he came home, Linda reports, he said, "I want to go there. I'm in love with the place. It's exactly like what it sounds like in the catalogue." Although Linda tried to encourage him to apply elsewhere as a backup, he refused. "It's this place or nothing," he said. "I'll keep trying until I can get in."

Fortunately, Josh was accepted that December and enrolled the following fall. Linda remembers visiting classes during Parents' Weekend: It was beautiful watching how the class was taught. Josh was in the perfect environment to nurture himself, not just his intellectual side but his whole person."

While Josh was at St. John's, Linda was considering pursuing a PhD in philosophy. As she was looking into different graduate programs,

she says, there was something that beckoned her to St. John's. She and Josh talked about what he read; he would bring books home, and they shared his favorites. When she saw a copy of the Graduate Institute reading list, she got a sense that the master's program was a rich experience that she didn't want to miss.

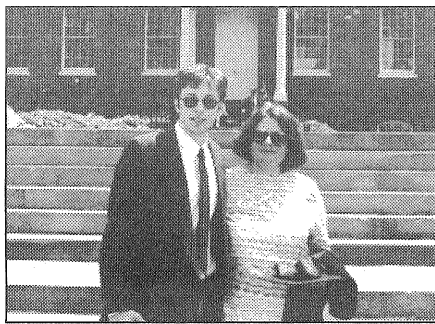
Linda enrolled in the program and her first semester at St. John's coincided with Josh's final semester. "Josh was very happy, supportive, and welcoming of my decision to study at St. John's," she says. "I consulted with him on readings, papers, and classes, and he did the same with me. He would often meet me for dinner on the nights I had class and we would share what we were working on."

Linda's favorite readings from the Graduate Institute were the Greeks: Plato and Aristotle and the tragedies. "I had the good fortune to have Mr. Berns for Aristotle. I had read a bit of Aristotle before, but Mr. Berns opened him up in a way I had never seen. Then I reread the *Politics* with Mr. Townsend," she recalls.

After receiving her masters, Linda's great books reading continued as Josh recommended some undergraduate books that were not on the GI reading list (such as *The Aeneid*) as well as some that she had read before, either in high school or college, but that she was now equipped to get far more out of (such as *Paradise Lost*). "I found myself wanting to read good books after St. John's," she says. "For me, that was an integral part of the program, the habit of really appreciating good books. That doesn't mean I don't pick up a mystery from time to time, but I'm always reading something of quality—books of ideas or good literature."

HARRIET LONG (AGI 93)  
MOTHER OF KIMBERLY RILEY (AGI87),  
ELISABETH ANDERSON (A86), DAVID LONG (A90),  
AND MOTHER-IN-LAW OF PAUL ANDERSON (A87)

When Harriet Long's daughter, Elisabeth, was 16, she got a job at a cleaners. Although the work was terribly boring, Elisabeth stayed for three summers and quite enjoyed her job. The reason? She had a Johnny for a coworker, and



Josh Silberstein and Linda Hudak

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they spent every day playing classical music and talking about books.

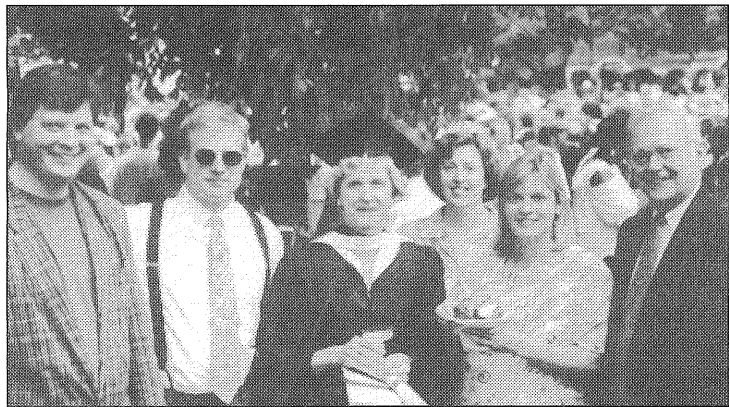
"She totally took in the program," Harriet says. "She visited St. John's and loved it. We looked at other schools but she had no interest in them." Harriet's husband

Don, the Director of Neurosurgery at Johns Hopkins University School of Medicine, was not so enthusiastic, however. "He had very clear-cut ideas about where he thought Elisabeth should go to school," recalls Harriet, and St. John's was not among them. It was only after Don spoke with Hopkins president Steve Muller that he changed his mind. "He asked him: 'What about this little school in Annapolis? What do the students do after they graduate?' Steve told Don he considered St. John's the best school in the United States. He said that the trouble was getting your child to go, and that you should be grateful if that's what your child wants to do. Don came home and said, 'Maybe we'd better look into this school.' We attended a seminar and came back thinking it was the kind of college we wanted to go to ourselves."

At the end of Elisabeth's freshman year, Harriet's daughter Kim had just graduated from Mount Holyoke. The first few days that she and Elisabeth were at home together, Elisabeth was talking about the program books. "Kim, who is very competitive, said, 'I can't stand you knowing all those things, I've heard about these writers but I've never read what they wrote.' Elisabeth told her about the Graduate Institute, Kim went right to telephone, looked up the number, called the school, and enrolled that summer."

Not long after, her son David began making frequent visits to Elisabeth at St. John's. "We eventually discovered that the reason he was going was they were letting him play soccer. He played for at least two years before he went. We were never certain whether it was the program or the athletics that brought him to the school, but either way, he loved St. John's."

After David graduated, Harriet finally considered entering the Graduate Institute. From the time she finished college, she had always intended to go to graduate school, but marriage and family kept delaying her plans. Finally, with all three of her children through college, she decided it was time to pursue her education. "But at my age," she says, "going



The Longs: Paul Anderson, A87; David, A90; Harriet, AGI93; Elisabeth Long Anderson, A86; Kim Long Riley, AGI87; Don Long.

back to graduate school in a traditional setting doesn't make sense. The program was what I wanted to go to school for anyway, it seemed like a perfect fit."

As it turns out, it was indeed a perfect fit. "Those were absolutely engrossing and wonderful years," she says. "It was a terrible letdown when it was over."

Yet for Harriet, the experience is far from over. She serves on the Board of Visitors and Governors and is active in the Baltimore chapter of the Alumni Association. She and her Johnny-family often talk about the books. "I've done more reading of books not included on the Graduate Institute list because the kids talk about them. Elisabeth, when she was talking about Plotinus, told me to read him, which I did. During a discussion, Kim told me, 'You sound just like Heidigger.' I had to read his works just to find out what she was talking about. We're always talking about some idea or issue; the family is referring to the books all the time—it's an ongoing discussion." ●

## JOHNNIES

### She got interested because he got interested when she was considering St. John's...

John and Rachel Balkcom, a father-daughter duo, represent another variation on the theme of "I want to study the great books too." John began attending the Graduate Institute in Santa Fe three summers ago, and Rachel started the program this past fall. John is a consultant with Sibson & Company in Chicago and attends the classes in the summer only. Rachel is planning to teach high

school humanities and has been substituting at Santa Fe Prep this past school year. They will both be in their third term this summer studying the Literature segment.

*How did each of you come to attend the Graduate Institute?*

**Rachel:** I had almost come for undergrad. I ended up going to Kenyon, but my parents and I visited both the Annapolis and Santa Fe campuses. I remember my father saying, "This is amazing. Maybe I'll come here!" I didn't take him seriously at the time. I thought he was just being supportive of the schools I had the option of going to. But he kept the idea in the back of his mind until he could arrange to enter the program himself.

I came for all the reasons anyone might enter a graduate program—I wanted to learn the material, the method of instruction excited me, and I thought it would be rele-

vant for my chosen work, which is teaching. But I wouldn't have thought of St. John's if my dad wasn't already here.

**John:** At the last-minute suggestion of Rachel's high school guidance counselor, we took her to visit St. John's her senior year. She decided it wasn't what she wanted at the time, but I was ready to enroll on the spot! I came back for Summer Classics and went for two successive summers. After studying the Federalist Papers, and then reading the *Aeneid*, I was hooked. I then decided the Summer Classics was fun, but it wasn't sufficient to satisfy my need to get back to the texts I had both enjoyed and fled as an undergraduate.

*Rachel, how do you think your dad felt about your decision to attend St. John's?*

**Rachel:** I think he was thrilled. He probably saw it as an affirmation of what he was doing, and I think it probably made him proud. I think there were a number of ways in which he influenced my decision. I had heard him talk about the quality of the students and of the teachers. And we had had several discussions about the content of the material he was studying, and I remember being so interested.

I think in the back of my mind I somehow thought that coming to St. John's would allow me to enter my dad's realm—to approach what I had always seen as his vast intellect. Now, I realize that I will always see my dad as a superior intellect and that my impression of him has less to do with what he knows than who he is.

What I do think though is that we have this little part in common that we didn't have before. I know that when he and I talk about justice or truth, or a square root, we are probably thinking about the same questions.

*John, what's it like having your daughter at St. John's with you?*

**John:** Are you kidding? It's great! She wants to teach and this gives her great material to work with, plus the unique experience of teaching and learning in the St. John's way. I think she caught some of my enthusiasm for the experience of shared learning. Having her at school has made me do my readings even more carefully. It sent me back to some of the books to reread passages she told me about, passages where she had gleaned things that I missed.

And now we're going to be in class together this summer. Truth is, I'm a little giddy about it. When I get beyond that, though, I really expect the exchange to be thoughtful, considerate, civil, challenging, far-ranging. The bonus is that we'll get to carry on our conversations almost indefinitely.

*And what are your plans after St. John's?*

**John:** To find some way to keep coming back. There is something compelling to me about playing even a small part in what Mr. Levine calls "this community of learners." I once thought I aspired to be a tutor, but my observations tell me that their job is much harder than any I have ever held.

Although I don't presently see how it might happen—in view of our commitment to the community of Evanston—I relish my participation in the seminars and preceptorials, and I want to continue to be a part of them. At a minimum, Mr. (Christopher) Nelson has initiated an executive seminar series in Chicago. I think it begins this coming fall. So there's the possibility of St. John's coming to me.

**Rachel:** The main reason I came to St. John's was to inform my teaching. Most people, if they've found their thing, will probably spend a few years figuring out how to become really effective at it, and then moving toward that goal. St. John's gives me both the material to teach and methods with which to do so. I think it's definitely going to make me a better teacher. So, after St. John's I'll stay on this path. I think for many people, education in this country, especially public school education, is something of a mystery. Its relative failure is a mystery.

I didn't think much of my own education growing up, so I'm sure much of my search for answers in the field of education is motivated by personal experience. But the question, for which I assume there is no ultimate or simple answer, is: What makes for a good education?

I'll continue trying to answer that.

—John McCauley, SFGI99





# Alumni Association News

## SUMMER 1999 ✱ ST. JOHN'S COLLEGE



✱ Glenda Eoyang (SF76) and Monika Schiavo (A84) communications committee chairs

## WHAT'S HAPPENING AROUND THE LAND

### Alumni Association Chapter Events

Some alumni chapters curl up for a long summer's sleep. Others pursue purely social activities, leaving seminars to their natural (with apologies to Febbies, JFs, and Gls) time, the traditional academic year. Some forge ahead undaunted with seminar schedules. And two powerhouse chapters (New York and Northern California) do it all: they combine traditional annual social events with seminars.

#### A survey of summer events:

**Austin:** Those Texans are undeterred by hot weather! They have a seminar on the thirteenth of every month no matter what: so far this summer, they've read three of Montaigne's essays ("Of Friendship", "Of Solitude", and "Of Conscience") for June 13, and *The Analects of Confucius*, 1-5 and 20, for July 13.

**Baltimore:** The Baltimoreans, on the other hand, take it easy. They had a pool party at the Bolton Hill Swim and Tennis Club on July 11—heralded by the assurance that "There is no reading."

**North Carolina:** One of our smallest chapters is one of the most avid. They meet on July 25 to discuss Eric Hoffer's *The True Believer*, and will get together on August 15 for a seminar on Akira Kurosawa's film *Kagemusha*.

**Seattle:** Robert Glick, Vice President of the Santa Fe Campus, and Tahmina Shalizi, Santa Fe Alumni Director, traveled to Seattle for a seminar on Dante, *Inferno* 1-10, on May 27. Mr. Glick co-led the seminar with chapter president Jon Bever SGI95, while Ms. Shalizi wisely stayed out of the tutor role, and visited with alumni to ask not what Seattle alumni can do for the alumni office, but indeed what the alumni office can do for Seattle alumni.

**Boston:** Kevin Johnson (A93) writes: "The Second Annual SJC Boston Alumni Chapter Beer and Conversation Night will take place on Monday, July 19 at 6 pm. The response to our recent e-mail contest, in which alumni suggested sites for the event, was overwhelming. From the single entry we received, Ginger [Kenney (A67), chapter president] and I had to narrow it down to only one winner. After much hand wringing, we chose Stacie Slotnick's (A94) entry, the Burren at Davis Square in Somerville."

**Chicago:** Chicagoans welcomed Annapolis tutor Jonathan Badger to lead a seminar on the *Philoctetes* on June 27, and are looking forward to sharing a pot-luck picnic at an outdoor Chicago Symphony Orchestra performance on August 7.

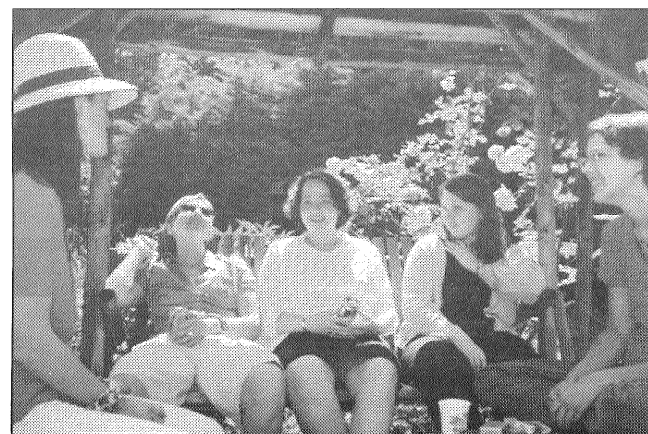
**San Diego:** Annapolis tutor Jim Beall will journey out to lead a seminar on a couple of Wallace Stevens poems on August 15.

**Washington, D.C.:** Seminar participants are on R&R. But they've been put on notice that their first reading for the fall is a long one: they have a seminar on *The Charterhouse of Parma* on September 15.

**New York:** The Annual Chapter Picnic was held on June 18 at the home of Chuck (A47) and Anne (H90) Nelson in Croton-on-Hudson, with a seminar on *Bartleby the Scrivener* led by son Christopher Nelson (SF70).

