

# REPORTER

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## Nelson inaugural festivities set for October 18

Christopher B. Nelson, a member of the only family to have three generations attend St. John's College under the new program, will be inducted as its 23rd president in inaugural ceremonies October 18 in Annapolis.

Formerly managing partner in a Chicago law firm, and a 1970 graduate of the Santa Fe campus, Mr. Nelson was selected after a presidential search in a year during which interim President Donald J. MacIver presided over the campus.

Marshal Edward Sparrow, senior tutor, will lead a procession of faculty, board members, alumni, visiting dignitaries and friends of the college into the Key Auditorium for the 8 p.m. ceremony. Representing the student body in the processional will be senior Theodore Naff of Seattle, president of the Student Polity.

Tutor Chester Burke, a 1974 graduate of the Annapolis campus, will, playing the flute, lead a chamber ensemble of musicians as the dignitaries enter, and again at the ceremony's conclusion. Members of the group include oboist Leslie Starr, A'72, and violinist Dana Goode, a recent graduate of the Graduate Institute. Completing the ensemble is cellist Lisa Pribanic of Baltimore.

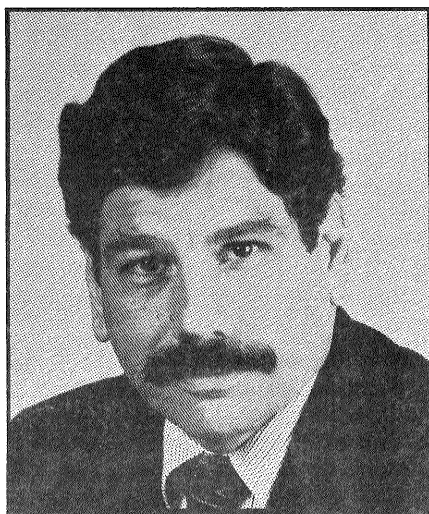
Highlighting the occasion will be a performance by internationally-acclaimed pia-

### Alumnus 23rd president in Annapolis

nist Garrick Ohlsson. Mr. Ohlsson, a high school classmate of Mr. Nelson's from White Plains, New York, appears regularly as both recitalist and orchestral soloist in the great concert halls of the world. By his own admission a non-specialist, Mr. Ohlsson has an active repertoire of 65 concertos, but he considers Chopin the single most important composer in his group.

A child prodigy who entered The Julliard School of Music at age 13, he was a Gold Medal winner at the 1970 Chopin Competition in Warsaw, an award that assured his international stature.

More recently, his recordings with the Cleveland Orchestra and the Seattle Sym-



President Christopher Nelson

phony resulted in Grammy nominations in both 1990 and 1991.

After the academic procession, the Small Chorus under the direction of Ernest Green will sing Vaughan Williams' anthem, "O Taste and See"; and Mozart's brief motet, "Ave Verum Corpus."

Dean Eva Brann will preside over the ceremony and deliver a greeting. Others to speak include former President William M. Dyal, Jr., who served

the Annapolis campus from 1986-1990, and Santa Fe President John Agresto. Also among the honored guests will be Dr. Richard D. Weigle, president of the Annapolis campus from 1949-1980.

The Rev. Charles Banet, President for 27

years of Saint Joseph's College in Rensselaer, Indiana, and a friend of the president-elect, will deliver the invocation. St. Joseph's College, on whose advisory board Mr. Nelson sits, also has a program in the great books which is required of all students. It has been cited for excellence in education by the Carnegie Foundation and by the National Endowment for the Humanities in its widely-heralded report, *Fifty Hours, a Core Curriculum for College Students*.

Among the other speakers will be Charles Trout, President of Washington College and a representative of the Maryland Independent Colleges and Universities.

Chairman of the Board of Visitors and Governors Donald J. MacIver Jr. will administer the oath of office. Following his swearing in, Mr. Nelson will deliver his inaugural remarks.

The Reverend Arthur Nelson, an uncle to Christopher Nelson, will give the benediction. The Rev. Mr. Nelson is a senior pastor at the ecumenical LaSalle Street Church in Chicago and recently served as dean at North Park Seminary there.

Following the ceremony, a reception will be held in the gymnasium, Iglehart Hall.

## "The Computer and the Liberal Arts" : a view of the Symposium

By MARK MIDDLEBROOK, A'83

"What relationship, if any, does the computer have to the liberal arts?" was the provocative question which brought together twenty-five alumni, tutors, and students for a week-long Symposium on the Computer and the Liberal Arts at the Santa Fe campus this summer. The Symposium, which ran contemporaneously with the first alumni week, gave us the opportunity to take part in lab demonstrations by alumni and tutors, discuss questions of mind and machine, and argue about the place of the computer in the study of the liberal arts.

Tutor emeritus Tom Simpson, A'50, originator of the idea for the Symposium, and its primary architect, urged that "we have a certain opportunity - maybe even, a responsibility - to try to draw together our educational background and our experience in the ways of the modern world, to reflect on their relationship." Mr. Simpson proposed the computer, that "most omnipresent and intriguing of technological contrivances," as an object of study and reflection through which we might grasp that opportunity. "What effect is this powerful new intellectual instrument destined to have upon our practice of the liberal arts - on the notions of 'text' and our conceptions of lan-

guage itself, on grammar, rhetoric and logic, as well as on what we have called 'mathematics'?"

The Symposium's structure resembled that of the St. John's Program, with two evening seminars, afternoon preceptorials, and morning laboratory sessions. Thanks to an almost overwhelming variety of software and readings, we maintained a relentless pace throughout the week, and managed to touch on mathematics, language, science, music, and philosophy. This grand tour left many participants breathless, and a few of us sleepless, but made for lively conversations, especially during our summary session on the last day.

The centerpiece of the Symposium was a well-equipped computer lab comprising four IBM-compatible PC computers, two Macintosh computers, a large pendulum apparatus, CD-ROM drives, and an Amiga computer complete with stereo amplifier, speakers, and synthesizer. During the morning lab sessions, seven alumni and tutors presented computer applications which they had developed or used, and which demonstrated ways of learning with the assistance of computers. The programs then were available during open lab sessions throughout the week, during which we could experiment with them and reflect on how they might help or hinder the discovery or mastery of a subject.

Jay Newlin, A'67, led off the lab presentations with a demonstration of the pendulum apparatus he uses at the Science Museum of Minnesota. An optical encoder reads the position of the pendulum arm and sends pulses to an interface box, which relays the data to a Macintosh computer. Soft-

ware written by Museum staff members then allows one to plot values like position, angular velocity, and frequency or period on the computer screen. The apparatus and software together make investigating the effects of different release points, swing lengths, and bob weights quite simple. This seemed a kinder, gentler version of our experiences with string, protractor, and ruler at St. John's, but we mused on whether something might also be lost by "civilizing" one's experience with the pendulum.

Next, Mark Middlebrook, A'83, showed several ways of experimenting with the logistic equation, the Mandelbrot set, and cellular automata. Each of these are mathematical phenomena from chaos theory, a new, multi-disciplinary study which attempts to make sense of seemingly random data, and which shows how vastly complex

effects can result from very simple causes. James Gleick's *CHAOS: The Software*, a companion to Gleick's popular book *CHAOS: Making a New Science*, was our vehicle for exploring chaos, and the lab's computer screens frequently were aglow with the filigreed margins of the Mandelbrot set or the churning activity of a cellular automaton. Tom Simpson wondered whether the Mandelbrot set might be the "new polygons" (fig. 1), and worried about the possible consequences of leaving these seemingly animated cellular automata running unattended.

Peter McClard, SF'83 led the first of two sessions on music and the computer. He demonstrated Pixound and Hyperchord, two software programs for Amiga and IBM-compatible computers which he develops

(Continued on page si.)



Some presidential matter has the attention of two St. John's College presidents, Christopher Nelson of Annapolis, left, and John Agresto of Santa Fe, at the brunch at President Agresto's home, the concluding event in the July Santa Fe Homecoming celebration.

J. W. Blagden photo

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## Alumni East

1939

Retired from Bauer Aerospace in Farmington, CT, Frank Bauer continues to consult and is a member of SCORE, counselling young people wanting to go into business. His firm, a designer and manufacturer of test equipment and support devices for the aviation market, was formally bought out by the Woodward Governor Company in January. Frank Bauer's father started Bauer & Company in 1916, and beginning in 1947, Frank himself guided the firm for many years. It became Bauer Aerospace in 1983.

1941

After 15 years of service, Dr. Bill Hatfield retired in December, 1987, from a position as director in the Virginia Health Department, and a week later suffered a stroke, an illness which will keep him from the reunion. After three years in Annapolis as a tutor, he left in 1949, and then embarked on a circuitous journey: he first spent five years in underwater weapons research in a naval research laboratory; next a year at Johns Hopkins in the Department of Chemistry; then he got an M.D. from the University of Maryland, spent three years in a pediatrics residency, and practiced that specialty for a number of years in Tennessee, Virginia, and Maryland; and finally he earned a master's degree at the Hopkins' School of Hygiene and Public Health before going to the Virginia Health Department. He looks back over the 50 years, feeling satisfaction especially at the charity work he did in pediatrics and at his early work in the field of alcoholism, before the days of Alcoholics Anonymous.

Since he retired seven years ago as chairman of major advertising agency Benton & Bowles, Victor G. Bloede, III, has been involved especially with two quite disparate nonprofit organizations, the American Cancer Society and the Professional Golfers Association of America. Now Florida residents, he and his wife spend part of each summer on Long Island, with an occasional trip to Texas, where they have a small cattle ranch. He sends regards to his 1941 classmates.

1947

Stephen Benedict, who started and for 10 years ran the masters' program in arts administration at Columbia University, is editor of *Public Money and the Muse, Essays on Funding for the Arts*, published this year by W. W. Norton and Co. This timely book, sponsored by the American Assembly, a center for policy studies at Columbia, examines the controversy surrounding an NEA traveling exhibit as well as the Mapplethorpe exhibit, and assesses "the broad questions [raised] for the 1990s about the often uneasy relations between government and the arts it supports." In April, Mr. Benedict testified at congressional appropriations hearings in Washington, describing a November 1990 public affairs forum for representatives from many venues who underscored the NEA responsibility to protect freedom of artistic expression.

1951

After leaving SJC, Charles E. Lynch spent four years in the Air Force, 15 years in private industry, and nearly 25 with the Social Security Administration in the disability, adjudication and policy area at Woodlawn, MD. Now retired, he and his wife live in Towson, MD and enjoy travelling and spending time with their children and grandchildren.

"Aging gracefully in Tempe, Arizona, where we have retired from a lifetime of teaching history and philosophy in Nigeria, Iran and Yemen. The sun is warm, the pools are cool and jazz abounds," writes John F. Horne, Jr. He is rereading the program "sort of," but he misses the chalk and give and take of classroom discussion. 5631 S. Admiralty Ct., #8, Tempe, AZ 85283.

From being a stay-at-home, he has become a gadabout, Howard Herman reports, adding to his itinerary museum-hopping in Tulsa and art gallery hopping in Oklahoma City; after the Red Earth Festival of North American Indian

Tribes he also thinks he is "going native." "Which means I keep busy, thinning out my collection of old things to make room for my collection of new things."