**Northern California:** It's party party party for the California people again this summer. On June 5 and 6, Dorine Real (SF69) and Lee Tepper (SF69) hosted their second annual Mendocino Weekend Getaway

for the chapter. (It included a seminar, on Steinbeck's *Tortilla Flat*. Over the weekend they considered questions about the land and property. Who owns it? Who has responsibility for it? How are personal identity and fulfillment connected with the land? How does becoming a property owner [as happens to one of the characters in *Tortilla Flat*] change one?)



Scene from the New York Chapter picnic.

The Stag's Leap Wine Cellars picnic and seminars, hosted by Warren (A52) and Barbara (A55) Winiarski are scheduled for Sunday, August 1. This huge famous annual event will feature not only a winery tour but an impressive five seminars, on *The Republic*, *War and Peace*, writings on art by artists, selections from Alice Miller's *For Your Own Good* and *Drama of the Gifted Child*, and one other reading, not, as of this writing, yet revealed to mortal man. ●

by Roberta Gable (A79),  
Director of Alumni Activities, Annapolis

#### CORRECTION:

In the last issue of *The Reporter*, the name of one nominee to the Alumni Association Board was inadvertently left out. Tom Geyer (A68) is nominated as a director of the Alumni Association for a second term. The election is to take place at the Alumni Association meeting October 2 in Annapolis.

#### Chapter Contacts

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

ALBUQUERQUE:  
Harold M. Morgan, Jr.  
505-255-4919

ANNAPOLIS:  
Rebecca Dzamov  
410-263-4291

AUSTIN:  
Joe Reynolds  
512-280-5928

BALTIMORE:  
David Kidd  
410-614-2260

BOSTON:  
Ginger Kenney  
617-964-4794

CHICAGO:  
Amanda Richards  
847-705-1143

DALLAS/FORT WORTH:  
Suzanne Doremus  
817-924-7184

DENVER:  
Janet Dampier  
303-972-4901

LOS ANGELES:  
Juan Hovey  
805-492-5112

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

NEW YORK:  
Fielding Dupuy  
212-627-0814

NORTH CAROLINA:  
Susan Eversole  
919-968-4856

PHILADELPHIA:  
Jim Schweidel  
610-941-0555

PORTLAND:  
Dale Mortimer  
360-906-1190

SACRAMENTO:  
Helen Hobart  
916-452-1082

SAN DIEGO  
Regina Oberlander  
619-624-0904

SAN FRANCISCO/  
NORTHERN CALIFORNIA:  
Donald Kaplan  
925-376-8252

SANTA FE:  
John Pollak  
505-983-2144

SEATTLE:  
Jon Bever  
206-729-1163

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

ISRAEL:  
Mel Kline, c/o Rechov  
Menasha 8  
Jerusalem  
972 2 6736914  
moshek@actcom.co.il

# Alumni Notes...

## 1932

Since the last Homecoming, **Henry Shryock** has attended the annual meeting of the Population Association of America in New York. He's a former president. He and his wife visited the Metropolitan Museum of Art, where they particularly enjoyed the American wing of which R. T. Haines Halsey has been the director. "Halsey taught a course in colonial art when I was at SJC and chose the furnishings for our fraternity (Delta Psi Omega) in the Pinkney House. My wife and I (age 87 and 86, respectively) walked back from 82nd Street through Central Park to our hotel on 46th Street. We've just returned from a cruise on the Delta Queen from New Orleans to Memphis; we were particularly interested in seeing the battlefield at Vicksburg."

**Joseph Bean** reports that his first great-grandchild was born in September of 1998 and is doing fine.

## 1935

**Richard Woodman** writes that he is still active in the practice of law and president of an abstract and title company in Mica, New York. He'd like to hear from classmates.

## 1937

**Alan Pike** is still enjoying life on the beach and tennis at Oceans Racquet Club across the street from his home in Daytona Beach, Florida. He expects to visit all his children in California and northern Nevada this summer.

The Rev. **Harold Milstead** retired last December after 58 and a half years under episcopal appointment, the last 18 and a half years of which he served as pastor of Shiloh United Methodist Church in Bryans Road, Maryland.

## 1940

**Oscar Lord** writes that his son, Lance, will assume command of the U.S. Air University at Maxwell AFB at Montgomery, Alabama, this summer.

## 1943

"Great trip to Belize—jungle and coral reef!" writes **Burt Armstrong**.

## 1944

**Rod Whetstone** sends the following message to his classmates: "To borrow a phrase from Jake Smedley, 'We were shot to hell by the war' emotionally, intellectually, temporally, and sometimes mortally. Out of 90 starting out in the fall of '40, only 23 managed a degree, the last 15 in '47 and '48. Since our 50th reunion, I have been impressed by how many of my classmates, 'shot out of college,' are forthright in describing the great influence that their abbreviated stays at St. John's had on their post-war life. In some ways, this is more striking than the reactions of 'we happy few' who were able to get our

degrees. Apologizing in advance for my probable failure to remember all who talked to me or wrote me in this regard, I will list those still held in my flagging memory: Whitey Bauder, Lindsay Clendaniel, Howell Cobb, Ed Godschalk, John Davis Hill, Kick Huyck, Al Koukly, George Levine, Thad Prout, Jim Raley, Don Tuhl, Sig Sorenson, and Herb Taylor. They are now scattered from Suffolk, England, to Texas and from Wisconsin to Florida. I would be remiss not to mention two who are no longer with us: Russ Levering and Pete Ringland. I am sure there are others who left us in the years after the war who should be added to this particular college honor roll."

**Peter Wolff** writes: "In February, I almost drowned at Waikiki beach in Honolulu. I fell forward in shallow water and was rescued by a nice lifeguard from Brazil, who found me floating, face down, in 18 inches of water. Medical tests ruled out a heart attack, a stroke, or a brain seizure. I probably fainted. The lifeguard revived me with CPR; I ended up in the intensive care unit of Queen's Medical Center, then spent 11 more days in the acute care hospital. The bill was \$43,000 which Medicare paid. Don't try this in Tahiti or anywhere that is foreign soil—Medicare will not pay!"

**Herbert Taylor** is now representing the Maryland Classified Employees Association, retirees Chapter 15 of the United Seniors of Maryland organization.

## 1947

"Since retirement a semester ago," writes **John Brunn**, "I have been a volunteer tutor at my local elementary school in San Francisco. I am trying to teach arithmetic to an 11-year-old student with dyslexia. I view it as a challenge to understand a different, very visual, way of thinking. I am grateful to St. John's for giving me the background and courage to learn new approaches."

## 1949

The Rev. **Frederick Davis** is still assisting at Sunday services every other week and leading every other Thursday the healing services at his Palm Springs Episcopal parish. Physical problems have so slowed both him and his wife, Rita, that they are not taking any long trips, although they did enjoy attending the decade of the 40s reunions at Homecoming in 1993. "You see that I not only got a classical liberal education at St. John's; I met and married Rita Skordas, sister of Curt Skordas, '34—who is still active out here in San Diego."

## 1950

The Rev. **David Corbin Streett** reports that he and his wife Betty have traveled over the past several years to Britain, France, the Netherlands, Italy, Greece, Israel, and Egypt. They also sailed the Caribbean aboard a barkentine for a number of weeks.

**Peter Whipple** and two other mem-

bers of the class of '50 joined the bus excursion from the Caritas Society that visited the Franklin Delano Roosevelt Memorial in Washington, D.C. At the luncheon that followed at the National Press Club, Jack Carr (class of '50) was master of ceremonies, and Peter provided cocktail piano background; Bob Goldwin (class of '50) gave an interesting and inspiring apres-luncheon talk. The Caritas Society gives financial support to St. John's students.

**Donald Kaplan** (A48), president of the Northern California Chapter of the Alumni Association, sends this note: **Bob Sperber** (A50) has been diagnosed with Parkinson's. The expenses for in-home care and alternative treatment are exceeding all his available resources. Bob may be reached at 260 Camino Alto, Apt. 12. Mill Valley CA 99941.

## 1951

**William Roberts** writes: "Still sailing! Weather is beautiful! Still have special charter rates for all St. Johnnies." His address is Suite 1-g, 14830 Naranja Lakes Blvd., Homestead, Florida 33032.

## 1955

"I recently resigned my 18-year faculty position in computer science at the University of New Haven and am freelancing in the same field," writes **Priscilla Husted Griscom**. "Although none of my children attended St. John's, hopefully, my grandson, Liam Husted Griscom, born April 29, 1998, will do so."

## 1956

**Jenefer Ellingston** sends a report from the political sphere. "The Green Party is underway—small but growing, and joining hands with Green Parties in Europe (30 of them) and in Mexico and Russia (!). Keep growing Green. Earth, our life-support system, is at risk and we are an endangered species by our own doing."

**James Jobes** and **Amy Carle Jobes** (A59) stopped by the alumni office while in Annapolis visiting family, and gave us this update: Amy is currently an associate priest at St. Luke's Episcopal Church in North Little Rock, Arkansas. She got her MS in counseling in 1984 at Memphis State University, and her MDiv at the School of Theology, University of the South, in 1992. From 1992 to 1995 she was a lay pastor at All Saints Episcopal Church in Paragould, Arkansas, and then was ordained a priest on June 5, 1996.

Jim taught philosophy at Rhodes College in Memphis for thirty-two years. He retired in 1996 when they moved for Amy's position at St. Luke's. Now he teaches part-time at three different schools in the Little Rock area, in philosophy, humanities, and philosophy of art.

Amy and Jim have two children. Elizabeth Anne (married name Hufford) has a BA from Bryn Mawr, an MA in history from Brandeis, and an MLS from Simmons. She works for a new online

health database company, www.healthgate.com. Thomas Howard is a hydrologist (Harvard '90) working for Aquaterra, an environmental consulting firm.

## 1960

**John Pattie** has sold his house in order to move back on his boat, in preparation for retirement in La Pag, B.C. Mexico. He has begun his eighth year on the Superior Court and lives in Oxnard, California.

"I have been invited to present a paper about Confucius ('Moral Dilemmas, Human Rights and Jen' [Humanity]) at the 11th Annual Conference of Chinese Philosophers being held in Taipei, Taiwan at the end of July," e-mails **David Schiller**. "Chui-ping and I celebrated our 23rd year of 'Being Together' on the 4th of July by climbing a (small) mountain and predictably walking far out of our way until a local finally took pity on us and gave us a ride back 10 miles to where we had parked our car."

## 1964

**Cecily Sharp-Whitehill** has expanded her portfolio of activities to include market research and mergers/acquisitions in Europe.

## 1966

**Constance Baring-Gould** writes that "both daughters are happily married and living in Logan, Utah. One is a programmer. The other is in graduate school in psychology. I feel so lucky and privileged that they have grown into such delightful and talented people!"

## 1967

The Rev. **Clark Lobenstine** is celebrating his 20th anniversary as the Executive Director of the InterFaith Conference of Metropolitan Washington this spring. The InterFaith Conference brings together the Baha'i, Hindu-Jain, Islamic, and Sikh faith communities in the region to build a just society and to increase understanding. Clark refers those interested to the website at www.interfaith-metrodc.org.

## 1968

"After 25 years, I am finally beginning to understand the practice of law," writes **Jonathan Sinnreich** (A). "I am also in the process of building my own 20,000 square foot office building. Son Aram is a graduate student at Columbia School of Journalism. Daughter Rachel is a Mellon Fellow doing graduate work in American history at Berkeley. Youngest son Daniel is the most unusual of all—a happy seventh grader. My wife Emily just ascended to the bench as a District Court judge here in Suffolk County. A very good year."

**Lee Fischler** (SF) writes that he and **Jean FitzSimon** (A73) have left



## Alumni Notes...

Arizona for Chicago. "Jean after years in private practice has become a corporate lawyer for Sears. I expect to do psychotherapy with an agency while building a private practice. We both love Chicago and enjoy cliff dwelling (the 45th floor overlooking lake, river, and downtown). Luckily because Jean is on the Board of Visitors and Governors we get to escape to both Annapolis and Santa Fe, each twice a year."

**Antigone Phalares** (SF) says, "I celebrated my fifth anniversary after breast cancer surgery last year and ended a two and a half year dance with phlymyalgia. I write my opinion on ethical issues as a member of a panel for a column in the local newspaper, the *Sacramento Bee*. This is my ninth year of working for the same employer despite never having previously worked at the same job for more than two years! I teach science and manners to seventh and eighth graders from every continent. Having grown up in NYC I feel quite at home in this ethnic and racial rainbow. Alumni seminars in Sacramento are a source of great pleasure, not to mention continued contact with dear Johnnies. David Moss hovered at my house in January, long enough for lunch shared by Tom and Marion Slakey, Arianne Laidlow, and Helen Feeley."

**Rick Wicks** (SF) writes that his daughter Linnea has just finished first grade in Sweden where they've been living for the last seven years. **Allan Hoffman** (A'49) and his wife Margie were touring Sweden and joined them for the traditional school-ending ceremonies (singing "summer songs," giving out sports prizes, etc.). "We love to play 'tour-guide' so if you're in the area, be sure to let us know."

**George Partlow** (A) reports from southeast Alaska that he is enjoying his grandchildren, Serena (2) and the twins Laura and Mariah (1). He's trying to work his way through Fobes' *Philosophical Greek* despite decades of neglect of all those paradigms.

**Charles Watson** (A) writes that his oldest son is trying to be a telejournalist in Moscow as a freelancer and produces stories for CNN/CBS and files reports with several other agencies; his second son is transferring to Boston U. after spending a semester off and a semester with the Sea Education Association in Woods Hole, Massachusetts; his daughter is a junior at Joel Barlow H.S. and is active in music/theater and a high honors student, busy upstaging her older brothers academically; wife Masha is now chair of the Easton Arts Council and designs costumes for plays. "I slog along in the health care wars--new and exciting applied science..."

**Thomas Keens** (SF) is a Professor of Pediatrics at the University of Southern California School of Medicine (Children's Hospital Los Angeles). He was recently granted a secondary academic appointment in a basic science department (Professor of Physiology and Biophysics). He continues research into sudden infant death syndrome and disorders of neurologic control of breathing

in infants and children. Along with his wife Susan and daughter Jenny, he will tour Italy this summer with their church choir and sing High Mass at St. Peter's in the Vatican and formal concerts in Florence and Rome. His son Peter will join them but will not sing.

**Ken** (SF68) and **Molly** (A69) **Kronberg** report that they have re-read *War and Peace* three or four times in the last 18 months. "It gets much better," they say. "In fact, almost all of the great novels and plays on the program get much better. Or maybe it just means that what you read at 20, you should re-read at 50."