1953

As a student of the techniques of early wood craftsmen, Lawyer John D. Alexander was the subject of a major profile in the morning *Baltimore Sun* in March. "He studies, teaches and philosophizes about the techniques of early craftsmen," wrote the interviewer. In July, Mr. Alexander was to offer a class in joinery, the technique of joining two carefully shaped pieces of wood of different thickness with wood pegs, a skill many hundreds of years old. After studying the technique for almost 10 years, only now did he feel ready to offer the course to others. He has made about 50 post-and-rung ladder back chairs in various styles, according to the interview, as well as some stickback Windsor chairs. In 1978, he published a how-to book called *Make a Chair From a Tree: an Introduction to Working Green Wood*. Mr. Alexander is the son of John Alexander, A'20.

1965

"Hope to see lots of folks in September at Homecoming. We had a fantastic time last year and plan to have even more fun this time. Come one, come all," writes Sophia Van Arsdale Brooks also reporting on her "wonderful week on the Santa Fe campus studying the Lysis and reading William Blake." Rafting down the Rio Grande was fun, she says, but "couldn't compare to the excitement of attending the Santa Fe Opera in the middle of a summer thunderstorm of hurricane proportions. Everyone just calmly pulled out their ponchos and propped up their umbrellas. What a picnic!"

1971

J. Coleman Kitchen (formerly known as Jeffrey Kitchen) is a research coordinator and senior text editor for the books, periodicals and other publications of the Center for Strategic & International Studies African Studies Program. He received his PhD in mathematical sciences from Johns Hopkins. He has made many contributions to the subscription briefing paper series, *CSIS Africa Notes*. He is the coordinating editor of the forthcoming second edition of *Some Basic Facts About Africa*, a comprehensive wall chart of comparative geographical, ethnic, religious, historical, military, political, economic, and other statistical data on all of the continent's 53 political entities.

1972

Leslie Starr recently won a national audition to become principal oboist of the Delaware Symphony Orchestra.

1973

Peter Aronson, M.D., was elected to the Board of Directors of the National Tuberculosis Sclerosis Association at their annual meeting in Washington, D.C. The organization is dedicated to eliminating the devastating effects of TS, a genetic disorder that affects nearly three quarters of a million people in this country. Dr. Aronson is an assistant professor of dermatology at Wayne State University in Detroit, with a specialty in allergic dermatoses and pigmentary disorders of the skin. He lives in Birmingham, MI, with his wife and four-year-old daughter.

1974

Air Force Major Roger C. Burk is working at the University of North Carolina on a doctorate in operations research, a branch of applied math dealing with mathematically formulating and then solving practical problems from business, public services, military operations, etc. When he receives his degree, he will join the faculty of the Air Force Institute of Technology at Dayton, OH. Robin Kowalchuk Burk is working on an MBA at UNC. Charity Burk, a rising sophomore, "to her bemused parents shows no signs of interest in a St. John's-type education." But for Roger, UNC "feels a lot like St. John's—old brick buildings, brick walks across tree-shaded lawns, squirrels—only it's 20 times larger. My department is small and intimate, however [and] housed in a building as old as Randall but not as well kept up." (Continued on page 11)

## Alumni West

1973

Mary C. Tarail, who received her A.B. in English literature at UC Berkeley, will be a freshman at the Mt. Sinai School of Medicine this fall. She has spent the last two and a half years completing medical school prerequisites at Hunter College, C.U.N.Y., in Manhattan. "A new and happy marriage is almost two years old, and I have two fantastic stepdaughters, Tanya, 22, and Cindy, 24." She would be happy to communicate with anyone considering a career in medicine, and/or old friends from Santa Fe. Write to her at 4703 Beach 47th St., Brooklyn, N.Y. 11224

1976

Barbara Skaug Lauer, new member of the College Board of Visitors and Governors, is at present Appellate Counsel/Assistant Public Defender for the Wyoming State Public Defender's Office. Since 1989, she has also been adjunct professor of law at the University of Wyoming College of Law.

1977

Paula Grace Maynes and Jeffrey Glen McFall proudly announce the birth of their second son, Guy Patrick McFall, born April 15.

1978

Martha Clark Dabney Franks and Grant Franks, A'77, announce the birth of their son Leonard Isaac Franks, (A or SF '14).

1979

Margaret A. Duensing (formerly Maggie Rude) has been living and working in the Virgin Islands since 1988 as a trial lawyer with her husband Matthew and daughters, Sophie Grace, 3, and Anna Faith, seven months. She would like to hear from SJC friends and promises to reply. 809-775-1346(h); 809-774-4422 (w). P.O. Box 756, St. Thomas, U.S. Virgin Islands 00804.

1984

For the past three years, Craig Burgdoff has been working with the mentally ill, first running a halfway house, and now as a psycho-

therapist. He received his master's degree in Archetypal Psychology from Lesley College in 1990. Recently he was awarded an assistantship from Syracuse University where he will begin doctoral work in the Department of Religion. He would like to hear from other Johnnies, especially anyone in the Syracuse area.

1980

Bill Day and Kate Lufkin Day, A'76, are settled in Gladstone, NJ, where she is associate rector of St. Luke's Episcopal Church. Bill will be teaching in Literature and Humanities, Columbia's Great Books Program beginning in September while he finishes his doctorate. "Nobody brags about St. John's as preparation for the ministry (in spite of Winfree Smith and Brother Robert)," she writes, "but I'm grateful for my education there every day." The Day children are Helen, 4, and Peter, nearly one. The Days stay in touch with the Ashmores [David, A'75, and Susan, A'76] and Tamlyns [Thomas A'75 and Lucy, A'78] and recently heard from Be Keefe Jacques. Kate would love to hear from friends of yore, A or SF. "Does anyone know where Susan Kirk is? We are at 5 West Ave., P.O. Box 328, Gladstone, NJ 07934."

1981

Edward Griffin Neal, M.D., is in his second year of internal medicine residency at the University of Oregon Hospital.

1982

Stephen Acciani and Elizabeth Mills Acciani, SF '81 announce the birth of their second daughter, Maria Jane, in November, 1990. Stephen is a security broker for the Bank of America and Betsy is a homemaker.

Cary Renfro has been living in Salem, Oregon, for almost two years, having transferred to Meier and Frank there. She would like to hear from old Johnnies, especially Brett Goldberg. Her address is 1745 Commercial St. SE, Salem, OR 97302.

## An Oral Exam for the New Liberal Arts Graduate

By JOHN AGRESTO

(The following article is reprinted with permission from the April 23, 1991, issue of *The Wall Street Journal*.)

Soon those new college graduates who have not yet found employment will be knocking on corporate doors asking for jobs. The business world will affirm and reaffirm its belief in liberal education, and then rush to hire graduates with business degrees. The liberal arts graduate will try to convince his future employer that, having studied philosophy or literature or sociology or a bit of math, he can do everything, or anything, or at least something. Perhaps a little honesty on both sides would help.

Though a liberal education may be of inestimable benefit to the individual, its immediate social utility is not readily apparent—a doctor is not a better doctor because he has read Homer in the original Greek. Such an education may well contribute to an individual's personal edification during his professional life—but that's really beside the point to the employment officer looking at the recent graduate on the other side of the desk.

Sensing that it has a hard case to make in the face of the natural skepticism of the business community, liberal education has come up with some ready, but shaky, responses. The first involves "skills."

"No, our graduates have not studied accounting or business law or marketing, but they have high intelligence and have developed truly useful skills, skills of thinking, speaking, communicating. Their combination of brains and skills makes them fast learners and universally helpful." This isn't a totally useless argument, but the business community usually needs more than skills. It needs employees with "content" as well. And business and technical programs have been able to attract increasingly impressive students over the years; their graduates have native ability, skills and useful knowledge.

The second line of defense for liberal arts graduates is to argue that what they know is useful, even if not technical. That knowledge of literature and English, of philosophy and history, of mathematics and science gives their minds a kind of furnishing that has social and economic utility if properly directed. Through reading and study, the liberally educated candidate may actually know more than others about human nature, its limits, and the achievements of men and their failures. He or she may best be able to grow on the job, to adjust to changes, write more powerfully, see problems and propose solutions more cogently, work independently and not fear to explore the limits of technical expertise.

These kinds of things one can learn from studying history, literature or philosophy. It is no surprise that the top executives of the nation's best companies have been, far more often than not, educated in the liberal arts, not a technical field.

But caution is in order. If what the liberal arts graduate studied under the guise of a liberal education was nothing more than the latest of fashionable attacks on Western civilization, or if his philosophy and literature courses did not teach him to learn from the world's great thinkers and writers but, rather, to play theoretical games, treating all ideas as "culture-bound" or expressions of authorial prejudices, or if he was taught that all history is really the history of oppression and oppressed groups, then you probably have before you a person who knows less than the most narrowly focused business-school graduate. So much academic garbage

(Continued on page nine)



## Homecoming celebration honors the late Rev. Winfree Smith

By NANCY OSIUS

The benign spirit of the Rev. J. Winfree Smith will surely be with celebrants at the 1991 Annapolis Homecoming festivities.

When the beloved tutor was asked a couple of years ago whether he would permit an earlier Homecoming celebration to be dedicated to him, he declined, noting mildly that the 50th anniversary of his teaching at St. John's College would come in 1991. As the world of St. John's College knows, Winfree died suddenly of a heart attack last January at age 76.

The 50th anniversary of Winfree Smith's teaching career is now here, and his memory will be honored in word and deed during Homecoming Weekend, September 27 to September 29. Tribute will be paid to him at the Alumni Association meeting Saturday morning, and the Homecoming Seminars Saturday afternoon will be dedicated to him. Three of the four seminars will be on papers he has written: "Aristotle's Ethics," "The Teaching of Religion," and "Our American Republic." (The fourth seminar will be on "Exordium" and "Eulogy on Abraham" from *Fear and Trembling* by Kierkegaard.)

The Homecoming Lecture at 8:15 p.m. Friday in the FSK Auditorium honors Peter von Blanckenhagen, a distinguished art historian and Greek and Latin archeologist, who lectured frequently at the College before his death last year. The speaker will be Ellen Davis, A '60, associate professor of art history at Queens College, City University of New York, and her subject is "Story-Telling with Pictures: A Greek Invention." Her generously slide-illustrated lecture will show how Athenian artists of the Archaic Period developed the art of pictorial narration, freely departing from traditional storylines when it suited them.

At Saturday Night's Homecoming Banquet in Randall Hall, three members of the College community will be given special recognition. Jerome Lapidus of Annapolis and Santa Fe, a longtime member of the Board of Visitors and Governors, will be named to Honorary membership in the College Alumni Association; two alumni, John

Oosterhout of Santa Fe, A '51, and Sharon Bishop, A '65, incoming president of the Alumni Association, will receive Awards of Merit. A no-host cocktail party, featuring mint juleps to honor Winfree Smith's propensity for them, is scheduled for 6 p.m. in the Great Hall.

President Christopher B. Nelson and Dean Eva Brann will be speakers at the 10:30 a.m. Saturday Alumni Association meeting.

Special reunion events are planned for seven reunion classes and the Graduate Institute. While many returning alumni will join students before the Friday Night Lecture for an informal 5:30 p.m. supper in Randall Hall, the 50th reunion class of 1941 will hold its banquet that night in the private dining room. Luncheons are planned for the classes of 1951, 1956, 1965, 1966 and 1981; other alumni are invited to a buffet luncheon in Randall Hall. The traditional Graduate Institute Tea will be held at four p.m. in the Art Gallery foyer. The classes of 1965 and 1966 will co-host a Classic Rock Party in the Boathouse after the banquet Saturday.