**Sarah Fisher** (A) reports: "I've spent the last two years settling into my new position as director of the library at Montgomery College in Takoma Park (this is especially nice since I live 1.1 miles from campus, and can walk or bike to work through a park and a very pretty suburb). Two years ago I also became a grandmother--Llewellyn James Westrick. My husband, Mark Fisher, and I are active volunteers on the Maryland Dove, the replica of one of Maryland's vessels of colonial settlement."

### 1969

*The International Federalist Movement: Toward Global Governance*, by **Joseph Barite** (A) is due to appear in the July 1999 issue of the *Journal Peace and Change*.

### 1970

**Ed Macierowski** (A), who teaches philosophy at Benedictine College in Atchison, Kansas, addressed the World Congress on the Philosophy of Mulla Sadra in Tehran, Iran, on May 25. His topic was the unity of being in Essence in God according to Avicenna, St. Thomas Aquinas, and Mulla Sadra--a topic that "Jews, Christians, and Muslims can all agree on," he says. Macierowski has a new book, *Thomas Aquinas's Earliest Treatment of the Divine Essence*. He traces his interest in Avicenna to a comment he heard from Leo Strauss: "I recall reading as a lad in a Latin translation of Avicenna's treatise on the division of the philosophical sciences that the standard treatise on prophecy is Plato's Laws. This struck me as such a strange thing for a wise man to say that I decided to find out first what this sentence meant, and then to see whether it was true or not."

### 1971

**George Elias** (A) writes that his eldest daughter, Ingrid, has decided to attend the University of California at Berkeley in the fall of 1999. His youngest, Victoria, is entering kindergarten at the same time. His wife, Deborah Nikkel, is ten chapters into writing her first novel, which is an account of the Bank of America-NationsBank takeover.

**Mary Beth Sanders** (A) says: "Would love to hear from other alumni

of classes of 1970 and 1971--Craig, Cliff, Cheryl, Ron, etc--where you are and what you're up to. I'm raising a 17-year-old son, working as a medical transcriptionist, writing poems, trying to write prose. It's been a long road from St. John's to here, but I've had ups as well as downs, and would only change a little if I could--mostly my arrogance in thinking people would stay where I left them and I could go back to them when I wanted--put my foot in the same stream..."

**Margaret Jacobs** (SF) continues to enjoy her work as a computer programmer/analyst. In off-hours reading is still her favorite form of recreation. She has recently joined a synagogue, and she and her son Daniel are learning Hebrew. "Naturally," she says, "I want to be able to read the Torah in the original!"

### 1972

**Matthew Mallory** (A) is still at NATO, celebrating its and his 50th this year. He is happy to see any early '70s/late '60s Johnnies who happen to be in Brussels.

### 1973

**Peter Aronson** (A) writes, "I'm still assistant professor of dermatology at Wayne State University in Detroit, but am running a private practice on the side. After eight years I am ending a second term on the board of the National Tuberous Sclerosis Association in Landover, Maryland. But I was just nominated for their professional advisory board and endowment board. I am also threading a needle trying to help a decertified/deprived colleague (because of criminal background) get her license."

### 1974

**Janet Braziel** (SF) reports: "A few years ago, I quit practicing law, after 18 intense years specializing in litigation. I realized I needed to change something when my younger son started to call me 'Janet,' in a collegial way, and called his nanny 'Mom.' Despite certain initial fears, I find that life without an overwhelming and engulfing profession is glorious. Why was that a hard question? I love spending time with my children Jack (11) and Charlie (7), reading, gardening, and hanging out in Corrales with my husband, Bob Lunn. With several friends, I recently bought and restored The Guild, a small but venerable art cinema in the historic Nob Hill district of Albuquerque. We show wonderful independent and foreign films and enjoy going to film festivals. This leisure on my part is all made possible by Bob, who continues to be totally immersed in his medical practice, Southwest GI. I've recently seen **Stephen Slusher** and **Fred Sturn** from the class of '74 and hope to see many others at the 25th reunion."

**Tom Byrnes** (SF) is now employed at XOR Network Engineering; the website is [www.xor.com](http://www.xor.com).

"I like to check in every 25 years or so," writes **Jim LeVan** (A). "I've been living and working in the Maryland sub-

urbs of Washington, D.C. since 1982. I'm a chiropractor in private practice. My wife Nancy is an architectural engineer working at the National Zoo. Her passion is animal welfare issues. Mine is sports. We hike and camp and are avid birders. A favorite treat is a weekend in Annapolis and a stroll around the SJC campus."

### 1975

**Nancy M.P. King** (A), an associate professor of social medicine at the University of North Carolina, Chapel Hill, along with two colleagues, has edited a book, *Beyond Regulations: Ethics in Human Subjects Research*, recently published by the University of North Carolina Press. According to the publisher's blurb, "The book reexamines research ethics using a new relationships paradigm. Through in-depth cases, commentaries, and essays, a multidisciplinary group of scholars and researchers addresses informed consent, conflict of interest, confidentiality, and other issues, considering questions like: What relationships should researchers have with their subjects' communities? When researchers and subjects have different views about research, who should have control?..."

### 1976

**Eric Seder** (SF) reports that he left investment banking after 16 years at Smith Barney. "Escaped to Ketchum, Idaho, where my wife, Susan, and I have opened a fabric store. Two kids, two cats, one dog, two rats, one fish, one lizard."

**Stephen Gilles** (A) and Laurie Feldman welcomed their fifth and sixth children, Eve and Isaac, into the world on 8/15/98. The twins join Daniel, age 10, Emmett, 8, Rita, 6, and Carol, 4.

### 1977

**Judy Kistler-Robinson** (SF) and her husband Jay moved to the Twin Cities from Missouri in December 1998. Judy manages the technical communications group for the Building Automation Systems division of the Trane Company, writing and editing software user guides. Judy and Jay live very close to **Glenda Eoyang** (SF76) and John. In the summer of 1998, **Barbara Lauer** (SF76) and **Elizabeth Cochran Bowden** (SF77) visited Glenda and Judy. The four have been getting together for mini-reunions for over ten years. They met at Elizabeth's in Boston in the mid-80s, at Judy's in Springfield, Missouri, in the early 90s, and plan to meet again on Barbara's home turf (or somewhere in the west) shortly after the new millenium.

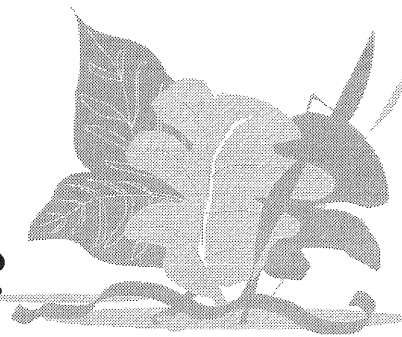
**Susan Ferron** (SF) and her husband, David Stephens, are delighted to announce the birth of their daughter, Sarah Elizabeth Stephens, on December 17, 1998.

**Robert James Ham** (SF) and **Andrea Williams Ham** (SF) say "Life is good in Sonoma County!" Jim has joined Hamilton Software as a software development engineer. Andrea remains busy

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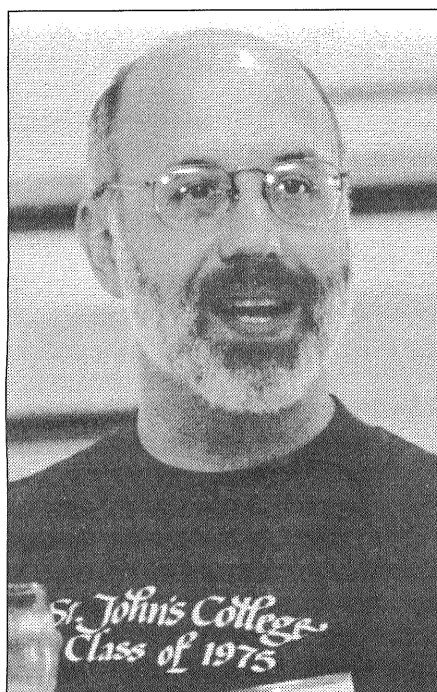
## Alumni Notes...

## Bob of the Jungle



*The odyssey that took Bob Tzudiker, A75, from a senior essay on the Philoctetes to a Disney version of Tarzan*

by Roberta Gable



Bob Tzudiker

Having learned, to his amazement, of his human origin, the ape-man decks himself in natty English clothing and prepares to travel with Jane to the land of civilization. He bids farewell to his life among the gorillas, feeling that he belongs with his own kind. He rows out to the ship, and springs up to the deck, but all is not as it should be...

Johnny Weissmuller (the ape-man of the silver screen), however, is not the Johnny of record for this Tarzanian scene. It came from screenwriters Bob Tzudiker A75 and his wife Noni White, who were hired by Disney when the Tarzan project, in the hands of various writers, was in trouble. "The story had been tearing itself apart," says Tzudiker, "between the Scylla of silly comedy and the Charybdis of the action adventure story."

At the first meeting with Disney, the talk was about thematic structure. Tzudiker had read the first Tarzan novel by Edgar Rice Burroughs, finding it largely about the dominance of man over nature—not exactly what

the studio had in mind. They got into the first principles of the tale, asking what it should be about, who the characters were, and how the story and characters worked. Then came writing, and rewriting, rewriting, rewriting—Disney allowed them to take the time to get it right.

In the middle of the fifteen-month project, Tzudiker and White were able to get away for a trip to Africa. The Disney team of directors, top animators, and researchers had already had their African safari by the time they joined the project; but when a four-week hiatus in the writing process presented itself, they jumped at the chance to go themselves. They traveled in Kenya and Uganda, and were able to obtain two-day permits to trek in search of gorillas, a private safari in the unspoiled back country.

The gorillas in the movie are anthropomorphized, of course, so it's hard to say what effect seeing the genuine article might have had upon the writers; but if their hearts were by any chance not in the right place before their African journey, surely the trip provided some spiritual underpinnings. Back at work on the screenplay, they were able to collaborate directly with the directors, the storyboard artists, and with the animation team, headed by Glen Keane ("the Marlon Brando of animators" says Tzudiker); and a new Disney classic was born. *Tarzan* was released in mid-June to the acclaim of film reviewers and the collective voice of the youth of America.

The odyssey that took Tzudiker from a senior essay on the *Philoctetes* to a Disney version of Tarzan started with a lengthy sojourn on the acting side of things. While still a student, he worked in summer stock at the Mill Mountain Playhouse in Virginia, in everything from musical comedies to Pinter. After graduation, he headed to New York, as all good actors must, shared an apartment on the lower East Side with Seth Ginsburg, A75, (Eric Rosenblatt, A74, was next door), and got a job with the Jean Cocteau Repertory, which performed nine shows a week, up to seven plays at a time. He made forty dollars a month and supplemented the actor's life with a job at Preferred Wire and Electric in Brooklyn.

After a year in "horrible, crime-ridden, defaulting" New York, he moved to Santa Fe (which he had visited in his senior year) and was intending to write, but got involved in theater once again. He made a living (having learned to live on next to nothing) acting and producing plays in community theater; and at other times sold Kirby vacuum cleaners door to door throughout northern New Mexico, and worked at Santa Fe Carpet and Tile. Finally lured to Los Angeles (the other geographical magnet for actors) in late 1979, he hooked up with Lee Zlotoff, A74, who was already working as a writer in Hollywood. Zlotoff got him an audition for a part as a grocery store manager in an episode of "Hill Street Blues" he had written. Tzudiker got the gig, got an agent, and got involved in the Ensemble Studio Theater.

But he was always struggling with the discipline of writing. He started writing plays, had some of them performed in readings, but never tried to get any of them produced, never being happy enough with what he'd written. In the mid-80's he met Noni White when they were cast as husband and

wife in *The Circus of Dr. Lao*, which was the last play he ever performed in. He and White started going to LA Writers Bloc, a playwrights' group (mostly populated by actors turned writers) and he started hanging out with writers rather than hanging out with actors.

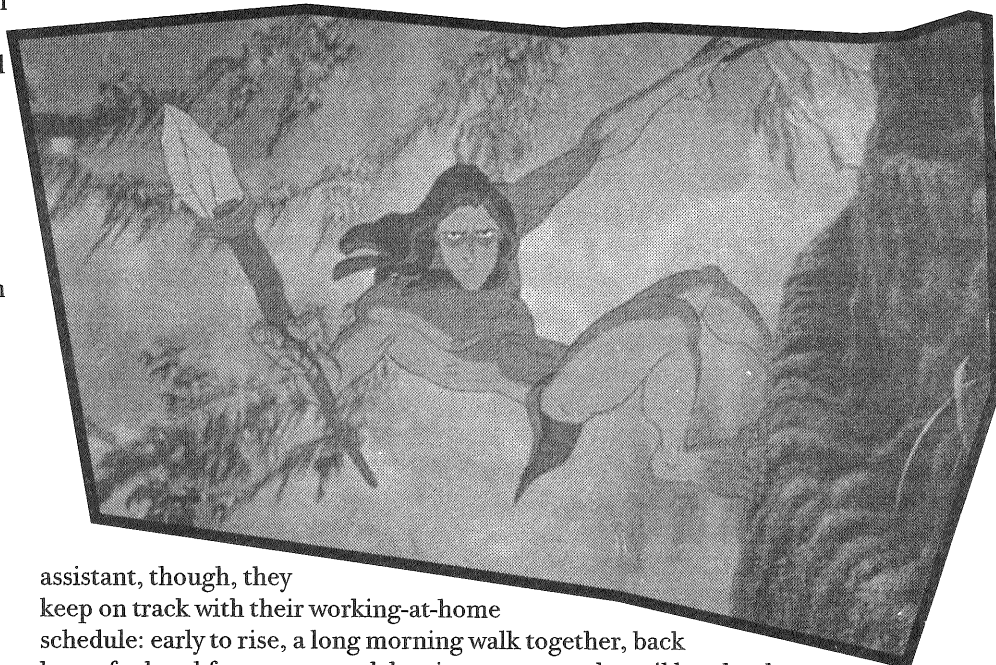
("Acting is cruel and random," he says, not meaning the art but the business of being an actor. "With writing, you have a fresh start every day. Blank paper is very cheap. The whole process is an act of magic, and it's under your control." Words on paper can "represent you in the world for a long time.")

Their first paid job as a writing team was a monologue for John Moschitta, *The Fast-Talking Man*. It was called *The Ten Minute University*, and featured one minute courses, including Epistemology; Conversational Latin; Modern National Security; Evolution; Special Relativity: Why Travel at High Speeds Makes You Younger, Shorter, and Fatter; and Economics: The Devastating Effect of Borscht Demand on the Price Elasticity Curve of Beets.

By the time Tzudiker and White were married in December 1987, they were collaborating on screenplays. Their first, an episode of "The Cosby Show" done on spec, didn't sell, but got an agent interested in their work. The 1988 screenwriters' strike, however, derailed their television career, and they turned to writing movies. They pitched their first screenplay, a period drama based on an 1899 newsboy strike to Disney, who bought it (this being tantamount to hitting a grand slam at your first major league at-bat). Through five drafts, they saw steady improvement; but then studio head Jeffrey Katzenberg, hot off the success of *The Little Mermaid*, insisted that it be turned into a musical. The result was *Newsies*, a "disaster of almost historic proportions," says Tzudiker. It failed dismally, but has a life of its own on video. It was a great experience, but a painful experience.

And, in the end, a fruitful experience. The people on the animation side of Disney liked the *Newsies* screenplay, and wanted Tzudiker and White to work on *The Frog Prince*; subsequently they wrote big chunks of *The Lion King* and *The Hunchback of Notre Dame*, did work for Fox and DreamWorks, and returned to Disney for Tarzan.

Life, however, is not all animation. Five-month-old Ben, Tzudiker and White's first ("and only!") child, sees to that. With the help of a newly hired



assistant, though, they keep on track with their working-at-home schedule: early to rise, a long morning walk together, back home for breakfast, get to work by nine or ten, work until lunch; then, depending on what they have going on, perhaps have another writing session in the afternoon. Two to four hours a day writing together is essential. "If I had to be trained for this kind of work—collaboration," says Tzudiker, "I could have found no better training than St. John's. Working in speech with others, trying to reach some kind of understanding of a text, whether it's one you're reading or creating together—that's what's essential. It's difficult to find good collaborators, because you have to be able to listen better than the person who's speaking can speak, in order to respond to the idea rather than to the means of expression."

So what's the next big project for the team? Tzudiker says they're at work on a screenplay for Disney, the details of which he's not at liberty to reveal. He will say, however, that "it's a well-known piece of literature, one with both comic and dramatic aspects, that Disney has tried to do on and off for decades. Walt Disney himself was interested in it." Oh, and it's on *The Program*. ●



## Alumni Notes...

with her property management company. They manage to fit in some whitewater rafting (the Rogue in early May), camping, ballet, soccer, and repertory theater. Dylan, 15, is already talking about St. John's in Annapolis; Caitlin, 12, is active in ballet and drama. Both are honor students. Jim is a certified whitewater rafting guide. "Anyone interested in joining us on a river trip is welcome to call us!"

### 1978

**Amy McConnell Franklin (A)** is back in the French Quarter in New Orleans after another year with her family in Senegal, West Africa. "I have four children, ages 11 years to 11 months, and am parenting full time while giving occasional lectures at Tulane's School of Public Health where I am an adjunct faculty member. Our family plans to return to the west in the summer of 2000 in order to live a more rural lifestyle. We will miss the diversity and festivities of life in New Orleans but look forward to a more contemplative way of life and the time to enjoy our blessings."

**Christopher Currin (SF)** has two children, Cormac, four and half, and Flannery, two. "Observation: choosing names of unpleasant contemporary American writers for your kids does not guarantee they'll become bright, sweet people, but it seems to have been a good start with this pair. Note to self: must amend personal financial plan. Compile list of colleges that accept direct deposits from Social Security Administration."

An essay by **David Woolwine (A)** entitled "The Failure of Liberalism" has appeared in *That Obscure Subject of Desire: Freud's Female Homosexual Revisited*, edited by Ronnie C. Lester and Erica Schoenberg (Routledge, 1999). It is a critique of social constructionism, as well as of Freud's treatment of homosexuality in his only published case study of a lesbian.

### 1980

**Elizabeth Pollard Jenny (SF)** is currently living in Boulder, Colorado. Her eldest son, George, is considering going to St. John's in the fall. "I also have a daughter headed for middle school next fall, and boy/girl twins who just started kindergarten. Good thing I got an education to last a lifetime at St. John's; with kids at all these different stages it helps to have a love of learning. I'm also painting my heart out and on the lookout for a horse. The alumni chapter goes well."

**Joseph (SF) and Anne-Martine (SF'84) Moore** are still working on establishing a Sudburg model school in their area (Concord, California). Any support for this endeavor is gratefully welcomed.

**Jill Cowley (SF)** says hello to all fellow alums, especially class of '80, and hopes everyone is doing well. She is splitting her time between continuing to work for the National Park Service Cultural Landscape program in Santa Fe

and attending classes at the University of New Mexico.

**Susan Keeler (SF)** still lives in Austin, Texas, with her daughter Natalie, age 5. "I've become more extroverted now in my old age (are we really in our forties?) and am working as the Resources Manager for a consulting firm. Looking forward to our 20th next year!" she says.

**Suki Graves (SF)** writes: "I live in Berkeley, California, where I own a rambling old brownshingle in the flats inhabited by me, my son Travis Kirby (age 8) and occasionally Faye Gault (18) stops by. I just took a new job as Infant-Toddler Specialist for the Head Start Region 9 Quality Improvement Center for Disabilities Services at the California Institute on Human Services at Sonoma State University. I love it. For 18 years I have been a glorified babysitter—now I am a Brain Technician. I completed my Master's in Early Childhood Education in 1987. Now that Faye is moved out on her own and Travis is getting older, I am getting ready to go back for the PhD. I share 50% custody of Travis with former husband, **Steven M. Kirby (SF79)**, who lives nearby. Life is really opening up for me right now—it's a rebirthing experience. I'd love to get mail from you all..."

### 1981

**Kurt Schuler (A)** is now a senior economist at the Joint Economic Committee of the U.S. Congress.

### 1982

**Patti Nogales Ozdemir (A)** published a book on philosophy of language called *Metaphonically Speaking*, through CSCI Press, distributed through Cambridge University Press.

**David Elman (SF)** reports that he is still running a screen print and embroidery shop as he has for 15 years. He is married with a child and step children. He is currently importing stones from Brazil to start a new venture. "Trying to (re)read 13 Books of Euclid," he writes, "HELP! On Book 7 now."

**Leslie Smith Rosen (A)** reports: "I'm enjoying life—teaching, writing curriculum for several schools, taking care of my big old house in Baltimore, finishing my PhD (at least the coursework!) and most of all, raising my three wonderful children—Marielle, 15 (!); Alyssa, 12; and Samuel, 8. I was thrilled to see many Johnnies at classmate **Christina Faulhaber's** wedding last September. Would love to hear from one and all at [pistachio\\_nut@hotmail.com](mailto:pistachio_nut@hotmail.com)."

### 1983

**Margaret Mertz (SF)** has been named dean of the Division of General Studies at the North Carolina School of the Arts in Winston-Salem. The Division of General Studies has 30 full and six part-time faculty members and complements the five arts schools at NCSA, providing academic grounding in the humanities and sciences to the more than 1000

artists in training enrolled. Mertz has been at New Mexico Highlands University since 1993, first as assistant professor of music, then associate professor and chair of the Department of Communication and Fine Arts. She also served as chair of the Humanities Working Group for the New Mexico Commission on Higher Education. She is the chief examiner in music for the International Baccalaureate Diploma Programme and presents teacher training workshops for new teachers joining the program. After St. John's, she received her master's and PhD from Harvard. "I'm very excited about the new job," she says, "particularly as the General Studies curriculum at NCSA has elements of the 'great books' approach applied to the development and training of an artist."

**Russell Titus (A)** writes: "I don't have exciting news to report, but my life is happy and meaningful. It revolves around teaching martial arts and raising children (Jacob, 4 and a half, and Kirsten, one and a half), and, once in a while, I even get to spend time with my wife, Deanne. I'm writing this dull news because the 1983 section of Alumni Notes has been almost empty lately, and I invite my classmates to chip in their dull (or exciting) news too so we'll all have something to read."

**Jean Doyle (Burkhart) (SF)** resides in Chicago where she teaches fifth grade at a small liberal arts school on the south side. She has been married to David Bonnan, happily, for five years. Directing high-school theater productions, improvisational acting and gardening also bring joy to her life.

**Beth Lohr Koolbeck (A)** says, "I am alive and well and trying to live the examined life in a small house full of kids. My husband Greg (who talked me into applying at SJC over 20 years ago) and I have five kids: Daniel, Sarah, Benjamin, David, and Peter, who range in age from 9 years to 8 months. I tell people that my kids are attending an exclusive private school with a progressive curriculum. Actually, I'm just teaching them at home."

### 1984

**Jim Hanna (SF)** has called Portland, Maine, home for the last ten years. He is happily domesticated by the cold ocean with his wife, Ann, and their daughter, Katharine (11). After some procrastination, they are expecting a new male member of the family in June. Hanna received an MA in East-West psychology from the California Institute of Integral Studies. He is Executive Director of the Maine Coalition for Food Security. He says, "Our mission is to end hunger in Maine. My goal is for all of us to be food secure and retire by 2010. I am no longer convinced that the anti-Christ walks among us, nor do I believe Tinky Winky desires Platonic sex. But I wonder if the college still owns the Oxford Annotated Bible I had Jerry Falwell autograph in 1982." He welcomes correspondence at [jim@mefoodsecurity.org](mailto:jim@mefoodsecurity.org).

**Christine Gowdy-Jaehnig (A)**

reports: "Mark and I are living in Preston, a small town in SE Minnesota. Mark has been a large and small animal veterinarian for seven years now. I work part-time in nearby Lanesboro's library, where I perform most all of the great variety of library tasks. We are busy with work and church and rearing our three book-loving children: Alexandra Marie (13), Phillipa Lee (11), and Bjorn Joseph (5)."

**Edward Epifani (SF)** is a dentist in Salem, Oregon. He's involved in the politics of dentistry on a state level, concerned with access to care and the ethics of managed care. When he's not in his practice or in meetings he makes toys in his woodshop and windsurfs at the coast. He's married and has three dogs.

**Cynthia Keppel Hellman (A)** and **Garry Hellamn (A)** live in Norfolk, Virginia. Cynthia has been working on medical scintillation imaging devices as a sideline for the past year. There have been several successful tests and she hopes to have the first device sold and marketed soon. Barry works as a pathologist for three area Bon Secours hospitals when it doesn't interfere with motorcycle riding, trapshooting, or spectating at his kids' sports games.

### 1985

On November 27, 1998, **Linda Sullivan Shea (SF)** gave birth to Lillian Dorothy Shea, who joins her sister, Maria, now three.

**Bonnie Stark (SF)** writes that she and her family (Todd; Ben, 9; and Kellen, 6) moved to the Cleveland area last fall "so that I could finally follow the path of my heart. I just finished my first year of a nursing doctorate at Case Western Reserve University with the intention of practicing nurse-midwifery and perhaps teaching on completion of the program in three or four years. I am interested in hearing from old friends, from other Johnny midwives (Kelly, how are you?), and from any St. John's grads in the Cleveland area. My e-mail is [bjs17@po.cwru.edu](mailto:bjs17@po.cwru.edu)."

### 1986

**James Davis (SF)** and Regine Verougstete are happy to announce the birth of Theodore Davis on June 27, 1998. Elliot, the older brother, is now three. James still does lighting for the cinema and advertising businesses.

**Becky Morgan (A)** is spending her time editing books for a publisher in Berkeley and raising her one-and-a-half year old daughter Frances. Whenever they can, they go to San Francisco to visit **Mary Beth Herner (A86)**, who is madly studying for medical school.

**Stephanie Rico (A)** and **Todd Peterson (A87)** are encouraging participation in the new San Diego Alumni chapter. So far, they have about 12 regulars. "If you're interested, please contact one of us via e-mail," says Stephanie. Recent readings: *Sula* by Toni Morrison, selections from de Tocqueville, Robert Frost, Camus' *The Stranger*, St. Luke, and

# Alumni Notes...

Plato's *Philebus*. Stephanie's e-mail is sarico@leland.stanford.edu.

**Ben Monaghan** (A) e-mails: "I just completed two months of minimum security at the Cumberland County Jail. I haven't read so much since St. John's! Alina, born in '90 at SJC, is now nine. She also has two sisters, Tsesa and Mieke. Anna and I are happily divorced since '94. I plan to study Yacht Design in the fall."

Spencer Thomas Engel was born to Annalisa Chamberlain and **Curran G. Engel** (SF) on June 3rd at 10:50 p.m. after 17 hours of labor. He arrived healthy at 8 lb., 6 oz., and 21 inches long. Mother, son and father are all doing fine.

After almost ten years living in Stockholm, Sweden, **Alexander Farnsworth** (SF) reports that he has finally become a vodka swilling, meat-ball munching Viking. He's learned to say 'Va Fan också!' after a sauna and an icy plunge through the ice of Lake Mälaren on a bout of dark winter madness. Alex recently attended the underwater and at-home birth of **John Lawton's** (SF) fifth child in Albuquerque, New Mexico, for a story he photographed about uncommon birthing practices in the SW part of the United States for a mass circulation parenting magazine in Sweden.

**John Cary Elliott** (A) has joined the faculty of Baltimore International College as an English instructor. He teaches composition, literature, and humanities. Prior to joining the college, he was an adjunct English instructor at Carroll County Community College in Westminster, Maryland. He also previously held adjunct and teaching assistant positions at the University of Southwestern Louisiana, with experience teaching humanities, poetry, folklore, and ethnomusicology classes.

## 1987

**Sallie Fine** (A) e-mails: "I have recently published an academic article, 'It's Not Just What You Teach, But Who You Teach' in the anthology *Teaching for a Tolerant World* (Urbana: NCTE, 1999). After a year of managing the curriculum department for an educational internet publishing company, I have happily returned to teaching high school English in a suburb of Cleveland. I'll start post-master's work this summer toward my administrative license."

**Joey and Patti Coxwell** report that Joey (SFGI) is a physics teacher at Livingston High School and Patti, SFGI'92 teaches music part time at Livingston Junior High. The couple moved in August '96, and returned in August '97. They were blessed with a wonderful baby girl, Joanna, in March '98, so "we don't keep up with the outside world much." Patty says: "I owe a deep debt to a St. Johnny, **Dian Belanger** (SFGI'90), who taught me yoga during my summer there. When I went into labor, the Lamaze was useless, but the yoga breathing actually worked! We would love to hear from some of our friends."

"In June I won a promotion to Europe & Northern Asia Subject Editor at World Book Encyclopedia," e-mails **Jay Powers** (A). "For about two years preceding this, I was the Statistical Editor (think economic and demographic data). I feel more at home as an editor than in my previous incarnations: teacher, computer programmer/analyst, public relations guy. Biking is my sport of choice at the moment. I will ride in the MS 150 fund-raiser at the end of June. A non-Johnny friend of mine (William Alba) will start teaching at SJC Santa Fe in the fall. I'll come for a visit at some point. I've been in Chicago since 1993. I'd be happy to hear from old acquaintances. My e-mail address is jpowers@wbpublish.com."