Members of the class of 1965 will gather Friday at 5:30 p.m. for cocktails and dinner at the Maryland Inn, and at 9 a.m. Saturday in the Great Hall for a memorial service for classmate Jim McClintock.

In addition to the general Homecoming seminars, Tutor Emeritus Curtis Wilson will lead a seminar on *Antigone* for the class of 1965; Tutor John White will lead a seminar on Plato's *Meno* for the class of 1976, and Tutor Peter Kalkavage will lead a seminar on Shakespeare's *As You Like It* for the class of 1981. The class of 1981 will also hold a Coffee Shop Party after the Friday Night Lecture.

The weekend's activities will conclude with a brunch at 11:30 a.m. Sunday at the home of President Nelson.

Homecoming registration will last from 5-8 p.m. Friday in the FSK lobby, and will resume at 9 a.m. Saturday, continuing all day. For further information, call 263-2371, ext. 318.

## Musical Director savors new roles

By NANCY OSIUS

Ernest Green, new musical director of the St. John's Small Chorus in Annapolis, musical director of the Annapolis Chorale and the Annapolis Chamber Orchestra, musical director of the Young Victorian Theater Company in Baltimore, and a guest conductor increasingly in demand, suddenly last summer was thrust onstage to sing the tenor lead in "H.M.S. Pinafore."

Until the original tenor fell ill, Mr. Green was on the director's podium, for the seventh year leading the Victorian group, which presents a Gilbert and Sullivan production each summer at the Bryn Mawr School in Baltimore. But emergency situations change things. In the crisis, the group's previous director obligingly came out of retirement to take up the baton.

Ernest Green's report of the experience is mixed. "I'm not really a singer," he observes. "I was stepped into the role"—as distinct from stepping in—"and I had a very good time. But it's not my thing. I like the directorial end of things."

As director, he is full of his newest project for St. John's College, one that blends nicely with his musical leadership of the Small Chorus: a possible production of Henry Purcell's chamber opera *Dido and Aeneas*.

But first things first, and Mr. Green speaks of this prospect with some caution. The very first thing will be a Continuing Education choral workshop open to students and community members beginning September 24. Participants will together read the libretto and score of the opera, first performed in 1689, to examine Purcell's style and approach. The workshop participants could form a core for the short opera (between 50 and 70 minutes long, depending on the use of dance segments), which traces the doomed love affair between the warrior Aeneas, fleeing from Troy, and the Carthaginian queen. The opera offers 10 major singing roles as well as choral slots. Additionally, visiting lecturers will discuss the opera setting, scenic design and costuming, making the workshop appropriate for those interested chiefly in technical details.

"It is very exciting to imagine opera returning to the College stage," says Malcolm Wyatt, director of Continuing Education and the Graduate Institute, and an opera fan himself. The inauguration of Mellon Hall in 1958 was celebrated by a production of Monteverdi's *Orfeo*, he remembers, pointing out also that the Annapolis Opera performed in the Key Auditorium in its early days. "However, this project is especially wonderful," he adds, "involving as it does both our students and the people from the Annapolis community, and we will benefit enormously."

Mr. Green hopes that the workshop will generate interest in the production. If all other elements come together, he sees a late January date for a performance held either in the Great Hall or the FSK Auditorium.

A musical visionary who seems to do



Musical Director Ernest Green

everything at double pace, Ernest Green is a compact and powerful-looking man of 31, who admits that he recently shaved off his beard because he didn't like the gray patches. Although at one time or another, he has been a trombonist, an actor, a sound and lighting man, teacher and lecturer, of late he has indeed scooped up a satchel full of varied, demanding, and sometimes farflung directorial duties. These take him frequently up and down the highway between Annapolis and Baltimore, to South America numerous times as visiting director in Brasilia and Rio de Janeiro, and to many musical groups in the greater Baltimore-Washington metropolitan area and sometimes beyond.

Growing up in the vital musical town of Cleveland, Ernie was a bored and restless student ("a real screwball," he observes) until after-hours Theater School began to display his talents and channel his energy. By college age, he pretty much knew where he was going, and in 1981 he received his bachelor of music degree from the University of Toledo. He went from there to the Peabody Conservatory where he received a master's degree in orchestral conducting and where he continues his doctoral work.

Under the aegis of the Annapolis Chorale, he is not only building up the Annapolis Chamber Orchestra as a separate entity with its own performance schedule, but also this past summer he led Summer Sings for chorale members and interested community participants in the Great Hall. Additionally, he has presented workshops in sight-singing and other choral skills for the chorale at an Annapolis church. And he does some private teaching of music fundamentals.

Into a closely-scheduled life, he has singled out a September date for his marriage to Molly Moore, who joined the Chorale two years ago and came away with the director. She is a director, too, a new one who heads the admissions office at the Severn School in Severna Park.

Dates for the *Dido and Aeneas* workshop are September 24-November 12. There is no charge for student or college community participants; a \$90 fee for others. For further information about the fall schedule for this or other workshops, or for the community seminars and preceptorials, call 301-263-2371, ext. 243.

## Billups appointed treasurer

Fred H. Billups, Jr., was recently appointed treasurer of the Annapolis campus. Mr. Billups has more than 20 years experience in senior management with both a major energy company and a small for-profit financial organization.

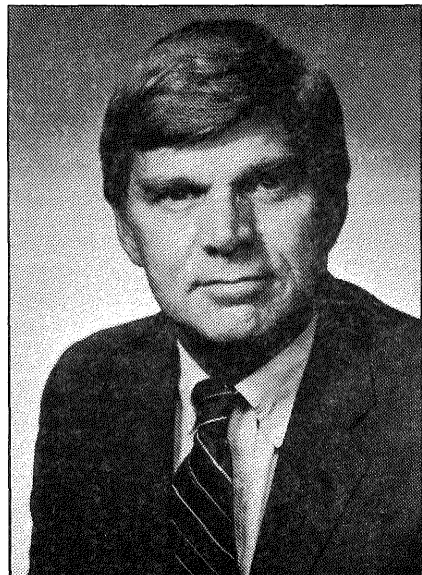
The former Wayne, Pennsylvania, resident grew up in Virginia, New Jersey, and Havana, Cuba, graduating with a bachelor's degree in economics from the University of Virginia in 1960. For the next two years, he served as a Navy lieutenant, assigned as an operations officer on a destroyer escort, and later as a liaison officer on a Korean patrol boat.

After military duty, he entered the corporate world beginning as a sales representative for the Exxon Company. During the next 13 years, he was promoted to staff and management positions, and finally to manager of Exxon's new East Coast company. The company grew in five years to 250 employees in 10 states with sales of \$25 million.

From there, he joined The Glenmede Trust Company in Philadelphia as senior vice president and executive director of The Pew Charitable Trusts. During the 11 years of Mr. Billups' management, staff grew from eight to 50 employees and grants increased from \$40 million to \$139 million.

Most recently, he was executive vice president and chief operating officer of Human Service Systems Inc., near Philadelphia.

His wife, Bea, is a third-year episcopal seminarian. The couple has son and a daughter, 25 and 24. Mr. Billups enjoys skiing and sailing.



Treasurer Fred H. Billups, Jr.

## SJC chosen mentor by NEH

The Annapolis campus has been selected by the Association of American Colleges to serve as one of seven mentor resource institutions in a nationwide project to strengthen elementary and secondary school teachers' understanding of the humanities, President Nelson announced in August.

The two-year project, funded under a new grant in the amount of \$34,000 from the National Endowment for the Humanities, will match help from the mentor institutions to 21 planning institutions throughout the country. The project will emphasize the de-

velopment of subject mastery and the grounding of reflection on teaching strategies in the study of humanities issues and texts. The other six mentor institutions in the project are Boston University, Brooklyn College-CUNY, Lewis and Clark College, Millersville University of Pennsylvania, University of Dayton and the University of Virginia.

Dean Eva Brann and tutor Geoffrey Comber will serve as project leaders for St. John's.

## Perspectives . . .

It is an exciting time to be taking up the deanship in Santa Fe. When I came to the campus 18 years ago, we were happy just to keep going year to year; much now is different. Our enrollment is virtually at capacity; the senior class regularly numbers in the nineties. Our faculty has grown and has become widely and deeply experienced in the program. While our endowment is not yet where it should be to provide the stability we need, it is much better than in those early years.

I would like to take this opportunity to tell you some of what is on my mind as I begin the work of being dean in Santa Fe. In the next five years it will be important for us to continue to strengthen the program and to do what we can to influence the course of liberal education in the rest of American higher education. These two objectives may not be as far apart as they may seem. The best way we have of serving higher education nationally is to do what we do in our undergraduate program as well as it can be done. All that is distinctive about the college springs from our work in the undergraduate program. The Graduate Institute takes its nurture directly from the experience of its faculty in the undergraduate program, as do our peripheral projects with schools and adult learners.

The undergraduate program is strong, but we must strive always to improve the quality of teaching and learning at the college. The program will never reach a point where fine tuning is all that is left. The program is not like that. We must work continually to see that both the materials we use and the conversations in our classrooms are as good as they can be.

We live at the vital tip of tradition. As we look back over it, the prospect is not exactly what it was fifty years ago. We must not forget that at the very essence of the college as it was left to us by Barr and Buchanan is the obligation never to leave the roots of the deepest questions undisturbed. Tutors are not mere caretakers of the garden of books. It is part and parcel of the life of tutors constantly to question the rightness of what we do, to seek better ways of doing it, to rediscover and reinvent the insights of the books and reforge the links between the traditions of the past and the challenges of the present day.

It is one of the great ironies of the program that this radical reexamination of the deepest questions raised by the most important books of our culture may thrive best in the stable environment of our almost wholly prescribed curriculum, where changes are not made capriciously, but only after long and careful deliberation.

While our commitment to our traditional ways, discussing texts in small groups, must remain strong, we cannot ignore the possibilities held out by the microchip for learning some things, like the technical parts of algebra, calculus and grammar, that come by practice. Further, we must admit that the world is much smaller than it was in 1937 when the new program was introduced in Annapolis. We must address seriously such questions, for example, as what role Eastern thought will play in the life of the college.

The main work of the dean as I see it is to give a sense of direction to the program and to support teaching and learning on our campus. The supportive tissue of the college, the various offices and services, are here solely to provide the students and the faculty with what they need to engage fully with the program and to make their way with it. It is quite a lot that we ask new tutors to undertake when they take up their work here. It is very important that we provide the support and counsel that will help them, while remaining diverse and independent in their views, to become part of the unified vision essential to the vitality of the college.

Students when they arrive as freshman find a new and strange world at the college. The discipline required to reach the insights the books have to offer is often something students must learn after they have arrived. The newness does not stop here. The challenges and problems of becoming responsible, independent adults fall on them at the same time. We must do all we can to help them through the shoals of beginning adulthood so that they will be able to engage fully in the highest activity the college has to offer them, participation in the life of the mind.

Finally, we must not underestimate what St. John's College has to contribute nationally to education. It is important that we all tell others what we are doing and engage in the national conversation about what college education best serves our national and personal interests. It is important that we hold out a helping hand to those who wish to try out our ways of teaching and learning in other colleges and schools. We must remember, however, that we serve American education most fully simply by being St. John's College at its best.