**Zohar Ben-Yosef** (A) is the area manager for Israel for the Samsung Industries of Korea. After he graduated from St. John's he spent several months in Alaska on a salmon fishing boat in the northern waters. After returning to Israel he was an ambulance driver and first aid man and then worked in the family firm on gas turbines, according to his father, **Raphael Ben Yosef** (A48).

## 1988

"Aloha from the Big Island of Hawaii," e-mails **Pamela Halkett Hicks** (A). "Life is wonderful! My husband, Stephen, and I just celebrated our fifth anniversary. We have two fabulous children: our daughter Alicia (2) and our son Austin (5 months). They are the light that warms our souls. I am currently the admissions director at a small K-8 private school and I am teaching 7th and 8th grade math. Last month I completed my Masters of Education in Professional Development from Heritage College and hopefully will be just teaching next year. If anyone wants to visit, we have a spare room and we love to have guests. We would greatly enjoy hearing from everyone; e-mail is best with the six hour time difference between Hawaii and the East Coast. Our e-mail address is hicksspa@aol.com."

**Sue Scarfe** (A) is now Sue Wilkins. She is a freelance copyeditor and lives with her husband, Jon, and son, Warren (born 6/16/98) in their new old house in Deale, Maryland, just 20 minutes south of Annapolis. ("I can't believe I'm a mom!")

**Irene Laporte Plenefisch** (A) and husband Tom announce the birth of their son, Adrian Thomas, on November 6, 1998. "Adrian and his big sister, Elena, now a very grown-up a three-year-old, adore each other, so we have a happy house," writes Irene. "I am working part time as a marketing manager for SanoSite, a new company developing a hand carried diagnostic ultrasound machine. This machine has the potential to change the way doctors perform physical exams—they can now see what before they only felt. So their diagnostic capabilities at the point-of-care are greatly increased. It is a very exciting product and I am glad that I get to be involved in its development and marketing—part-time."

**Laurie Cooper** (A) is a clinical social worker and lives in rural Lebanon, Connecticut, with her husband, Dov Kugelmass, and their two huge dogs, Aly and Osha.

**Elaine Coleman** (SGI) reports: "I quit my day job as a writer/editor for Los Alamos National Laboratory to pursue my own writing. Recently I completed 'From Calcutta with Love,' a collection of essays and my late father's correspondence during World War II, where he was stationed in India as an army psychologist. If there are any Johnnies out there who served in India from 1944 -45, I can probably use your memories in my book. Please e-mail me at Elaine@trail.com or send a fax to 505-983-0743."

## 1989

**Lee J. Mendelson** (A) and his wife Shelia are thrilled to announce the birth of their twins, Nathaniel and Emily, arriving on September 6, 1998. Lee is an attorney admitted to practice in New York, New Jersey, Pennsylvania and Connecticut, and is currently a solo-practitioner working out of his home in East Meadow, New York. "Having twins is great," he says, "although now that they are crawling, it's a constant effort to keep your eyes on both of them at all times. All of a sudden, I understand Tinbergen much better."

**Charles Gill** (A), now a Lieutenant in the Navy, recently reported for duty with Strategic Communications Wing One, Tinker Air Force Base, Oklahoma.

**Tish Wulick Pylman** (SF) announces that she and her husband are expecting their first child this August. She sends greetings to her classmates since she won't be able to travel to the reunion in July. "Please send a note by e-mail, especially if you'll be traveling to the Oregon coastline sometime! MLPylman@harborside.com."

**Daedre Cullen** (A) is living in Richmond and expecting a baby girl in late spring.

**Kriszti Fehervary** (SGI) writes: "I am currently finishing a PhD in cultural anthropology at the University of Chicago. Dissertation writing has been set back recently by the birth of Alexander Fehervary Hull on January 25, 1999. Matthew Hull and I can be reached through my e-mail at kefeherv@midway.uchicago.edu."

**George Erhard** (SF) is living in the San Francisco Bay area with the love of his life, Claire Alyce Johnson, and his 11-year-old foster son Dustin. He's using the famed SJC mode of thought to become a support uber geek at Pacific Bell Internet.

**Christopher Sullivan** (A) says, "Despite powerful Luddite tendencies, I continue my glorious career as writer and designer for software companies in San Francisco, while making as much time as possible to further my still nascent cottage industry voice-over factory. Am curious to hear from long losts...e-mail me at csullivan@earthlink.net."

**Aliza Shapiro** (SF) is dancing in

New York City. She says: "While I am involved in many kinds of dance and movement, I am most rooted in Laban Movement Analysis (LMA). LMA uses the platonic solids to describe pathways in space - when I use LMA in dancing it's like feeling geometry connect the inside of my body to the far reaches of space."

**Steven J. Williamson** (SF) reports: "After leaving St. John's in 1989 I moved to Boston and worked with emotionally disturbed youths (while still one myself), then with developmentally disabled adults. I spent my free time working with ACT-UP lobbying and causing trouble to encourage the government to accelerate the drug approval process, improve research efforts, etc. I was also involved in a renegade needle exchange program (as the City of Boston did not have an approved needle exchange program at that time). I decided to return to school in 1991 at the University of Rhode Island to pursue a Master of Arts in the Marine Affairs program, a program focusing on the public policy and law of the sea. The program was founded by Lewis Alexander who by coincidence was a St. John's graduate from the early days of the new program. I was fortunate enough to be there for his last full year of teaching. While at URI I began to learn tattooing, then dropped out of graduate school (as an ABT-All But Thesis) to tattoo for a living. Hell, it's a job. I have been tattooing since then. I currently work at Art Freck Tattoo, on Steeple Street in Providence, Rhode Island. I live with my neurotic dog, attend the Episcopal Church of St. Peter and Andrew, go to punk rock shows on occasion, and have recently started to learn Russian, with the help of a graduate student from Brown (who by the way also spent a year at St. John's). Isn't life funny?!"

**Sean Scally** (AGI) and his wife **Deborah** (AGI'91) write from Nashville, where Sean is counsel for Vanderbilt University in Nashville.

## 1990

**Tatiana Masters** (SF) was awarded her Master's degree from the University of Washington School of Social Work on Thursday the 10th of June, 1999. She sends her sincerest thanks and fondest regards to all those who supported her in this endeavor.

**Ken Turnbull** (A) is finishing his last semester in law school; afterwards, he will clerk for a judge on the Maryland Court of Appeals, and then work at a firm in Baltimore, Piper & Marbury. "Despite the fact that I will be required to make the weaker argument look the stronger, I am happy," he writes.

**M. Grey Valenti** (A) will be starting an MFA in acting and directing at Catholic University in the fall. She will continue to work part-time as a physicist at NASA while pursuing her degree.

**Sundance Metelsky** (AGI) writes: "My partner, Tom Oehser, and I bought a house in Bethesda, Maryland, a suburb of Washington, D.C. I am working part-time as a technical writer and caring for our three-year-old son, Bela. I recently became a session leader for the Washington Area



Drumming Group, a group that practices shamanic techniques such as shamanic journeying, dancing, drumming, singing, and mask-making. I'd love to hear from former classmates and/or Johnnies interested in Shamanism/earth-centered spirituality. My e-mail address is [sundance@toms.net](mailto:sundance@toms.net)."

## 1991

Here's the latest on, **Ben Foley**, (SF): "I'm teaching English at the public high school in South Orange/Maplewood, NJ, and trying to take advantage of New York's cultural offerings, especially opportunities to learn and practice traditional Anglo and Irish dance."

**J. Christoph Amberger** (SFGI) has three momentous announcements to communicate (in chronological order): 1. the promotion to Executive Publisher Agora Financial Publishing and VP of Agora Inc. in Baltimore; 2. the birth of his first daughter and third child, Helena Sophia, on February 15. She joins Johann Maximilian (age 6) and Tristan Sebastian (age 3); and 3. the release of his book *The Secret History of the Sword: Adventures in Ancient Martial Arts*

## Calling all alumni!!!

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

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

In Santa Fe: *The Reporter*, St. John's College, 1160 Camino Cruz Blanca, Santa Fe, NM 87501; 505-984-6104; [classics@mail.sjca.edu](mailto:classics@mail.sjca.edu).

Or visit the St. John's websites at either [www.sjca.edu](http://www.sjca.edu) or [www.sjcsf.edu](http://www.sjcsf.edu). Click on "Alumni" and you'll find class notes from *The Reporter*, plus an e-mail link to send in your news.

(Burbank: MultiMedia, 1999)—which, among other gems, identifies Odysseus as a practitioner of Indo-European martial arts and reinterprets Socrates' trial strategy based on his experience as a hoplite. Sample chapters are on [www.swordhistory.com](http://www.swordhistory.com).

"I am planning on going back to Japan for a couple of months to join my husband," writes **Sapna Gandhi Slatkin** (A). "When I return to America, I will start a job search to teach ESL at a university or college. If anyone has any job leads or just wants to get in touch, you can e-mail me at [dreamsapna@yahoo.com](mailto:dreamsapna@yahoo.com)."

**Andrew Michael Schwartz** (A) graduated from Hofstra University School of Law. He's an attorney practicing in Philadelphia. "I am still single but I'm walking the tight rope between bachelorhood and marriage. I would like to hear from my classmates. My e-mail is [eegulz@erols.com](mailto:eegulz@erols.com)."

**Steven McNamara** (A) writes that he received his PhD in philosophy from Boston College in May. He is now packing up to go to Ifrane, Morocco, where he'll be teaching philosophy and humanities at Al alehawayn University. "This should be an adventure! **Ange Mlinko** (A91) will be joining me in April."

## 1992

**Catherine Barrier** (A) sends the following update: "**Jim Dugan** (A93) and I were married January 16 of this year. Any of you who didn't get invitations, it was because I didn't have your address! To see pictures of the wedding, or just to drop us a line, you can take a look at our website, <http://home.earthlink.net/~radovic>. We have been living in sunny Little Rock, Arkansas, for about a year now, and have now moved three times, thanks to the tornadoes we had in January (five days after the wedding!), so e-mail is probably the best way to keep track of us. I am currently working at the Capitol Zoning District Commission, a state planning and historic preservation agency, and Jim is working on every film that starts shooting in Arkansas. We would absolutely love to hear from the Johnnies we don't hear from often enough (you know who you are), or anyone who needs a little help working in either of our fields, since we now know just how hard it is to do that. My e-mail is [catherine.barrier@mail.state.ar.us](mailto:catherine.barrier@mail.state.ar.us)."

**Phil Pollard** (AGI) and **Dawn Beltz-Pollard** (AGI 97) are proud to announce the birth of their second daughter, Anna Walters Pollard. Further, they will be moving to Knoxville, Tennessee, later this month. "We will miss the croquet matches and the kite flies," they say. Phil was voted teacher of the year and delivered the commencement address at Mount de Sales Academy for Girls in Baltimore.

**Dianne Cowan** (A) reports: "For almost five years, I've been dating David Block—architect, Harvard grad, and cat lover. In May we're moving into a pretty new apartment with our three cats, Yeti, Sasquatch, and Homer. I've recently been promoted to manager of the technical support/consulting group at the software company where I work. My e-mail is [dianne@pcwiz.com](mailto:dianne@pcwiz.com)."

**Catherine Bauer** (SFGI) has recently taken up a career she abandoned more than 40 years ago—acting. She has appeared on KIRO 7's "Mystery Theater" radio and KNWX "Imagination Theater," as a 21-year-old ingenue and an 80-year-old woman. "Never too old! (I'm 69!)"

**Greg Francke** (A) writes that he is currently an Applications Development Specialist at VUTEK, a worldwide manufacturer of inkjet printers. "With them

I've worked in China, Europe, and the Middle East as a trainer and consultant," he says. "I live on a 60-acre farm in Gilford Village, New Hampshire, in an old farmhouse I've been restoring for six years with my dog and four cats. I play bass in a 'speedmetal' band called Suicide Contest throughout the northeast. I am also involved in the snowboard industry and publish *Hellfire Magazine* for MIA snowboards from my house. I am usually in a cast or a splint most of the time due to snowboarding, skateboarding, or dirtbiking."

**Julia Wimberly** (AGI) sends this report: "After graduation, I loaded my car and headed north to Alaska. I arrived there at the end of August. I landed a job in the law offices of James B. Gottstein in the position of Landman. The position was with the Mental Health Trust Lands Project. What an experience. I was responsible for organizing, recording, and mapping information about state and federal land, including title work, permitting, and authorization activity, and value estimates for surface and subsurface estates. I returned to Philadelphia in 1994 and substituted as a teacher in the Philadelphia School System. In 1995 I had major back surgery and am now retired on total disability. If you can help it never put anything off."

"The Jesuits have decided to accept me as one of them," says **Christopher Hadley** (A). "I go to Portland to join them as a novice this summer. Wish us all luck! I am also finishing up an interesting MA research project at Seattle University on reading comprehension in non-native speakers of English."

**Don Carlos Bell** (SF) writes that he and Sabrina have been married for nearly seven years, and they've settled in New York City after living in San Francisco, then Santa Fe, then New York, and most recently Philadelphia. He graduated from Wharton Business School in 1998 and works in investment banking at Goldman, Sachs. Sabrina is studying nursing at NYU and plans to go into home healthcare. "We recently attended an alumni seminar on Kafka's *Metamorphosis*, which we thoroughly enjoyed, and I am participating in fundraising for the college. During business school I took up jogging and ran the 1998 Palos Verdes and New York City marathons. We try to get back to New Mexico a few times a year to visit family and friends, including **Dave Jaramillo** (SF91) and his wife Sandra, who are expecting a baby this spring. Would love to hear from classmates at [dcb\\_3@hotmail.com](mailto:dcb_3@hotmail.com)."

## 1993

**Jennifer Council Jones** (A) is living in Annapolis with her husband, Ned, and yellow lab, Liberty. Jen's Vice President of a marketing firm where she manages new client development and current law firm accounts in Washington, Chicago, Dallas and Minneapolis. (If any of the crew is out there, send her an e-mail, [jejones@herrmann.com](mailto:jejones@herrmann.com)). Whenever she has a

chance to lose the suit, she's sailing competitively on the Chesapeake Bay, Midwest lakes and abroad.

**Julia Graham** (SF) will be moving to Boston in August, where her significant other will begin his PhD in philosophy of religion at BU and she will keep thinking about how to pare her many interests into a practical and likable future. She asks anyone with news of SF92 or SF93 Johnnies in Boston to contact her at [julia.graham@usa.net](mailto:julia.graham@usa.net).

**Nancy Marcus** (S) has wrapped up her first attorney job as a legal aid lawyer in rural Ohio. She is working on a complex litigation internet copyright case for the fun of it until August 1999, when she moves to D.C. for a fellowship with the Alliance for Justice, a progressive judicial watchdog organization which was instrumental in defeating the nomination of Judge Bork in the 1980s. She welcomes e-mail at [nmarcus@earthlink.net](mailto:nmarcus@earthlink.net) or [msquire@yahoo.com](mailto:msquire@yahoo.com).

**J. Claire Darling** (SF) writes from Brattleboro, Vermont: "Looking forward to a Vermont Chapter starting up."

**Heather Howell** (SF) has earned a master's in education from Virginia Tech in Blacksburg, Virginia

**Joseph Hennessey** (AGI) and his wife Marynell are the proud parents of Maeve Alice Hennessey, born April 3.

**Clay Coffee** (SF) reports that he and his wife, Hillary, had their first child, a girl, Carson Bogart Coffee, on June 1. He and Hillary both graduated from Covenant Theological Seminar in St. Louis in May. Hillary received her Master of Divinity degree and Clay received both the Master of Divinity and the Master of Arts in Counseling. In mid-July, they are moving to Atlanta to join Perimeter Church, where Clay will be the singles pastor.

## 1994

**Tom Jacobson** (SF) is a producer at Gamelet.com, using his classical education to create on-line games and contests. He lives in San Francisco.

**Lynarra Featherly** (SF) writes: "**Kathleen (Eamon)** (SF97) and I are in the most unlikely of places—New York City. I'm busy helping Donna Karan get her home department in order and giving Donna fashion advice. She came into a meeting one day with her poncho sideways and exclaimed, 'I'm mad about ponchos for fall!' I broke it to her gently. Kathleen is trying to pick the perfect Ph.D. program for philosophy. Perfect means warm weather and smallish town—she doesn't necessarily agree."

**Gregory Stephan Watson** (SF) is working for Outward Bound in Baltimore as Sea Base Director. He married Karen Page Westing of Bel Air, Maryland, in June.

**Colleen Hatch** (A) is receiving her master's in social work from the University of Pennsylvania.

**Jeffrey Spencer Wright** (SFGI) reports: "Spent last summer (98) as a 'visiting scholar' (actual designation! Yikes!) at Trinity College, Hartford, Connecticut. I was one of 15 secondary school teachers selected to take part in a

five-week seminar on 'The Great Irish Famine 1845-1852.' It was all a National Endowment for the Humanities sponsored program. The NEH Fellowship was most appreciated. Great experience—sad but engaging topic."

**Aaron Garza** (SF) writes: "I married my beautiful wife Azenett in August of last year. We are well and wondering just when to start trying to have children. I am coming to a close regarding my corporate adventure. Time it is to take some classes, grow some hair, and regrow some deadened brain. What fortune it has been to get off a bad path before reaching 30. Mr. Frying Pan, meet Mr. Fire."

After completing a Master's in Developmental Psychology at Teachers College - Columbia University in 1997, **Ben Feldman** (A) spent 1998 in Jerusalem, at the Yeshiva Ohr Somayach—The Center Program where he learned Jewish law, history, philosophy, and Hebrew. "While in Israel, I met many interesting Johnnies who helped diversify my exposure in Israel," he says. "I had decided, while still at Columbia, that I wanted to pursue Industrial/ Organizational Psychology instead of Clinical Psychology for which I had been preparing through work, education, and research. In order to get into I/O Psychology, I have to obtain business experience, so, after looking for a long time in the New York area, I found work as a Management Consultant at ProWright Business Technologies, Inc. I am currently living back in Manhattan on the Upper West Side."

## 1995

**Alex Ruschell** (SF) has a lovely wife, Jennifer, and a baby, Benjamin Alexander Jr., born June 16, 1998. Alex is in counter-intelligence in the army, was sent to Korea to learn Korean, and is stationed at Fort Campbell, Kentucky.

**Karla Manzur** (A) e-mails from Austin, Texas: "My music career is still growing steadily, but my main focus right now is my upcoming wedding to my bandmate and soulmate, Thomas van der Brook, a talented violin / saxophone player. We will be married in Rockville, Maryland, this Labor Day weekend. Please print my email address—kmanzur@jump.net, and soon to be web site address, www.karlamanzur.com. Would love to hear from people—we have an east coast tour in the works for 2000 with fellow Johnny musician, Josh Silberstein (A94?) from Burlington Vermont. We will surely pass through Annapolis!"

**Rebecca Trumble** (A) has found her dream job in Birmingham, Alabama ("of all places") at an HMO. She would love to hear from anyone in the area.

**Heidi Overbeek** (A) writes: "I'm in nursing school now (three semesters 'til I have my RN). My partner and I are having a commitment ceremony in late July which I am very excited about. We met when we both volunteered on a crisis phone line for lesbian, gay, bi, and transgendered youth. She has an even greater weakness for strays than I do, and now we have 3 cats and 2 big dogs. We moved

out of San Francisco to Berkeley about a year ago, partly so we could have dogs. We found what is known around here as a 'Victorian Cottage.' Known where I come from as 'small and old!' My email address is elicurwin@earthlink.net. Any Johnnies who are moving out to the San Francisco area or have questions about nursing school are invited to write."

## 1996

"I am living in my home country, the Czech Republic, working in a big international advertising agency in Prague," writes **Lenka Rosolova** (A). "I am in touch with **Sharon Soper** (A96) who will be leaving the Peace Corps at South Africa this May and probably

going back to the U.S. I'd be happy to hear from any Johnnies via e-mail at lenka\_Rosolova@bssaprague.ccmail."

**Michael Barth** (AGI) is a doctoral student in philosophy and education at Teachers College, Columbia University. He's also the coach of the men's lacrosse team—a club, not a varsity team—that plays Division III varsity teams. They beat NYU 19 to 5 in their first game of the season. Barth revived a version of the original lacrosse game while at St. John's; it became known as "bloodless" lacrosse because of rules limiting checking. Also while he lived in Annapolis, Barth coached the team at St. Mary's High School, leading them to the 1997 National Prep School Championships. Himself an Academic All-American lacrosse player at Clark University, where he did his undergraduate work, Barth says

that he doesn't see lacrosse as simply a sport "I see it as a living laboratory of social and ethical problems that occur on the field, on the spot. You have to deal with the consequences immediately within a team dynamic the way you wouldn't have to if you were off reading or writing." Barth is also involved with the planning for a new charter school in South Bronx for which he is drafting a charter and vision statement. previously, he worked for the Edison Project, where he co-designed a K-12 charter school system and wrote its citizenship and character component.

**Douglas Beck** (AGI) a graduate student at the Washington University in St. Louis School of Architecture, won a grant in the school's 1999 Steedman II Competition for his portfolio and proposal to study "The Logic of Context: The

## Alumni Authors...

*An American Mosaic: Prose and Poetry by Everyday Folk,*  
Edited by Robert Wolf (SF69)

**R**obert Wolf, SF69, ends the first section of the compilation *An American Mosaic: Prose and Poetry by Everyday Folk* (Oxford University Press, 1999) by declaring a desire to investigate the notion of "full humanity." In an effort to encourage dialogue between people across America he presents the need for "a public quest, bringing together the homeless and non-homeless, those with power face to face with those who lacked it." This desire for conversation is the basis for a series of writing workshops Wolf led in varying communities. In these workshops he encouraged people to write their oral histories, creating a patchwork quilt of the American. This compilation consists of four main sections: Poetry and Prose by the Homeless, Rural America: The Midwest, Communal Life, and The River and the Delta. Many of the stories are excerpts from other books published by Wolf, books featuring solely one of the regions.

*An American Mosaic* is an eclectic read. It opens and closes with thoughts on those living homeless in society. Although the frustration expressed in all the narratives is vivid, in these pieces the insights on being overlooked by society are especially poignant. Some of the writing is breathtaking in style as well as content: the poetry of Robert Reborg, for example, has a simplicity of style that allows his complex imagery to be easily portrayed. Likewise, the second to last story in the compilation, "Lucky Lacey," by Christopher Crawford, is humorous in form but simultaneously creates feeling for the characters portrayed.

The tales in between the thoughts on homelessness differ in style and form, but many are less stories than vignettes, featuring a day in the life of a rural or communal family. These are intriguing in their own right, some less from a literary perspective but from a purely anthropological view. The way in which the stories are told reflects as much the lifestyle of the narrator as the words they say. The farming stories are by and large simple narrative, unadorned and speaking to the point. They tell of the relationship of the farmer to the earth. The stories of communal life in Amanna speak mostly of sharing within community. The homeless stories express an unquenchable solitude, even within the hubub of the city. They are complex tales, richer in language than most of the others, and as hectic as life in

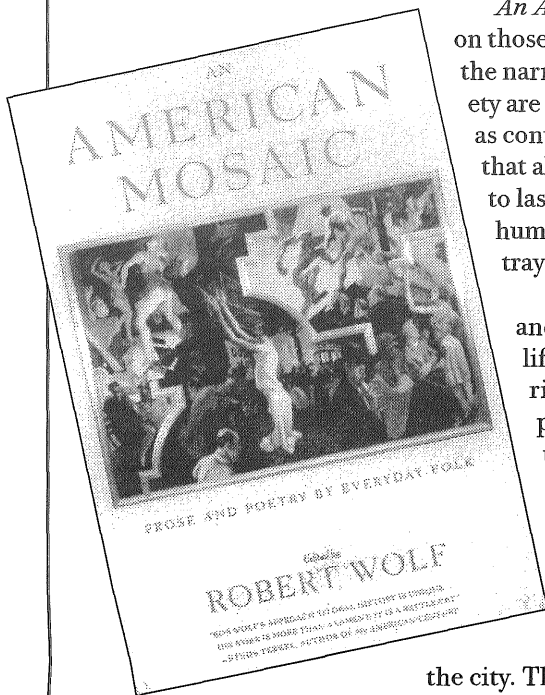
the city. The link between the small town experience and that of the homeless is never made explicit.

Although Wolf's voice is heard at the beginning and end of each section, there is little discussion on how the four topics work with each other to create a larger pattern. The narrator doesn't weave the situations together, but presents them in isolated chunks, leaving it largely to the reader to conceptualize the book as a whole. When Wolf says, "I wanted to promote the development a body of folk literature that would help unify the experience of the people in my region," (page 317) the reader doubts that his purpose is that simple. It is not entirely clear from his essays what his exact motives are in tying together these specific works. Each of the stories has a merit of its own, some as poetry, some as history. Wolf's commentary is consistently shifting as he goes from the notion of home to a place where he pleads for awareness to the plight of farmers and small towns, and proposes solutions to the reader for how to heal the wounds of which the writers speak. By the end it is clear the book is less an artful mosaic than a plea for awareness of a dying world outside the cosmopolitan.

Read this book as an investigation into the unity of American culture. *An American Mosaic* doesn't strive to make the connections for the reader. What it does access is a glimpse into the lives of those who have a direct connection with their land. These are the origin from which our lives within cities have sprung, and their daily trials shed a different light on urban traffic jams or the lines at the supermarket.

Robert Wolf is executive director of the Free River Press. He is a writer and teacher who has lived and worked in many regions of the country. A former columnist for the *Chicago Tribune*, in the 1970s Wolf taught in public and private schools and colleges, and now runs private seminars and workshops. He lives in Lansing, Iowa. Note: St. John's College is referenced on page 73.

—Alexandra Rothenberg, SF01





Architectures of Ludwig Wittgenstein." He will study Wittgenstein's work in Austria, Norway, and Ireland.

**Cherly Heneveld** (AGI) has moved to New Delhi for three years; she's reading Indian writers and welcomes visitors and fellow travelers. Her e-mail is chervls@vsnl.com.

**Kirsten Jacobson** (SF) has accepted an offer to study toward her PhD in philosophy at Penn State starting in the fall of 1999.

## 1997

**Jill Nienhiser** (AGI) is working as a writer for Mind and Medicine, a multimedia company in Alexandria, Virginia.

**Patrick Wager** (AGI96) just joined the company as a producer (see "Frontiers of Medicine" on PBS.) Jill says, "I also work with a murder mystery company in St. Louis, putting on wacky audience-participation shows around the country."

**Jeff Travis** (A) and **Patricia Travis** (A98) are relocating their family to Costa Mesa, California. Baby #3 is expected to join Claire (3 in June) and David (1) in September. Jeff anticipates attending Whittier Law School in the fall and Patricia's looking forward to life on the west coast.

**Lee Munson** (SF) has hired **Nathan Olsson** and **Carl Smith**, both SF99, to work as securities brokers for Prime Charter Limited. Lee is a broker and a vice president of Prime Charter. He is very excited about being able to hire other Johnnies and give them a chance to be successful on Wall Street.

**Maraiya League Gentili** (SF) had a son on Dec. 30, 1998. His name is Rhys

Allen and he currently weighs 20 pounds and is 28 inches long.

## 1998

**Cindy Lutz** (A) will be finishing up a year's research fellowship at the National Eye Institute this summer.

"Next year I'm headed to Philadelphia to teach Upper School science at Friends' Central School. I'm very excited about teaching and I'd love to hear from any alumni with pointers for a beginner. I'd also love to hear from any recent alumni in the Philadelphia area."

**Lea Pitkanen** (A) and **Marjorie Truman** (A) are freeing the youth of Richmond, Indiana, from the cave by means of quality conversation and great children's literature. "Anybody in the area want to participate in alumni seminars?" they ask. "Contact us at trumana@earlham.edu."

**Kathleen Van Luchene** (A) and **Deirdre O'Shea** (A) were pictured in the May 17 edition of *Forbes* (page 181). Both are working for Walker Digital, the idea factory behind Priceline.com.

**Stephen Conn** (SF) is now studying acting in the New Mexico State University theater program and will appear as Bardolph in the upcoming production of *Henry V*. Stephen is also appearing in a comedy improvisation group.

**Tiffany Head** (SF) was initiated into the honor societies Phi Kappa Phi and Phi Beta Kappa at the University of New Mexico. She will be receiving her degree in foreign languages. She sends greeting to all tutors, staff, students, and alumni of Santa Fe.

## CLASSICS WEEKEND...continued from page 6

program, there were 12 participants for a weekend of seminars, and the event was a success.

In fact, those 12 were so enthusiastic that the second year ten of them returned, along with 24 others. Now, in the third year, 11 of those first participants are back again and the total enrollment has grown to 52.

Spouses can either participate in or audit a session if they wish and take part in all of the other activities. The weekend allows for recreational time, mostly in the afternoons, and often group hikes or golf outings are scheduled. Participants are together for nearly all social events, activities, and meals, as well as for the seminar discussions. These are times not only to socialize but to continue discussions begun earlier in the day, in seminar.

Many participants in this year's seminars felt the conversations drew out the wonderful and complex nature of the texts. Several commented that discussing these issues with their contemporaries was very different from discussing them with younger students or with an arbitrarily selected group. Tierney emphasizes: "We've done some living. The exchange is different at 50 than at 20." Lerner says, "Reading a text and discussing it is always going to be more fruitful than just reading it." The goal is to deepen the reading.