Stephen R. Van Luchene  
Dean, Santa Fe

## Five essays by Miss Fletcher to be reprinted in The Review

One by one, between 1978 and 1989, Charlotte Fletcher's five articles on the early history of St. John's College appeared in *The Maryland Historical Magazine*. In the course of gathering research for her essays, the author, who retired as librarian at the Annapolis campus in 1980 after 36 years of service, came up with answers to major questions about the College. She was able to establish its primary connection with the King William School, to explain how the College got its name, and to present primary and lesser-known figures instrumental in early College history.

Those interested will now be able to read all five articles together, thanks to tutor Elliott Zuckerman, who has gathered them into the current issue of *The St. John's Review*, which he edits, and to Tina Davidson, who produces *The Review* in-house on Desktop Publishing.

During the 1976 bicentennial celebra-

tion, Miss Fletcher was encouraged to undertake the project particularly by Rebecca Wilson, College director of information services at that time, and tutor (now dean) Eva Brann. In 1977, College President Richard D. Weigle gave Miss Fletcher two months' leave of absence for her researches. These studies predictably broadened, and soon she was immersing herself in studies of the politics and principal statesmen of the time. She was also learning a great deal more about the King William's School, founded in 1696, which was the subject of the first three of her five articles.

Looking back at the project, she comments, "I just found the people so interesting, and I realized what a struggle it was to get schools and colleges founded. They experimented in education along the way, and were influenced by Benjamin Franklin's theories, especially the teaching of English as a language."



## Letters to the Editor

### Nelson election lauded

To the Editor:

I am delighted that Christopher B. Nelson has been elected president of St. John's, Annapolis. His father Charles and I were classmates in 1941-1942. I have long urged that St. John's alumni should be chosen to head the college—for reasons obvious to all. This is a milestone for St. John's. President Nelson makes us all proud, I'm sure.

George Cayley, A '45, AGI '78

### "Open letter" from alumnus

To the Editor:

Life began to seem like a nightmare to some of us at the end of World War II, after our armies came face to face with the Russian armies. Not because they presented any military threat we couldn't handle, but because our leaders became obsessed with the U.S.S.R. and made it into a bogey man.

Archibald MacLeish noted early effects of this obsession in 1949 when he said, "Never in the history of the world was one people so dominated, intellectually and morally, by another as the people of the United States by the people of Russia since 1946. American foreign policy; whatever the Russians did, we did in reverse. American domestic politics were conducted under a kind of upside-down veto; no man could be elected to public office unless he was on record as detesting the Russians, and no proposal could be enacted, from a peace plan at one end to the military budget at the other, unless it could be demonstrated that the Russians did not like it." An exaggeration, of course, but not that far off the mark, unfortunately.

The same can be said for the views of those who hold Winston Churchill responsible for initiating our fixation on the Russians. They identify him as the man who planted the seeds of panic, and Henry Luce as one who cultivated them.

In this scenario, Churchill sees the Bolsheviks as evil incarnate. Not only had their philosophers attacked the class system and colonialism, twin pillars of the British empire, worse, their leaders had killed members of the royal family. They had committed the unforgivable sin, and they must be destroyed.

This is a mission to which that devoted servant of the Crown dedicates much of his time after World War I and to which he returns relentlessly after World War II. With Franklin Roosevelt dead, Churchill has no problem putting Harry Truman under his spell and sounding alarms, perhaps most notably in his "Iron Curtain" speech in Fulton, Missouri.

The publisher of *Time*, *Life*, and *Fortune* takes it from there. Son of a missionary and graduate of Yale, Henry Luce transforms the champion of communism into a mortal threat to Christianity and capitalism, which he presents as the twin pillars of the U.S.A. His journals seem to lead the drum beaters for the Cold War, building great internal pressures. They pop out in the Bay of Pigs fiasco, then erupt in the Vietnam war, the ultimate disaster into which our leaders were manipulated in pursuit of interests of the European aristocracy.

Be that as it may, the war with Iraq may have marked the end of our collective nightmare. Unlike in Vietnam, our vital interests did appear to be threatened in the Middle East; at our current level of dependence on machinery, there's little room for doubt, unfortunately, that sustained interruptions in the flow of oil or elevations in its cost would have catastrophic effects.

Many of us who had to wait in long lines at the gasoline pumps in 1973 knew then that the sheiks had us over a barrel. This predicament had been forecast as early as 1952 in "Resources for Freedom," the monumental five-volume report of the Materials policy Commission appointed by President Truman. They warned that by 1975 at the latest, we would be dependent on imports for more than fifty percent of our oil unless we developed alternative energy sources before then, along with new methods for conserving fuels and materials.

We placed our bet on nuclear energy; but by 1979, after Three Mile Island and other less publicized events, it looked like we had backed a loser. With no breakthroughs in sight elsewhere in energy research, we seemed fated to remain vulnerable indefinitely. But by early 1991, we were in position to establish a presence in the Middle East, which may guarantee us a steady supply of oil, and at prices not beyond our control, for many years to come.

This may buy us more time to develop alternative energy sources, but it should not diminish interest in new ways of applying them. At many sites around the world, including universities in this country, people are growing food in ways that require fewer machines, use fewer chemicals, and cause less soil depletion than traditional farming methods. They are also integrating edible landscaping, solar electricity, and waste recycling in attractive new types of residences that are more economical than conventional housing. Their work is well on its way toward developing building blocks for something genuinely new—plantations without slaves, communities with high level of self sufficiency and leisure time for all.

A bumper crop of such settlements might represent the fruition of what our founders had in mind when they championed personal liberty and limited government. Granted, the seeds they planted have produced some institutions of menacing size. But there's still plenty of room in the crevices for new colonies on a more manageable scale. We can hope that as their components mature and attract wider interest, such communities may begin bursting up like popcorn.

Elements of the philosophy of the new groups are presented in two books published originally in Australia: "Permaculture One: A Perennial Agriculture for human settlements," by Bill Mollison and David Holmgren (1978), and "Permaculture Two: Practical Design for Town and Country in Permanent Agriculture," by Mollison. The authors propose that we design our food-growing systems around perennial rather than annuals. This shift of epicenter in agriculture may have consequences as far reaching as those of the shift from Ptolemaic to a Copernican view of the universe. Once established, agricultures centered around perennial are largely self-perpetuating; thus, they require less energy from external sources than do agricultures centered around annuals, which require ploughing, planting, and harvesting every year.

I suggest that these two books merit consideration as additions to the St. John's list. Not only because they may help graduates feel at home sooner, but also because they will expand the list beyond the Western tradition. In view of events of the past half century, we can doubt that this tradition contains the last word.

R.O. Davis, A'45 (ex '48)  
1775 Lisa Drive  
Indiana, PA 15701



By NANCY OSIUS

While he was finishing his doctoral dissertation on James Joyce at the University of Wisconsin in Madison in 1988, Annapolis tutor Cordell Yee, then 33, low on funds, needed an outside job. Among his skills was a reading knowledge of classical Chinese, acquired during several years of doctoral studies in the ancient literary language used in China from the 5th century B.C. to the 20th century.

Based at Wisconsin was the editorial superstructure of the immensely ambitious and beautiful six-volume *History of Cartography*, funded principally by the National Endowment for the Humanities and the National Science Foundation. Editors J.B. Harley and David Woodward were moving towards completion (so they thought) of Volume II of the series, *Cartography in Traditional Asian Societies*, and something had to be done soon with the awkward English locutions of the native Chinese contributors. They needed someone who could read and translate from classical Chinese. Even more serious was a perceived lack of detail in the texts of these contributors: the editors also needed a scholar who could amplify the contributions with his own research, and they needed him/her for a year or two. Perhaps Cordell Yee was ready for a change from Joycean wordplay and riddles; they offered him the job and he took it.

Just three years later, he has become the major contributor to the Chinese section, now scheduled for publication in late 1992; he has spent the summer of 1991 making final revisions. The native Chinese contributors are essentially gone—routed, one might almost say—taking their manuscripts with them (one of them continues to supply photographs, however), and Mr. Yee is left as the sole author of five of the section's eight chapters, a swiftly-created cartographic historian winding up a prodigious task.

How did this happen? Approaching maps and texts with an unclouded eye, he had what he called "hunches" early on about what he was seeing. "I didn't know whether I would come up with evidence" for these insights, he admits. But the support he was able to find eventually rendered moot the experts' texts.

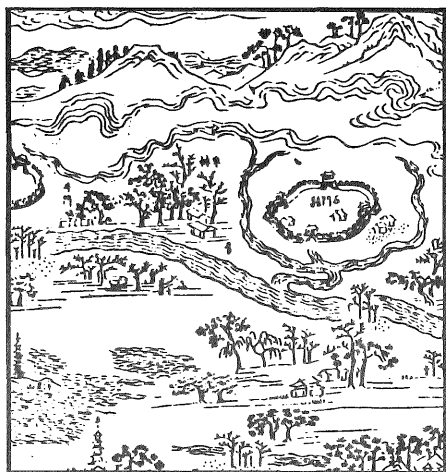
Over the telephone, the voice of one of his bosses, editor Woodward, prepares the listener for scholarly diffidence and restraint. But professor Woodward is not restrained. "Cordell Yee is a remarkable person," he says. "What he did was just amazing. His chapters are brilliant."

"Not only is he a very fine scholar, but he works with great efficiency and quickness," editor Harley adds in a later conversation. "What he has written will be regarded as a major beginning in Chinese cartographic historiography."

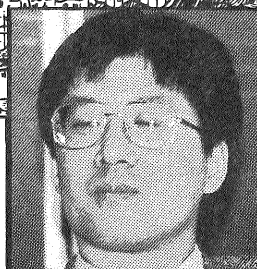
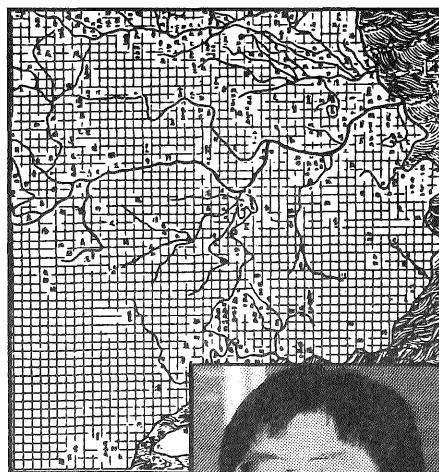
It should be noted that during these same three years, Mr. Yee completed his dissertation, moved to Annapolis, joined the St. John's faculty, and proceeded with the challenges of learning and teaching the New Program curriculum.

This was the sequence of events: when the three Chinese scholars, two mainland and one Taiwanese, began submitting their chapters in the mid-1980's, their work was imbued with party line claims for the overriding excellence of any Chinese scientific endeavor—in this case were for early mathematical accuracy in map-making. When he joined the project, Mr. Yee began to look at the often beautiful and delicate maps themselves, and what he saw didn't square with the texts. Weren't many maps, with their pictorial rendering of land contours and architectural features, a great deal like traditional Chinese landscape painting, he wondered? Weren't they perhaps part of a long cultural tradition that brought together beauty and utility in a way that had few western counterparts? Before many months

## Annapolis tutor Cordell Yee: historic sleuthing and the scholarship of "hunches"



Two of the many maps Mr. Yee reviewed for *The History of Cartography* were fig. a., an 18th century map of the Yellow River, left; and fig. b., an 1136 a.d. map of China, with a grid pattern evoking latitude and longitude. Inset, Cordell Yee.



on his part-time job, he presented his conjectures to Messrs Harley and Woodward.

His unsettling—if immensely interesting—questions put the editors in a quandary. Unmet deadlines, outraged scholarly sensibilities, offended national pride—no doubt they saw all this ahead when the novice cartographer challenged the establishment.

In the ensuing year and a half, the editors negotiated with the Chinese scholars and tried to come up with a stop-gap solution that would satisfy everyone. But eventually outside experts persuaded them they must go with Mr. Yee.

Here was the moment of truth. Harley and Woodward had now to throw away several years of work, contracted and paid for, and to begin again. The man who had caused all this trouble had in the meantime moved to Maryland to take up a new career. Now he had new obligations to an old career.

Long before he got into map-sleuthing, Cordell Yee had ventured down several investigative byways. Besides his graduate work in English literature (he received his undergraduate degree in the same field from

started crystallizing." Copies of the materials he needed were often available in the East Asia collection of the University of Wisconsin or through the interlibrary loan system.

He had a standard operating procedure for examining these materials. He would first read the preface to see what the compiler had to say; then he would scan the text, looking in particular for one Chinese character:



This character can mean *map*, *picture*, or *chart*. When he saw the character, he always paused "to see if I could interpret it as talking about a map."

Mr. Yee brought to his map examination his acquaintance with long centuries of Chinese civilization and the immense and complex bureaucratic structure that held it together for 2,000 years, right up to the 20th century. During each dynasty, in every district maps were gathered into gazetteers along with other information, then passed to a next higher level: the highest would be a

**"The project pointed out the dangers of being too specialized: the experts conceived the field too narrowly."**

Pomona), and earlier graduate work in classical Chinese, earlier yet he had taken a master's degree in journalism from Berkeley, and at that time had worked for a Chinese-American newspaper, covering Bay Area Chinatown politics.

This background of hungry intellectual sampling, along with a mixture of brains, audacity, and intuition, allowed him to move away from the conclusions of the experts to his own views, and to pursue evidence for them.

In the solitude of his early days on the project, he was "absolutely on my own," without much guidance. He was given freedom to do whatever he thought was needed most. He could read classical Chinese, true, but now he had to learn a specialized vocabulary for reading Chinese technical works. Soon he was consulting gazetteers, military and mathematical treatises, pamphlets on flood control, traditional Chinese histories, and other government documents. In these publications were maps, problems related to map-making, and descriptions of how one used a map.

"I started bombarding myself with all kinds of information," he says, "and things

gazetteer for the entire empire which included all the information about geography and history. The governing bureaucracy was notably stable for many centuries, with many civil servants continuing in their offices as new dynasties succeeded old. Most of the Chinese mapmakers worked for the government.

Early on, he came to believe that Chinese mapmaking had historically been undertaken with quite different ends in view from simply conveying geographic information. He believed the cartographer's methods were a blend of the humanistic and the mathematical. "My sense is that the people who worked in government weren't just mathematicians or engineers or scientists," he points out. "I think what they would have considered to be a complete person was broader, and it included the fine arts." To become an official and to pass the civil service exam, each candidate had to know some mathematics and practical things, but also classic philosophical texts and poetry and calligraphy.

Unlike his contemporaries, the Chinese cartographic historians, Mr. Yee came to believe it was necessary to look beyond the

map to its textual accompaniment to see how the two worked together. (The Chinese cartographers felt that if the map required a text to be used, it wasn't a true map.)

When he saw the "map character," Mr. Yee began to see a unity between the old maps and texts that accompanied them, paralleling the ideal Chinese painting, which always has a poem affixed to it, the two elements working together. When he found maps that had poems inscribed on them, he felt confident that his hypothesis was right. "This is how I built a case for seeing maps differently," he says.

He had a corollary hunch: that mapmakers expanded the range of information appropriate to convey in a map to the aesthetic and emotional. He was a prepared observer when he came across a passage in a manual on flood control which said that the mapmaker had not only to pay attention to surface detail but also to the underlying configurations—i.e. he must penetrate the surfaces to find a pattern that might ultimately be pleasing. "That was a nice find, I thought," says Mr. Yee.

These intuitive flashes were moments of drama in the long project, but in his day-to-day review, the cartographic historian needed to understand how the mapmaker made his measurements. For example, Pei Xiu, a third century cartographer, was a giant of mapmaking, to whom subsequent cartographers deferred for many centuries, not bothering to redefine his terms or explain his methods. A modern investigator had to try to determine these methods and duplicate them in order to evaluate his achievement. Mr. Yee did this by looking beyond mapmaking as such to surveying, mathematics, and instrumentation to try to match developments in those areas with Pei Xiu's claims.

It became clear that the ancients had the applied math skills to calculate distances—pure Euclid, but Euclidean geometry without the proofs. This mathematical knowledge was not always present on the maps themselves as a scale, but might be found in the text.

At the same time, it was clear that maps were not predicated on the fact of a spherical globe. In spite of such a map as fig. b. from the 12th century, with the vertical and horizontal lines so eerily similar to latitude and longitude lines, Mr. Yee says they have nothing to do with latitude and longitude. Early Chinese mapmakers either did not know the world was round, or they they kept that knowledge out of their craft; not until the 17th century is such knowledge evident on Chinese maps, and these were copies of European originals. That Chinese mapmakers were not "scientific" trailblazers was something the mainland Chinese cartographic historians would not acknowledge in 1988, and they were not receptive to the beauty and artistry of the old maps, so richly conveying the traditions of an immensely old civilization. (These values accord with those of present day mapmaking everywhere, in which supremely accurate computer-generated maps are a part of what is called "geographic information systems.")

Looking back at the unexpected directions his life has taken, Mr. Yee is struck by the paradoxes. "Not to be experienced in the field, to be somewhat innocent and naive, turned out to be an asset. I didn't have preconceptions."

His success as an amateur in a field of professionals is particularly resonant as he begins his third year of teaching at the College, which readies its students for their life's work by giving them the broadest possible background. "The project pointed out the dangers of being too specialized: the experts conceived the field too narrowly. They couldn't see their tradition whole any more. The project enabled me to see that the best scholarship depends on a broad background."

**Computers** (Continued from page one)

and publishes through his software company Hologramophone Research. Pixound turns visual palettes into aural ones by producing chords based on the red, green, and blue components of images on the computer screen. By selecting scales, keys, and tempos, and by moving the mouse pointer around on the screen, one actually can "play" a painting, fractal, or other graphic pattern. Hyperchord, a "dynamic riff sequencer and composer," allows more deliberate composition using sequences of individual notes and sine waves. Both programs were infectious, filling the lab with weird and often wonderful sounds.

Tuesday began with a presentation by tutor Tom Harris on Mathematica, a computer program for doing numerical, symbolic, and graphical computations (fig. 2). Because of its prowess at displaying and manipulating equations graphically, Mathematica has become popular in some universities as a tool for teaching mathematics, particularly calculus.

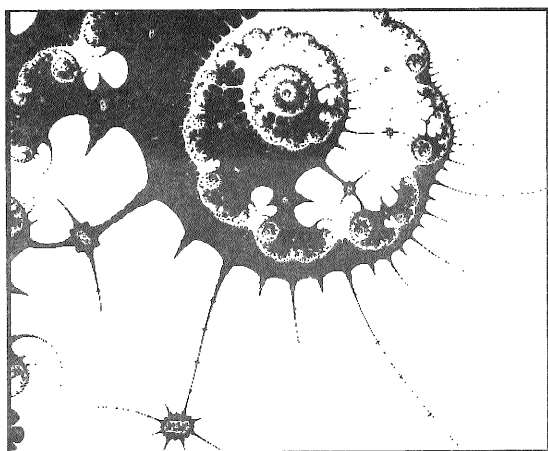
Also on Tuesday, Vernon Derr, A'44, gave a presentation on expert systems and neural networks, two major classes of computer programs which might represent some form of "artificial intelligence." Expert systems attempt to capture and apply the factual rules which experts apply in working out problems, while neural networks try to discern and make predictions based on patterns, with no concern for causes. Mr. Derr used a program with the evocative name "Brainmaker" to demonstrate his use of neural nets at the National Oceanic and Atmospheric Administration.

The Symposium reconvened on Thursday for a second presentation on music. Lee Tepper, SF'69, briefly showed and talked about CD-ROM versions of Beethoven's Ninth Symphony and Mozart's The Magic Flute. CD-ROMs, which are close cousins to the more familiar audio compact disks, can store large amounts of sound, text, and graphical images.

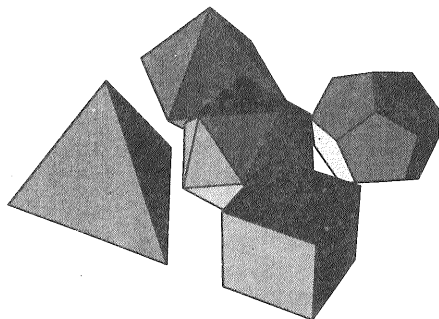
Tutor Ralph Swentzel, who co-led the Symposium with Tom Simpson, rounded out the seven presentations by demonstrating his computer-based Chinese lexicon. Mr. Swentzel wanted to make Chinese texts accessible to the liberal arts student who has neither the background nor the time to master Chinese writing, which relies on an immense number of word ideograms, rather than an alphabet. He used a scanner to capture pictures of some 9000 ideograms and store them in the computer, and then developed a graphical approach to classifying them and looking them up.

Four of the Symposium participants managed this menagerie of software and hardware, and served as guides for the computationally perplexed during the open lab sessions. Alumna Judy Kistler, SF'76, acted as lab archon, keeping the lab well-staffed and the equipment in working order. Santa Fe Lab Director Hans Von Briesen oversaw installation of the rented hardware, donated his own computer for the week, and supplied two student lab assistants, Don Labenski and Ron Scrogam.

The Symposium's afternoons were taken up with a reading of Roger Penrose's *The Emperor's New Mind*, a recent book which casts light on the many facets of the mind-body problem, and on how machines might affect our questioning about the nature of intelligence, learning, mind, and consciousness. With Penrose's help, we discussed the notion of an *algorithm*, the functional building block of all computer programs, and wondered whether human behavior or intelligence



[Fig.1] the Mandelbrot Set—the New Polygons.



[Fig.2] the Five Regular Solids as rendered by Mathematica.

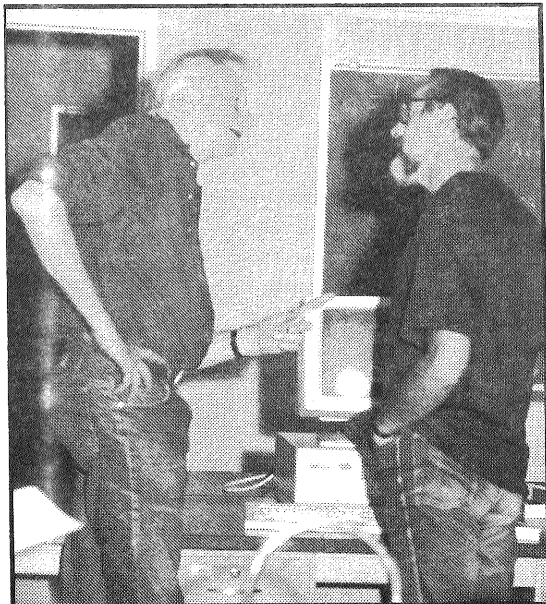
was in any sense algorithmic. In the context of algorithms, Penrose offers a detailed account of "the Turing machine", a logical device defined by mathematician Alan Turing. The Turing machine has influenced all subsequent discussion of the limits of mechanical intelligence, so we took as the text of our first seminar Turing's famous 1950 paper "Computing Machinery and Intelligence". After considering, and then rejecting as too vague, the question "Can machines think?", Turing instead proposes a "Turing test," the passing of which, Turing claims, should be the criterion for regarding a computer as intelligent. The second seminar's reading was Stanislaw Lem's story "Non Serviam," an unusual tale about "experimental theogony": the creation of computer-based mathematical "worlds," and the strange ethical ties between creature and creator.