Jack Walker, another original member and an attorney in Los

Angeles, says the weekend offers a combination of reflections and applications to the experience of a complete life. "The discussions have a kind of leavening effect," he says, adding that the seminars allowed him to continue to look at his life in different ways. The weekend offers him the opportunity to bring together many people from the different parts of his life.

Dick Berkowitz, a stockbroker in Atlanta and also a member of the St. John's board, invited 30-plus close friends to join him for an executive seminar in celebration of his 65th birthday. The theme he chose was "What It Means To Be a Good Citizen Today." According to Berkowitz, "You're never too old to learn and to modify your ways. Not enough people are involved in the decisions that direct this country. It takes an awful lot of effort and awareness to participate and be informed."

Why would successful professionals who are into well-established careers want to study the Great Books at all? For Tierney the decision was an easy one. "It's sort of like the mountain," he says, "because it was there." When he talks about the Classics Weekend, it is with continued enthusiasm and interest. And perhaps best summing up the experience, he says, "It reinforces the importance of friendship and a life of inquiry." ●

—John McCauley, SFGI99

## Obituaries

### Fanny Kaplan

Fanny Tchoudnovsky Kaplan, 105, the widow of tutor Simon Kaplan, died June 20 at her home in Annapolis. Mrs. Kaplan was known for sharing the life of the mind with family, friends, and hundreds of students and faculty at St. John's College.

Mrs. Kaplan lived nearly half her eventful life before she came to Annapolis in 1942. Born in Kherson, Russia, she spent her early childhood in Ochakov on the Black Sea, before her family moved east to live in Turkestan, not far from Tashkent. At age 16, she won a gold medal enabling her to study at St. Petersburg. She obtained a degree in law as she was too young to study for a degree in medicine. She remained in the capital when the Russian Revolution began in 1917 and survived the conflict and the famine. Under the Alexander Kerensky government, she held a post in the Labor Ministry and became the dean of a school established for workers.

The man who became her husband, Simon Kaplan, had gone to Germany as a young man to study, and was forced to remain there when World War I broke out. The two met when Mr. Kaplan returned to Russia after the treaty of Brest-Litovsk ended the war. The couple married in 1927. They left Russia after a few years

under the Communist regime and went to Germany under the Weimar Republic. When the Nazis took power in 1933, the couple moved to Czechoslovakia and then to France. They fled Paris two days before the Nazis took over the city in June 1940, eventually escaping to Portugal where they took ship to New York.

Shortly after arriving in this country, they came to St. John's where Mr. Kaplan joined the faculty as scholar-in-residence concerned with Jewish traditions, and then as a tutor, and Mrs. Kaplan the library staff. As Mrs. Kaplan herself has said, learning was their way of life. And discussion with friends. At St. John's they finally found a new home and stopped their wandering.

Friends said their home was the most civilized place in America. She continued discussions and intellectual interests with the St. John's and larger community even after her husband's death in 1979. She was an honorary member of the class of 1984. Mrs. Kaplan's special interest in students never waned. She continued to inspire young people and was capable of generating new, devoted friendships, even when she was past 100.

—By Sandra Cohen



Mrs. Kaplan in the 1970s.

Memorial contributions may be made to the Dr. Simon and Fanny Kaplan Fund at St. John's College, P.O. Box 2800, Annapolis, MD 21404.

A memorial service for Mrs. Kaplan will be held during Homecoming in Annapolis, on Saturday, October 2 at 4:45 p.m. in the King William Room.



## Remembering Mary Weigle

This past May 27, the flag at St. John's was flown at half-mast to mark the death and to honor the life of Mary Grace Day Weigle. Mary Weigle devoted much of her life to St. John's as the spouse of Richard Weigle, the president of both campuses from 1949 to 1980, a period of rapid development and expansion of the college.



Mrs. Richard D. Weigle beginning her first New Year as the first lady of St. John's College.

Mrs. Weigle grew up in Wisconsin and received a bachelor's degree in business administration and pre-law from the University of Wisconsin. Not just exceptionally bright, she was a beautiful young woman, and during college she modeled for clothing catalogs. After college she worked for Borroughs Adding Machine Company in Milwaukee, where she met Richard Weigle, who taught at Carleton College. The pair married and planned to raise their family in Chevy Chase, Maryland, where Mr. Weigle

was active in politics and worked for the U.S. State Department. The Weigles didn't anticipate they would become the driving force behind, and leaders of, a small college in Annapolis.

Mrs. Weigle didn't have the kinds of connections in the Ivy League that her husband had gained through his family. She had to learn to navigate and negotiate within the often rigorous and aristocratic Annapolis society of the time while maintaining her visibility as a representative of St. John's. She succeeded early on in establishing a dignity for the college among those in the community who were skeptical of the program and its goals. She most certainly used her education in business to act in a number of capacities, including event planning, public relations, and even as the dining hall consultant. Although there was a food service manager for the students, Mrs. Weigle was known to personally oversee the menus and operations of the dining hall so that the students would be more comfortable on campus. Mrs. Weigle never clocked in and out of her St. John's leadership role. She was an active participant in many clubs and societies that benefited the college. She was serious about the details in the rituals of entertaining and moving among powerful groups in Annapolis and Santa Fe.

In his book *The Colonization of a College*, Richard Weigle includes a passage by his wife in which she narrates her experience that led to the Santa Fe site becoming a consideration for the second campus. She had planned to use a free day in Denver to wander and relax while Mr. Weigle attended meetings of the Association of American Colleges. Instead, she obeyed a nagging voice that told her to stick around her hotel room. Indeed, she was back in her room in time to receive a call from Robert McKinney, publisher and editor of the Santa Fe *New Mexican* and ambassador to Switzerland. Mr. McKinney asked her to consider Santa Fe, and although she wasn't necessarily thrilled with the idea at the time, she was happy about the developments in retrospect. "[T]o help build another campus . . . has truly become a happy part of my life."

After the establishment of the second campus, the Weigles maintained a divided residence and averaged 30,000 air miles a year between the eastern and western campuses. For Mrs. Weigle, the demands on her to maintain a highly public residence and to manage social and formal events doubled. She was highly praised for handling the heavy load of entertaining with grace, tact, and a good sense of humor despite the variety of people she had to accommodate. Guests in the Weigle home ranged from Eleanor Roosevelt to distinguished scholars to Richard Neutra, a college architect, who announced to Mrs. Weigle on his arrival at the president's residence, "I'll have two apples and go to bed, please." Mrs. Weigle was quite accomplished in her ability to host and to converse with people from many walks of life. Both Mr. and Mrs. Weigle really shared themselves and their lives in order to foster support for St. John's in the immediate communities and in the worlds of business and academia. For Mrs. Weigle, St. John's was everything. Nearly every aspect of her life was geared to benefiting the college. She considered the faculty

and the administrators her extended family. It was a very different approach than is taken now, but it was an approach that was extraordinarily advantageous in the college's growth period.

Until recently, when she broke her hip, Mrs. Weigle attended graduation ceremonies on both St. John's campuses every year. Once, when an old friend approached her at a graduation function, she exclaimed that she was glad there was someone else who knew to wear a hat.

In Frederic W. Ness's book of advice-filled letters to a new college president, *An Uncertain Glory*, Mary contributed a letter of her own. "[S]ince I refuse to be a postscript to my tender loving husband," she wrote, "I am enclosing my second thoughts to his first ones." In the letter, she described the difficulty in anticipating all of the duties and concerns that come with the role of a college president's spouse. She wrote about the loneliness and public scrutiny she endured, but also about the rewards and sense of achievement she felt. She warned of the danger in attempting to perform the work that was the responsibility of the college president: "Above all, don't 'wear the pants' for the family; for I have witnessed wives running their husbands' careers by such a misguided change in role." She was committed to a shared enterprise rather than juggling all of the work behind the scenes or maneuvering in a dominant/subordinate relationship.

The entire St. John's community has much to be grateful for because of the collaborative efforts of both Richard and Mary Weigle and of their inexhaustible spirits.

—By Alisa Murray Smith, SFGI99

## Edward J. Dwyer, Class of 1930

Edward Dwyer, a community leader and businessman who lived in Blue Bell, Pennsylvania, died in March. A member of the class of 1930, Mr. Dwyer was born in South Norwalk, Connecticut. He also earned degrees from Johns Hopkins and George Washington University, where he became a JD in 1938. After moving to Philadelphia in 1941, Mr. Dwyer became resident patent attorney and assistant secretary of the Electric Storage Battery Company, which became ESB Inc. He was named president in 1956 and became CEO and Chairman of the Board in 1959. He retired in 1976.

Mr. Dwyer was involved with many causes including the Republican Party and the United Fund Drive. He served on the boards of Thomas Jefferson University, the Franklin Institute Science Museum, German-town Dispensary and Hospital, and the Bucks County Historical Society. In the world of business, he was Deputy Chairman of the Federal Reserve Board in Philadelphia and a director of Armstrong World Industries. He was ordained a deacon of the Presbyterian Church in 1953 and an Elder in 1958. Mr. Dwyer was a member of the Union League. He is survived by his wife, two children, four children by marriage, and grandchildren and great-grandchildren.

## Richard T. Earle, Jr., Class of 1938

Richard T. Earle, a St. Petersburg, Florida, lawyer who founded the Judicial Qualifications Commission, died on June 22. Born in Centerville, Maryland, Mr. Earle graduated from St. John's in 1938 and from Harvard Law School. He served in World War II, where he earned the Bronze Star.

Mr. Earle served as a member of the Florida Constitution Revision Commission in 1966-67 and as chairman of the Pinellas County Charter Commission in 1973. Since 1994 he served as chairman of the Citizens for Fair Campaign Practices, a non-partisan group devoted to clean campaigns in Pinellas County. In the mid-1960s he founded the Judicial Qualifications Commission, which investigates complaints against judges. He served on the Commission for 17 years, during the critical period in the mid-1970s when the integrity of the Florida Supreme Court was challenged. This year, Mr. Earle was awarded the Benjamin Franklin Award by the Suncoast Tiger Bay Club in recognition of his many years of public service.

Mr. Earle is survived by his wife, a daughter, four sons, and grandchildren and great-grandchildren.

## Noted...

Allan S. Woodle, class of 1934  
Dr. Richard T. Williams, class of 1936  
Richard Early, Jr., class of 1938  
J.S. Baker Middleton, class of 1938  
Donald Brightball, class of 1940  
Wendell Countess, Santa Fe class of 1969  
Kevin Conduff, Santa Fe class of 1979



## Campus Life...

## Croquet: Victory on the Lumpy Lawn

by Sus3an Borden and Barbara Goyette

Croquet 1999 began Saturday morning May 1 with National Public Radio's Weekend Edition previewing the match and ended in the wee hours of Sunday morning as the Croquet Ball finally wound down. Highlights in between included: the dedication of a portrait of Eva Brann donated by the class of 1997; the striking

quet cowboys." Tim Carney, a junior, tried to say why St. John's wins: "Think of Star Wars, when Luke Skywalker takes off those little goggles and then he's actually able to do it. That's the sort of thing. It's something like the Force." Gladstone asked Moser to compare the mentality of a St. John's player with a mid's and he said, "I'm

going to go out on a limb and say, 'Yeah, you have to be outside of a regimental structure in order to be good at croquet. It takes a creative mind and it takes an exuberant soul.'" Moser also commended the midshipmen, with their competitive mentality, for coming out to play every year knowing that they would lose.

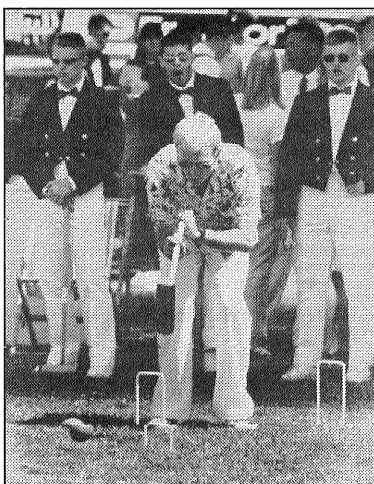
## The match

The croquet gods were definitely smiling on Annapolis because the weather was perfect on May 1. By match's start at 1 p.m., hundreds of spectators had staked out space around the three courts, many setting up tables with elaborate refreshments. Students had moved sofas and chairs from out of the dorms and others had set up picnic blankets. The croquet players—eight men and two women—were on court 1, beneath the Liberty Tree, being photographed by *Sports Illustrated*, and the Alumni Tent was in full operation, offering returning Johnnies welcome, refreshment, and souvenir baseball caps.

To start the game, John W. Wood, Jr., St. John's class of 1919, hit the first ball. Mr. Wood, a month shy of his 100th birthday, is also an alumnus of the Naval Academy.

The five matches weren't finished until almost 7 p.m., but in the end St. John's won all. The longest play came on court 2, where Piroshka Kopar and Sam Davidoff fought off a real challenge from the midshipmen but finally triumphed after playing for more than three hours. Ryan "The Phenomenon" Simpson, Imperial Wicket, set the tone for the afternoon by playing his first shot for at least 20 minutes, amazing midshipmen bystanders who ceased to scoff at the athletic ability of St. John's students. (Later in the match, Simpson sliced his finger while cutting a piece of white chocolate; Thad Finlayson had to step in and finish the match.)

Festivities continued into the dinner hour and beyond until late evening, when the Croquet Ball was held in Randall. Alumni, current students, and middies mingled happily, a fitting end to the 17-year rivalry. Could there really have been a different ending to the story? One student told NPR: "Oh, sure. It could happen. Navy could win. Comets come around and we lose croquet matches." ●



Imperial Wicket Simpson amazes the mids.



Sam Davidoff and Piroshka Kopar confer on court 2.

of the first ball by John W. Wood, class of 1919 and in all likelihood the college's oldest alum; the busy Alumni Tent, presided over by alumni director Roberta Gable (A79), home base of the more than 300 Johnnies who attended the match; and, last but not least, the annual trouncing of the Naval Academy team.

## Beamed across the land

National Public Radio's Weekend Edition has a savvy executive producer, Ken Hom (A80), who saw the potential for a good NPR segment on the match. Commentator Brooke Gladstone along with a crew of four visited Annapolis on the Thursday before the match to record interviews and soundbites at St. John's and the Naval Academy. At the place across King George Street, a single mid—David Evanson—had been designated spokesperson for the croquet team; in answer to Gladstone's quizzing about the typical personality of a midshipman vs. a Johnny, the mid described his classmates as "extremely motivated, responsible, well-organized and determined." The Johnnies, he said, are "free-spirited, really open to a lot of different things." Soundbites at Navy: Midshipmen training (you can tell by the grunting) and chanting.