By the end of the week, though, questions about artificial intelligence gave way to what seemed a more pressing concern to most of us: what is the place of computers at St. John's? Is the computer indeed a "new intellectual instrument," as Mr. Simpson proposed, or merely a "fast accountant"? Does the precision and flexibility of the pendulum apparatus help or hinder us in considering the basic questions raised by the pendulum? Does Mathematica help us investigate the sorts of mathematics we consider important at St. John's? Would computer programs help students improve their proficiency in calculus and Greek, and if so, would there be some deficit which would offset this obvious gain?

The ambivalent reaction to Mathematica epitomized our struggle with these questions. Mastering the sometimes arcane notation necessary to make Mathematica work its magic seemed a less than simple task which at first might draw one away from the mathematics itself. More fundamentally, tutor Robert Sacks raised a concern which was to become a focus of our subsequent conversations throughout the week, viz., might some computer programs mask the fundamental questions we struggle with at St. John's by providing a programmer's distilled view of a problem or of the world?

Others argued that computer programs could help us see, not only more widely, but also more deeply, than we can without them. Activities like translating Greek and solving numerous complicated mathematical problems can be made less onerous without losing sight of the fundamental questions we want to ask at St. John's, they urged.

Of course a one-week alumni Symposium provides neither the time nor the proper people for fashioning definitive answers to such far-reaching quandaries. But we did begin to fulfill Tom Simpson's charge "to draw together our educational background and our experience in the ways of the modern world, to reflect on their relationship."



Tutor Emeritus Thomas Simpson, A '50, left, and Santa Fe Tutor Ralph Swentzell were the driving spirits behind computer seminar.

## The days of summer—Santa



### "The Great List Books: Rabelais, Joyce, L

(At our invitation, Mr. Middlebrook selected these excerpts for *The Reporter* from his *Homecoming* lecture.—Ed.)

"Computers are permeated with lists, from high-level, explicit ones like databases to low-level, implicit lists of algorithmic instructions which tell the computer how to carry out its tasks. The reason for this pervasiveness is simply that the computer's greatest prowess is in manipulating astonishingly large amounts of small, similar entities. This fundamental characteristic of computers suggests that they are the right sort of laboratory in which to view some of the hidden structure and intriguing consequences of lists. I'd like to talk about two logical universes, cellular automata and LISP, which make unique use of lists, and which demonstrate some of the qualities of lists that I later will map onto Rabelais's and Joyce's literary catalogs.

Chaos theory, that newly-famous child of the computer, tells us that the simplest of causes can give rise to unimaginable complexity, and conversely, that beautifully structured but unpredictable phenomena can be the result of simple rules. So too can lists, even in their simplest form, give rise to depth, beauty, and perhaps even profundity.

The immediate surprise in all these models, regardless of whether or how they bear on questions about the nature of life, is their visual richness. Here are universes whose physical laws are utterly trivial: recipes for change founded on a short list or two of numbers, and an algorithm for applying them to each cell. Yet the results bristle with complexity. It doesn't seem to me too far-fetched to speak of these lists as fecund, like dry and dormant seeds sending forth shoots, then branches, and finally fruit.

Lists are stupefying. They lack the comforting, breath-catching cadences of prose and the grand conclusions, ripe for underlining. Think of the generations of Noah's sons in Genesis, or the endless list of instructions for constructing the ark of the covenant in Exodus. Lists seem to say too much; they stubbornly defy our desire for summary and generalization. But perhaps our impatience betrays us. Could there be, in some lists at least, those noble attributes we so value in prose: intricacy of structure and richness of meaning?

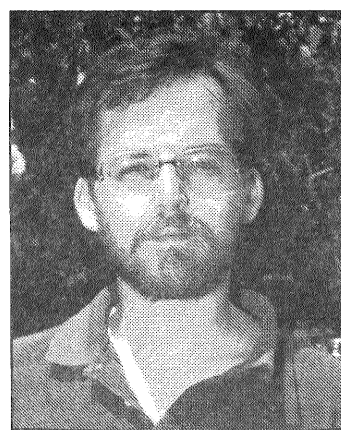
Nesting and recursion, like lists, seem to pop up everywhere once one starts looking for them, whether in nature, mathematics, philosophy, or as we'll see, even art. These techniques demonstrate the structure available in list-making, and the unexpected power lists wield when the right elements are rightly ordered. How does this right ordering, as well as the fecundity and irreducibility I demonstrated with cellular automata, reveal itself in the literary lists of Rabelais and Joyce?

If Rabelais is right, and if I have Rabelais right, then learning becomes in large part a kind of listing, rather

than a summarizing, of ph seek out and delve deep virtues, properties, nature seek out generalizations t where they are needed, cor should eclipse the individ

After commending Par hitherto, Gargantua urge detailed program of ancien law, nature, medicine, an Gargantua, "let me see yo "An abyss of knowledge of learning throughtout Ra sense the catalogs are mer spending those riches. Bu osity of reference here. R life, this time without the " astonishing variety of part eyes, and though the refle many detailed facets at fir us, eventually we come to

Joyce's delight in the p more intense than Rabelais Wake especially are cran



Mark Middlebrook, Homecoming lecturer

lessly flowing monologue patois of particulars. As language in which to expr attempt to capture the infin encompasses. Don't fight and Rabelais seem to say, it your own.

Computers are fundam nipulating, and perhaps e they are logical universes explore those universes, discoveries which reflect cal and unruly human un mysteries of life, human means of learning, despite ture, complexity, and cor enumeration is a way of k



# Fe style



## LISP and Life":

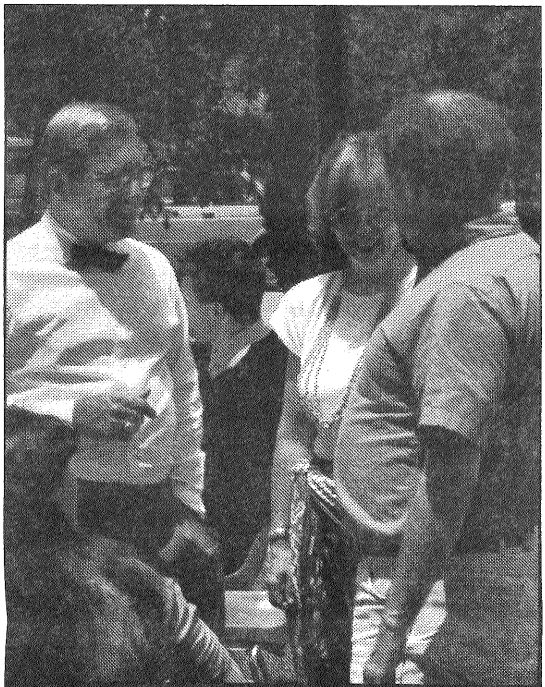
phenomena. Learning needs to be broken down into particulars and their interrelationships, rather than to be grasped hastily. Generalizations, like those from these lists, but never the whole elements.

Tagore's virtues developed in him onward, outlining a path through languages, the quadrivium, and religion. "In short," says the poet, "an abyss of knowledge..." describes well the wealth of Tagore's books, and in one way his most flagrant way of writing there is more than a virtuoso's. Rabelais's lists are models of "game of" in front of it. Life's particulars are held up before our eyes and refractions of so many perplexes and even annoys us to see the dazzling whole.

Particular is, if anything, even more so. *Ulysses* and *Finnegans Wake* are named with references both to the particular and to other parts of the world outside them. The complexity arises from an endless parade of citizens, events, and other particulars of life. Yet paradoxically, out of these ephemera emerge profound universal works of literary art. I talk about this art by singing the songs of some of *Ulysses'* music, which appears in lists. Joyce's voices are as varied, and the music which plays the part of the world, luring us into books from which sometimes seems to be no

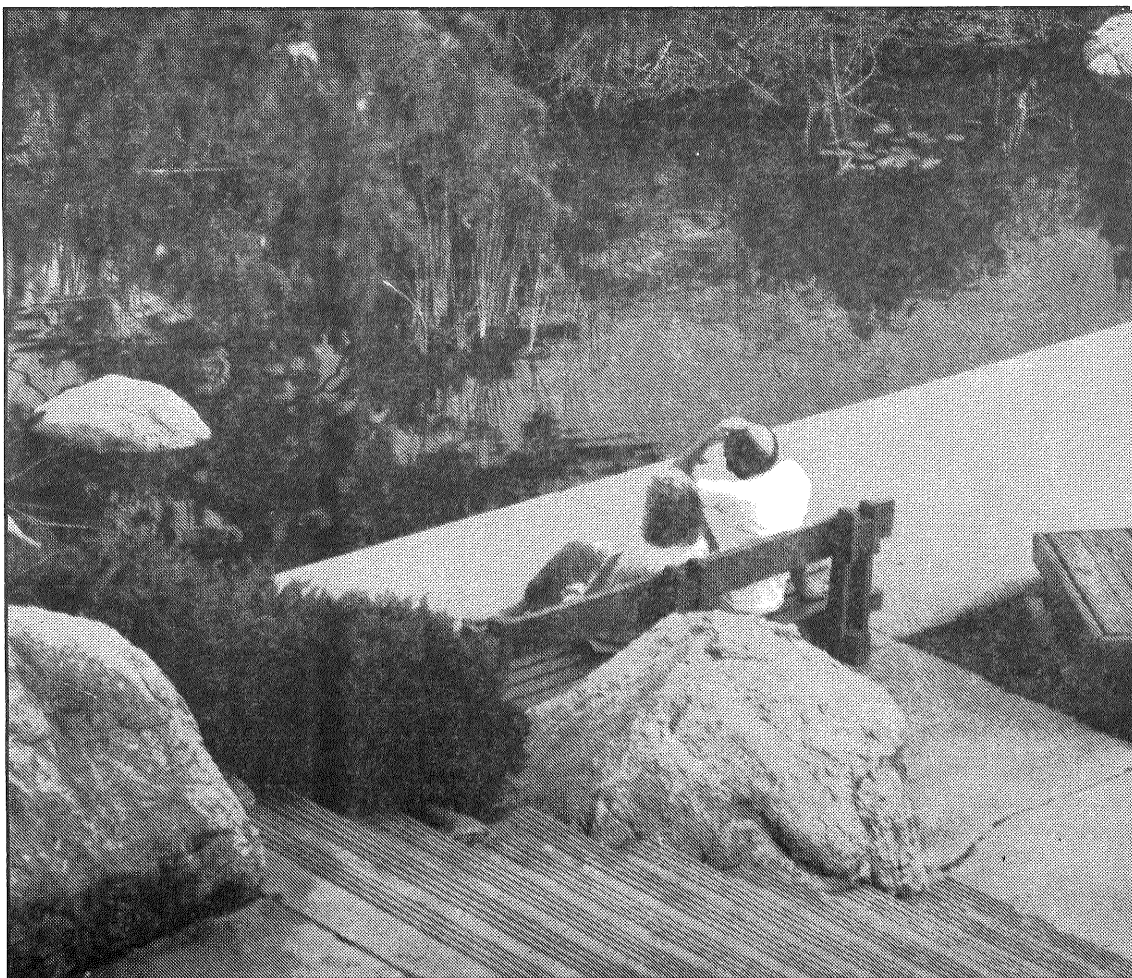
is structure is itself nested in a book whose 18 chapters are a catalog of correspondences between *Ulysses* and a long list of styles over which Joyce is writing. Whether Ithaca or Penelope, or Molly Bloom's relentless, though, the book speaks a language in Rabelais, lists become a way to express these particulars, and an attention to detail of all that life in this endless barrage, Joyce does not but rather revel in it. Make

mentally list-keeping, list-making devices—where lists rule. As we move are likely to come upon new light on the often illogical, and on the profound and otherwise. Lists are a way to express their apparent lack of structure. In other words, knowing.



Top row left, alumnus Lee Whiting, right, accepts Honorary Alumni Association membership on behalf of the Wirths from new Association president Sharon Bishop, A '65; center, Award of Merit winner Clarence J. ("Corky") Kramer, A '46; right, Board of Visitors and Governors chairman Donald J. MacIver, Jr.; above, John and Cathy Agresto chat with John Ross, A '69; and below, summer on the placita.

J. W. Blagden photos



## SANTA FE HOMECOMING

### Middlebrook on "lists"; three honored at banquet

By NANCY OSIUS

Revered wise men in unexpected alliance with the newest wisdom was the subject of the provocative Homecoming lecture July 19 by Mark Middlebrook, A '83, in Santa Fe.

"The Great List Books: Rabelais, Joyce, LISP and Life," offered a witty examination of lists in computers and literature in a context of general erudition, poetic sophistication, and broad computer knowhow. The lecture was both a fitting conclusion to the intensive Alumni Summer symposium, "Computers and the Liberal Arts," and a fitting keynote for the Homecoming festivities lying ahead.

Mr. Middlebrook received his master's degree in structural engineering from Berkeley in 1987, and since 1988 has been a principal of Daedalus Consulting, in Oakland, CA, specializing in computer consulting for engineering firms. He is president of the Northern California chapter of the Alumni Association.

Excerpts from his lecture and an account of the symposium both appear on these pages.

Other Homecoming events were a Friday evening barbecue on the placita, the annual meeting of the Alumni Association, Saturday seminars on Flaubert and Montaigne, the Homecoming Banquet, and the concluding Sunday brunch at President John Agresto's home.

Highlighting the banquet Saturday evening was the presentation of two awards by the Alumni Association: Honorary Membership in the Association to John and Nancy Meem Wirth, and an Award of Merit to Clarence J. ("Corky") Kramer, A '46.

Alumni Association president Harvey Goldstein was host for the occasion, as dinner guests moved through flanking white columns into the Great Hall of the Peterson Center for the banquet, where a bust of Aristotle presided over a lavish feast of Greek delicacies. Especially honored were members of the reunion classes of 1976 and 1981. Among dinner guests were the new president of the Board of Visitors and Governors, Donald J. MacIver, Jr., and the new president of the Annapolis campus, Christopher Nelson.

Mr. Wirth, a professor and vice provost at Stanford University, has been a longtime member of the Board of Visitors and Governors of the College and is at present its vice chairman. Mrs. Wirth is the daughter of the late architect John Gaw Meem and his late wife Faith, who contributed a major portion of the land on which the College stands and endowed the new Library named after them.

Citing the family tradition of philanthropy and the Wirths' additional charitable activity—in particular on behalf of those of Hispanic and Native American ori-

gin—Sharon Bishop, president-elect of the Association, reminded listeners of the family's long "nurturing" of the Santa Fe campus and of the Wirths' support for the College program, as well as other contributions. At Stanford, Mr. Wirth is director of the Center for Latin American Studies, where he has written and edited a number of books on Latin America, especially Brazil. Mrs. Wirth is a craftswoman who is involved in the Hispanic Arts and Crafts Association, and who has founded a pottery group near her home in California. She is on the board of the Chamber Music Festival of Santa Fe, where the Wirths make their second home.

The citation honoring them expressed gratitude for their "generosity and devoted exertions on the College's behalf," and "admiration for their rigorous pursuit of professional and civic achievement."

After graduation from the College, Mr. Kramer earned an M.A. at Marlboro College in Vermont. Returning to the College in 1950, he served notably as head of a College self-study project funded by the Ford Foundation that still provides direction today. Subsequently, along with fellow tutors Thomas Simpson and William Darkey, he helped found the Key School in Annapolis. He was the first dean of the Santa Fe campus, serving from 1964-68. In 1972, he went to Marlboro College as Dean of Faculty and spent the rest of his academic career there.

Board of Visitors and Governors member Allan Hoffman A '49, read excerpts from the reminiscences of Mr. Kramer's College roommate, now the Rev. John Lobell, and other classmates. "Some of my classmates have shared with me their affectionate admiration for Corky's gentle, persistent, sharp probing for truth, as well as his sometimes fierce diatribes against sham, pretension and shoddy thinking," wrote Mr. Lobell. "I like to reflect on the effect his heart and mind have had on generations of students over the years."

The Award of Merit citation applauded Mr. Kramer's contributions to the Key School and Marlboro College as well as his many years of service to the College as tutor and dean.

President Agresto addressed the Alumni Association on "The State of the Liberal Arts in the U.S. Today" at the group's annual meeting Saturday, held for the first time on the Santa Fe campus. Elected at the meeting were the following officers and directors: Sharon Bishop, A '65, president; Allan Hoffman, A '49, vice president; George Bingham, SF '66, secretary; and Richard Lightburn, SF '76, treasurer. New directors are Thomas Geyer, A '68; Lolita Wood, AGI '80; John Oosterhout, A '51, and Stephen Bergen, A '45. Association members passed an amendment to the bylaws that mandated three directors-at-large from the alumni of the Graduate Institute.

## Paideia workshop 3rd summer here

Summer Study, a mini-Graduate Institute designed for teachers of Mortimer Adler's Paideia method of education, was a big success with its 36 participants. "Every teacher in large urban settings needs this experience to refocus," wrote one participant after the program's completion.

All the participants complimented the scholarship, friendliness, and professionalism of the St. John's faculty. Faculty members involved were James Carey, Toni Drew, Dean Haggard, Margaret Kirby, Timothy Miller, David Starr, Jack Steadman, and Linda Wiener. The works studied in the seminars and preceptorials included Biblical literature; Plutarch and Hume's political writings; Goethe's *Metamorphosis of Plants*; Toni Morrison's *Beloved*; Plato's *Republic*; and the number theory of Euclid and Nicomachus.

The Paideia teachers are implementing the educational ideas of Mortimer Adler in their schools. In the *Paideia Proposal: An Education Manifesto* (Macmillan), Adler proposes a single-track, 12-year curriculum with almost no electives and no vocational training. His emphasis on use of the Socratic method to sharpen students' critical thinking is why Paideia teachers are attracted to St. John's—to learn in a school that has more than 50 years of experience in that method.

Evaluations filled out by the teachers after the program reveal its success. One teacher wrote, "My experience as a student gave me new insights which I will

(Continued on page 11)



## CHAPTER EVENTS

### ANNAPOLIS

Alumni luncheons will be held on Fridays in the Private Dining Room, 12:00 noon. Guest speakers: Sept. 13—Col. Lance Cornine; Oct. 11—Christopher B. Nelson, president, St. John's College. Telephone Betsy Blume at the Alumni Office (301) 263-2371 for information.

### AUSTIN

September 14: Annual meeting for election of officers and seminar with SF tutor Bob Richardson on a Leo Strauss essay, "What is Political Philosophy?" Potluck dinner will precede the seminar at 5:30, with wine and cheese after.

This chapter meets informally on a monthly basis, usually 7 to 9 p.m. at the Law Offices of Graves, Dougherty, Hearon, & Moody, 6th and Congress. Contact Beverly Angel (512) 926-7808 for new schedule and details.

### BOSTON

Meetings are held at the home of Alvin Aronson who can be contacted at (617) 566-6657 or 437-3186 (wk) for information on chapter events. First meeting: Oct. 6—potluck dinner with Chris Nelson, president, Annapolis.

### BUFFALO/ROCHESTER/TORONTO

Late September: Alumnus Jason Walsh will host a gathering in or near Corning.

November 16: Tutor Sam Kutler will lead a seminar in conjunction with a Prospective Student Reception in Rochester, to be catered by the College Admissions Office. Readings will be decided at the September meeting.

This chapter welcomes the participation of all alumni in its wide-ranging locale. Call Roberta Carnevale for details and suggestions.

### CHICAGO

Sept. 29: Picnic/seminar at home of John Van Doren, Chekhov's "Word #6."

Call President Paul Frank at (312) 235-0614 or 464-2573 (wk), or Program Director Erin Milnes at (312) 271-1039 about any of the chapter activities and locations of meetings.

### DALLAS/FORT WORTH

This chapter meets about 10 times a year for Saturday evening seminars. For additional information contact Suzanne Doremus at (817) 496-8571 or Jonathan Hustis at (214) 340-4102.

### LOS ANGELES

This chapter is reorganizing, and suggestions or questions are welcome. Call Caroline Allen (213) 392-5253 to contribute.

### MINNEAPOLIS / ST. PAUL

This 'unofficial' chapter is organising events and would like your suggestions. Telephone Bruce Lansky (612) 473-5400 to contribute your ideas.

### NEW YORK

September 25: Robert Goldwin, alumnus and former SJC Dean, will lead a seminar on "A Day in the Life of the First Congress" at the home of Joyce and Irwin Hunt.

November 18: An Evening with Ray Cave, alumnus and former Managing Editor, Time Magazine. Short talk entitled, "Today's Press: Maybe We Should Shoot the Messenger" with reception at the Princeton Club preceding.

January 29: Second annual "Meet a New Tutor" seminar with William Pastille on a topic to be announced, at the Princeton Club.

Call Sabine Schweidt (212) 645-8903 or 679-6118 (wk), or Peter Burdge 227-4658 for more information.

### PHILADELPHIA

To participate in events after the summer break, contact Jim Schweidel at (215) 836-7632.

### SACRAMENTO

Meetings are every month in this unofficial chapter to discuss the program readings, following the undergraduate sequence. Inquiries are most welcome; phone Arianne Ludlow (916) 362-5131 or Helen Feeley 452-1082.

### SAN FRANCISCO/NORTHERN CALIFORNIA

September 8: Seminar on *Waiting for Godot* by Beckett, 2:30 pm at Mark Middlebrook's.

October 12: Tutor visit and seminar with Suesue Knight on "The Legend of St. Julian Hopitator" by Flaubert and *Letters on Cezanne* by Rilke, at 7 pm, location to be announced.

November 10: Subject and location to be announced. Call Toni Wilkinson (415) 585-4255 or 476-7397 (wk) for information and to contribute to the local newsletter. A survey will be included in the next newsletter for suggested topics and events.