At St. John's, the soundbite came from Freshman Chorus, which was singing a madrigal and receiving coaching in pronunciation from Mr. Kalkavage. The croquet interview was more free-form and took place during an afternoon practice after classes. The front lawn was sprinkled with students making lame attempts at doing their seminar reading. The sound guy from NPR kept trying to get the right "pock" sound of a mallet hitting a ball. Christian Moser, a senior on the team, described Johnny players as "cro-

As its gift to the college, the class of 1997 commissioned a portrait of Eva Brann, whose final year of a seven-year term as dean coincided with the class's final year. The artist chosen was Cedric Egeli. Juan Villasenor, as chair of the gift committee (along with Alex Bowles and Julia van Reeve) spoke at the dedication, which was at noon on Croquet Day.

The portrait will hang in one of the McDowell classrooms. Miss Brann, as a thank you to the class, wrote the following:

Images have, as certain philosophers say, less being than their originals. But in compensation they tend to have longer existence. So you've given me a sort of semi-immortality. I'll be watching life in McDowell Hall way after my



Eva Brann (twice), Juan Villasenor, and artist Cedric Egeli.

time on earth, and perhaps now and then a student will suddenly meet my eye and say, "What's that woman thinking about?" A gleeful notion!

I did work off some of my debt of gratitude to you by being an assiduous sitter. Having one's portrait painted is a weird and wonderful experience. Week after week, brushstroke by considered brushstroke, Cedric Egeli would make my likeness appear on the canvas, and after each sitting there would be a little more of me looking back, yet not as does a mirror image, which mirrors you look for look but rather as would an independent doppelgänger. Those of you who've come across Oscar Wilde's *Portrait of Dorian Gray* will recall how as Dorian's life degenerates his picture liquefies in corruption. Well, Cedric worked a reverse magic: as I wore out the picture gained severe and robust thereness, and toward the end it suddenly acquired the hint of a smile which it kept and has now. Eventually there also materialized the volute on the arm of one of our seminar chairs that Cedric had let me bring (nota bene, with the dean's permission), and so did the book we put on the table so that I might appear to be pondering something—not just any book but Jacob Klein's *Commentary on Plato's Meno*. In fact I was mostly daydreaming or listening to Cedric's theory of vision. At 11 a.m. Jeanette Egeli would come with a tea basket, at 1 p.m. we'd have lunch, and once, toward the end, I was given a bed to regenerate me for an afternoon of sitting. Giving away one's likeness is a strenuous kind of passivity, it turns out.

So now this magical object is sealed and lacquered, and on May 1, there'll be a hanging. Never has a hangee felt more honored and pleased and grateful.

Sincerely,  
Eva T.H. Brann

## Campus Life...

### “Appetite Comes With Eating” (Rabelais)

*Santa Fe students hope their dining hall blues will be alleviated by a renovated serving area, innovative buffet arrangements, and a new chef.*

Long lines, fancy footwork, and strategic timing are the images that usually come to mind when students think about the dining hall on the Santa Fe campus. St. John's is not known for its delicious food, much less its dining hall, which can get crowded and be hard to move around in. But all that is about to change. The first improvement is the addition of executive chef Jeff Sisson, whose impact has already been evident in the menu. Not only has Jeff brought more variety to the daily menu, he also responds to student comment cards on a regular basis. His interaction with students has helped to create a feeling of camaraderie between the students and kitchen staff.

The second improvement is the renovation of the dining hall space, now underway. According to Santa Fe treasurer Bryan Valentine, ARAMARK, Inc., the contracted caterers, will cover a large part of the renovation costs. Plans for renovations have been in the works for the past two years. Suggestions were generated by students, kitchen staff members, and the architects for the project. The kitchen staff wanted the door at the rear of the food service area, which leads into the kitchen, closed off to prevent students from wandering aimlessly around the food prep area; the architects wanted to close off the unattractive view of the kitchen. The serving island was not originally set up for self-service. The hope is that by replacing that island with smaller, movable service units everyone can get in and out a little more easily. Finally, the kitchen staff has ordered a new Pan Geos station, a set-up that offers foods from the world over which the staff prepares on the spot for students. The college already has one station and the addition of a second will add much more variety to the daily menu. Additionally, the plans call

for a new tile floor, brighter lighting, new hot stations, and the removal and reconstruction of one wall in order to allow more natural light into the serving area from the adjacent corridor. The renovations are slated to be finished by early August, just in time for the fall semester.

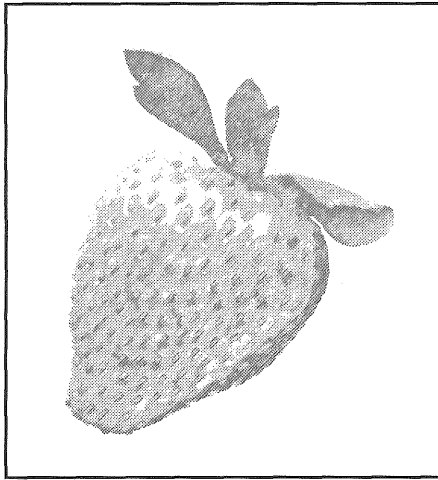
Throughout the years students have enjoyed dances and holiday meals in the dining hall. Despite their like or dislike of the food service, students will remember those events. William Davis, a rising junior, approves of the planned improvements but thinks “it would be nice if the sense of history associated with the dining hall was not lost during these renovations.” Everyone can rest assured that the renovations will not affect the buffet style holiday meals or use of the dining hall as a location for dances.

Mr. Valentine and the kitchen staff are optimistic that these renovations will help to shorten the waiting time in lines, and remove the bottleneck areas, i.e. the drink and cereal dispensers, by moving them into the main dining area. The changes to the location of the serving islands should allow for easier replacement of food trays. Aaron Mehlhaff, a rising junior, thinks that the renovations will indeed help to reduce “the lunch time congestion,” since

lunch is the busiest meal of the day with the shortest time allotted.

Now, the many beautiful views offered by the dining hall balconies will be complemented by the splendor of the new serving area. All that remains to be seen is whether or not the student population appreciates the hard work that went into the renovations. ●

—Dagney Chicoine-Stangl, SF01



## PROGRAM HOT POTATOES

*How a student Committee on Instruction deals with contentious issues*

Like the politics of Capitol Hill, the politics of McDowell Hall can be contentious. Instead of abortion, social security, and the budget, however, St. John's politics involve issues like how to teach calculus and whether students who already know French grammar should attend language tutorials on the subject. And just as alumni have suggestions about what books should be added to the reading list, so, too, do current students. In Annapolis, a nine-member Student Committee on Instruction (SCI) serves as an avenue for student concerns about the program to reach the Instruction Committee, the group of tutors and administrators who decide what will be studied and when.

### French Tracking?

Few Johnnies have studied ancient Greek in high school, but French is a different matter: some students are even fluent. The question of whether these students should be included with their novice classmates is a long-standing one at St. John's. During the eighties, Annapolis “tracked” junior language. Tracking means that juniors already proficient in French grammar are placed in a separate tutorial. In the first semester they read a play by

Molière or Racine instead of working through the Palmeri and Mulligan grammar book as their fellows do. In 1996, the Instruction Committee decided that placing the “advanced” students in a separate class was not in harmony with the college's educational philosophy. Tutorials where students with varying abilities work together to solve a problem or probe a text is integral to the Socratic method that we practice at St. John's.

At SCI forums on the issue many students supported this view. If track-

ing were taken to its logical extreme, they contended, it could move St. John's towards specialization, thus undermining the whole program. Furthermore, part of the St. John's experience is learning to teach others. Students with French knowledge should be able to draw the class' attention to interesting aspects of the grammar and help with pronunciation. However, not all students and tutors agreed. Some students already fluent in French before their junior year questioned whether their presence in class was effective.

Unlike seminar, they argued, French grammar is a skill to be learned. St. John's should allow those who know French grammar to move on to translation as it did successfully for over a decade.

In an attempt to create a compromise, two SCI members proposed that the college provide a bi-weekly tutor-led study group for advanced French students. This way, the junior

language tutorials would be integrated and yet the students who already knew French would have an opportu-

nity to further their study. Several SCI members felt that this was a good practical solution, but other members and some tutors found fault with it. They argued that a select study group would foster competition and elitism. After discussion, the proposal was rejected.

Although the SCI did not alter junior language, the discussion raised larger questions which everyone should consider seriously: What is language study at St. John's? Should we study a modern and living language in a different manner than

an ancient one? How important is it that we learn to pronounce and speak French? Should a study of French, St. John's style, focus primarily on the linguistic aspect of French grammar (and thus on the question of what language is) or upon the unique poetic experience of the French language?

### Calculus By the Book

The second major issue before the SCI this year was the calculus segment of the junior mathematics tutorial. Most of junior math is spent on Galileo, Newton, and Dedekind, but during the last part of the first semester, juniors study the rudiments of modern calculus: derivatives and integrals, limits, the fundamental theorem, etc. The current manual begins with Newton's lemmas and shows how the modern methods evolve from them. Judging from the comments the SCI received, however, many students are not satisfied with the manual. Some students felt that it was not rigorous enough; others, that it lacked internal logic in the overall presentation; still others, that it did not include enough original sources.

Creating an effective manual for the calculus segment has been a

...continued on p. 28

*As in Washington, change does not come about swiftly at St. John's. The program, like the Constitution, is only amended after thorough consideration.*



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## NAMED AFTER "BACONFACE"

*The saga of Chase-Stone Dormitory*

The Chase-Stone House began life in 1857 as the residence for the president and vice-president of the college; during the Civil War it served as a hospital when the Union army took over the campus; faculty lived in its lofty suites before the turn of the century; during the 1920s fraternity men lounged, pipes in hand, in rooms furnished with plush chairs adorned with lace anti-macassars; in the '70s long-haired, bell-bottomed students held raucous parties in its basement; and today its rooms top the list of those chosen early during the annual dorm lottery. Students love Chase-Stone's large, high-ceilinged rooms, its fireplaces, and its wood floors (and disregard the temperamental plumbing, at least most of the time).

Chase-Stone was built in the same year as Paca-Carroll on the opposite side of campus. They were named after Samuel Chase, Thomas Stone, William Paca, and Charles Carroll—Maryland signers of the Declaration of Independence who also served on the St. John's Board. Both buildings housed faculty at the college, although Chase-Stone is decidedly grander, having been designed to be home for the president and vice-president. When it was restored in 1963 as part of an architectural master plan developed by I.M. Pei Associates, the local architect handling the work noted that "in its general massing and simplicity it is directly descended from a Florentine palace." Originally there were two entrances on the front campus side of the building; they opened into spacious reception rooms. Curved stairways led to the second and third floors.

Between 1927 and 1939 the fraternities Theta Psi and Phi Delta Sigma used the house, but after the dawn of the New Program Stringfellow Barr declared that fraternities couldn't reside in college buildings and that fraternity life was incompatible with the curriculum. Chase-Stone became a dorm. During the 1963 renovation, the rear wings were demolished and the present entrance on the Carroll Barrister side was built. The dirt cellar was dug down an extra three feet to create enough headroom for the present common rooms. The building's chimneys, which had been removed years before, were replaced.

In the spirit of debunking the glorious past, here's

the story on one of the building's namesakes, Samuel Chase: Chase was allegedly a flamboyant, temperamental, egotistical, tactless character. In 1765, at the age of 24, he led the local chapter of the Sons of Liberty when they ransacked the crown's stamp office. He studied law, after having been tutored by his father, an Anglican clergyman. He was over six feet tall and very hefty; he was variously known as the "Demosthenes of Maryland"



In a scene from 1941, students relax in a Chase-Stone room.

St. John's archives

(supposedly for his deep voice and grand presence) and as "Baconface" (for his florid demeanor). As a member of the Continental Congress, he was booted from office when he tried to corner the market on flour during the Revolution using inside trade information. Later, his sins forgotten or forgiven, he was appointed to the Supreme Court, only to be impeached. The House charged that he seated a juror in a sedition trial even though the man had said that he made up his mind before the trial that the defendant was guilty. The senate trial featured Sen. Uriah Tracy being carried in on his sickbed to vote in favor of Chase, who was acquitted. ●

—by Barbara Goyette

### CONTENTIOUS PROGRAM ISSUES ...continued from page 27

recurring challenge at the college. Unfortunately, there is no "great text" for the calculus, nothing similar to Euclid's *Elements*. The papers by Leibniz, Newton, Bernoulli, etc. contain different notations and do not cover all the aspects of the mathematics of motion, for example, transcendental functions and multi-variable differential equations.

As the SCI began to discuss the issue, the committee raised the question "What should the calculus segment accomplish?" One student said that the manuals' emphasis on problem solving rather than proofs was an aberration in the St. John's mathematics program. "Why," he asked, "are we spending time working out the derivative of  $5x^2$  instead of presenting a proof for the fundamental theorem or investigating the meaning of a function?" The answer seemed to be that understanding Maxwell and Einstein requires a cer-

tain degree of facility with calculus. But is this a good enough reason to focus on problem sets rather than on theoretical questions? SCI members did not think that their study of Maxwell was aided by the manual's problem sets. It was suggested that any practical application of the calculus needed for reading Maxwell be presented in the junior lab manual which already explains the math need for such concepts as div and curl. The same would hold for the special theory of relativity: the calculus needed to understand Einstein is reviewed in the senior math manual anyway. This would give the math tutorial freedom to focus on the presentation of proofs and on the theoretical aspects of the calculus such as: What is a limit? What is a function? What is continuity? And it might allow for the study of more original sources.

The SCI met with the

Instruction Committee to discuss the calculus segment. The student committee recounted to the tutors the complaints they received from the student body. A discussion followed as to what a St. John's study of calculus should accomplish. The SCI proposed that the manual focus on fundamental issues of calculus rather than on problem solving. Even if the problem sets are not moved to the lab, an SCI member argued, the calculus manual needs a progression of themes that hold a student's interest. The Instruction Committee heard the SCI's suggestions, but they did not adopt them directly. The tutors agreed that the calculus manual should address philosophic aspects of the calculus and provide a way for students to present proofs at the board, but they were less sure that the problem sets were not vital. One tutor said that the difficulty may not be as much

with the manual as with how the tutorials are being run. Some tutors supported the idea of more original sources, others thought this a problematic approach because of the different notations each paper presents. Clearly, the issue is a thorny one and deserves more discussion.

As in Washington, change does not come about swiftly at St. John's. The program, like the Constitution, is only amended after thorough consideration. But St. John's, unlike many other colleges and universities, has a mechanism for students to voice their complaints and concerns. And at \$20,000 a year, without student governmental groups like the SCI and the Polity, Johnnies would have the right to declare, along with some program authors from America's early days: "No taxation without representation." ●

—by Sean Forester, A99