## ST. JOHN'S COLLEGE



## ALUMNI ASSOCIATION NEWS

Linda Stabler-Talty SGI'76, Editor

Thomas Geyer A'68,  
Communications Committee Chair



Gathered at the Alumni Association's Board meeting in July were, from left, John Ross, Paul Frank, Beverly Angel, John Pollak, Gerry Hoxby, Al Aronson, and seated, Betsy Blume, Michael David, Allan Hoffman, Lovejoy Duryea, Harvey Goldstein, and seated, Sharon Garvey, Richard Lightburn, Barbara Lauer and seated, Mark Middlebrook, Sharon Bishop, George Bingham, Joel Lehman, and seated Barbara Leonard and Roberta Carnevale. J.W. Blagden photo

### Letters from Alumni

To the Editor:

At the end of a letter which Bill Buchanan, A'48 wrote in the June, 1991 issue of *The Reporter*, the author was quoted as saying, "Should there be any interest, I could follow this up with something more concrete, such as a list of works which might be used."

I, also, have prepared a suggested reading list which might be used in a St. John's College program devoted to reading great books of the entire world. My proposal has the advantage of making some time available for the study of the books of the non-Western civilizations without doing too much violence to the existing program. It calls for reading the books of the non-Western civilizations, together with the Bible, in the first year. The rest of the existing St. John's College material would be concentrated—in slightly rearranged form—into the remaining three years of the program. The following is the present distribution of the books:

First Year: Greek Books; Second Year: Roman Books, The Bible, The Middle Ages; Third Year: Modern Times; Fourth Year: Modern Times

Here is my proposed new St. John's Program:

First Year: The Old Testament; Ancient Egypt & Mesopotamia, The Oriental Civilizations; Second Year: Ancient Greece and Rome; The New Testament; Third Year: Medieval Period of Western Christendom; Fourth Year: Modern Period of Western Christendom

I hope the editor of *The Reporter* will make available the necessary space to print my suggested reading list, so as to stimulate discussion of my proposal among the alumni.

Sincerely,  
Richard O'Neill, A'78

Editor's note: I apologize, but the space is simply not available in our newsletter. A copy of the list can be obtained from Betsy Blume at the Alumni Office in Annapolis. And, any further discussion of such proposals is encouraged, with letters printed when possible.

To the Editor,

I hope you will permit a postscript to my previous letter. I remember St. Thomas saying that the argument from authority is the weakest of all arguments, according to Boethius (I am glad he found an authority for his assertion). I am quoting this not as authority—in fact, I am not giving the author's name—but because of the clarity with which he affirms a position which seems to me hard to refute.

"There are many honorable exceptions, of course; but the rule even among learned Protestants and Catholics is a certain blandly bumptious provincialism which, if it did not constitute such a grave offense against charity and truth, would be just uproariously funny. A hundred years ago [written in 1943] hardly anything was known of Sanskrit, Pali, or Chinese. The ignorance of European scholars was sufficient reason for their provincialism. . . most European and American authors of books about religion and metaphysics write as though nobody had ever thought about these subjects, except the Jews, the Greeks, and the Christians of the Mediterranean basin and western Europe. This display of what, in the twentieth century, is an entirely voluntary and deliberate ignorance is not only absurd and discreditable; it is also socially dangerous."

Sincerely,  
Bill Buchanan, A'48

Editor's note: The complete address for responses is, Vivekananda Monastery and Retreat, 6723 122nd Avenue, Ganges, MI 49408.

### SANTA FE

September 8: Seminar with Robert Sachs following a 3 p.m. potluck picnic, at the home of Linda Jernison. Seminar reading is Leo Strauss's *Natural Right and History*, Chapter 3, "The Origin of the Idea of Natural Right." Some organizational matters about the future schedule will also be discussed at the gathering.

Alums have organized to study variations on the undergraduate music tutorial, and are resuming their meetings once a week. They will study the Santa Fe Campus Harmony Manual and Counterpoint. Contact Dick Cowles (505) 986-1814 or Mary Schruben 473-7898 for information.

Telephone John Pollack (505) 983-2144 or Janet Fennell, Office of Development, at 982-3691 for future seminar/social meeting times and places.

### SEATTLE

Call John Ross at (206) 545-7900 for information about events that will follow the Annual Summer Picnic.

### WASHINGTON D.C. AREA

September 11: Lawrence Durrell, *Justine*

September 25: Robert Lowell, selected poems

October 9: Albert Einstein, *Relativity: The Special and the General Theory*, Part I

October 23: Anton Chekhov, "The Darling" and Leo Tolstoy, Criticism on "The Darling"

November 6: Albert Einstein, *Relativity*, Parts II and III

November 20: Yukio Mishima, "Acts of Worship"

December 4: William Shakespeare, *Romeo and Juliet*

December 18: James Joyce, "Araby" (from *Dubliners*), followed by a holiday party, location to be announced

Seminars normally meet every other Wednesday at the West End Branch of the D.C. Public Library from 6:30 - 8:30 p.m. For further information call Sam Stiles (301) 424-9119, or Sharon Garvey (304) 535-2655. Another alumni reading group is meeting every other Thursday at 7 p.m. and currently reading Melville's *Billy Budd* and assorted criticism. Call Susan Gushue (202) 526-1632 or Jon Church 832-5851 for details.





Nancy Dunning Buchenauer

## Buchenauer new GI head

Nancy Dunning Buchenauer was recently appointed Director of the Graduate Institute at the Santa Fe campus.

A member of the faculty there since 1980, Ms. Buchenauer says her goals as the Institute's director will be to make it better known to undergraduates and to improve its sense of community among its students. Other projects include exploring the feasibility of the Institute establishing a second master's degree program, one which would include Greek and math tutorials.

Graduating magna cum laude from Cornell University with a degree in history in 1967, Ms. Buchenauer earned her master's degree in the same subject there in 1969. In 1980 she was awarded her doctorate in the classics from Brown University, after completing her dissertation on "The Athenians and the Allies in the Decelean War." She was a teaching assistant both at Brown and Cornell.

She is the recipient of several academic awards and honors including the University Fellowship in Classics from Brown, a fellowship from the Department of History at Cornell, and a Ford Foundation Fellowship and Assistantship.

She is a member of the American Association of University Women and the League of Women Voters.

## Bradley award to David Bolotin

Mr. David Bolotin, Santa Fe tutor, has been awarded a fellowship from the Lynde and Harry Bradley Foundation in Milwaukee, Wisconsin, to work on a study entitled: *Political Responsibility in the Presentation of the Inquiry into Nature in Aristotle's Physics*. The fellowship, to be awarded over a term of two-and-a-half years, will begin in January.

"The working hypothesis of my study will strike most contemporary scholars as an odd one," said Mr. Bolotin. "I believe that Aristotle's sense of political responsibility led him knowingly to accommodate himself to popular opinion in the presentation of his findings, and to do so in important matters and to a significant degree."

If Mr. Bolotin's hypotheses about the *Physics* proves correct, the fields of both natural philosophy and political philosophy would be greatly affected. According to Mr. Bolotin, the idea that Aristotelian philosophy depends entirely on now obsolete principles would be rejected, and the philosophy of the fifth-century B.C. Athenian would thus be demonstrated to have a renewed applicability in the modern world.

Beginning in August, Mr. Bolotin will be pursuing related work under a National Endowment for the Humanities fellowship. During the tenure of his Bradley and NEH grants, Mr. Bolotin will remain in Santa Fe, though he may travel to other universities for part of his study.

Mr. Bolotin received a B.A. in classics from Cornell University in 1966 and a Ph.D. in classics from New York University in 1974. He was a lecturer in classics at Yale University for two years before joining the St. John's faculty in Annapolis in 1974. A tutor at Santa Fe since 1982, Mr. Bolotin was also Visiting Associate Professor in the Committee on Social Thought at the University of Chicago between 1986 and 1988. The author of several articles on classical philosophy and literature, he published a book, *Plato's Dialogue on Friendship*, in 1979.



Above, Academic procession from left, Graduate Institute Director Nancy Buchenauer, former director Timothy Miller, Registrar Diane Trudell, and Dean Stephen Van Luchene; below, speaker Timothy Miller. Robert McLees photos

## Speaker lauds college goals

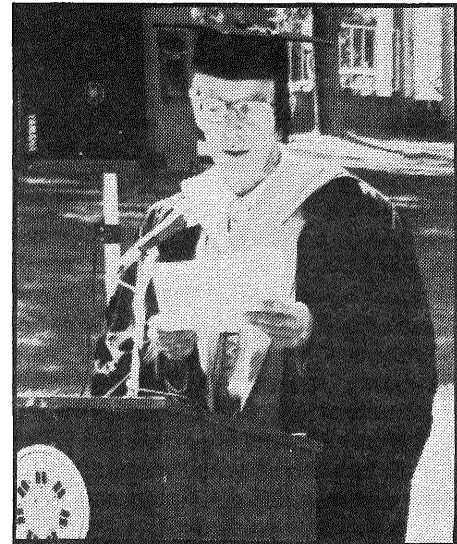
In an address that extolled the value of human dialogue and the potential of the human spirit, former Santa Fe Graduate Institute Director Timothy Miller said that conversations at St. John's "with their splendid agenda and their excellent intentions," might be the beginning and the promise of a better political order. Such conversations "remind us that—together in spirit—we are seeking simplicity, integrity and the communion of reason," he said.

A tutor at the Santa Fe campus since 1966, Mr. Miller was speaking to 22 degree recipients, and their families and friends at the August 9 Graduate Institute commencement exercises.

Nancy Buchenauer, who this summer succeeded Mr. Miller when he concluded his three-year tenure as director, presided over the ceremony, which was held on the placita under a bright sun after weeks of overcast skies.

Today's "commonplace," Mr. Miller acknowledged—supporting his contention with illustrations from Nietzsche and modern cinema—is that "the mind is a kingdom of darkness without exit [and that] self-knowledge leads us to hell..."

The speaker did not concur. Using Socrates as exemplar, and drawing on an essay by Montaigne, he suggested that St. John's classes "aspire to that lofty Socratic realm of unassuming virtue and habitual attention"



that Montaigne describes.

Noting the dangers of "plain speaking and spontaneous integrity," (he cited such heroes with these qualities as Antigone, Socrates, Cato, St. Francis and others), he said nevertheless that "the world has its moments of unexpected consolation." Montaigne illustrates one such moment in his description of an incident of extreme personal danger in the French religious wars, where his words and demeanor saved his life. "Even in the midst of a civil war fired by religious zeal," said Mr. Miller, "simple and direct words, an unyielding dignity and the trust inspired by the human face divine may bring a spontaneous reconciliation between those who, moments before, were enemies—the grace of common humanity recognized."

## "An Oral Exam" (Continued from page two)

less than the most narrowly focused business-school graduate. So much academic garbage passes itself off as liberal education these days that all of us have to be careful.

So, what should you ask before hiring a liberal arts graduate? Here's a list:

»Can you write clearly and persuasively? Can I know exactly what's on your mind through the medium of a piece of paper and will I take it seriously?

»Have you worked in the business world?

I would not put graduates with business-related courses above the ones who worked for a business in the summer. Interest verified by experience is 10 times better than a course in accounting and 50 times better than a course on "The Image of the Businessman in Modern Drama."

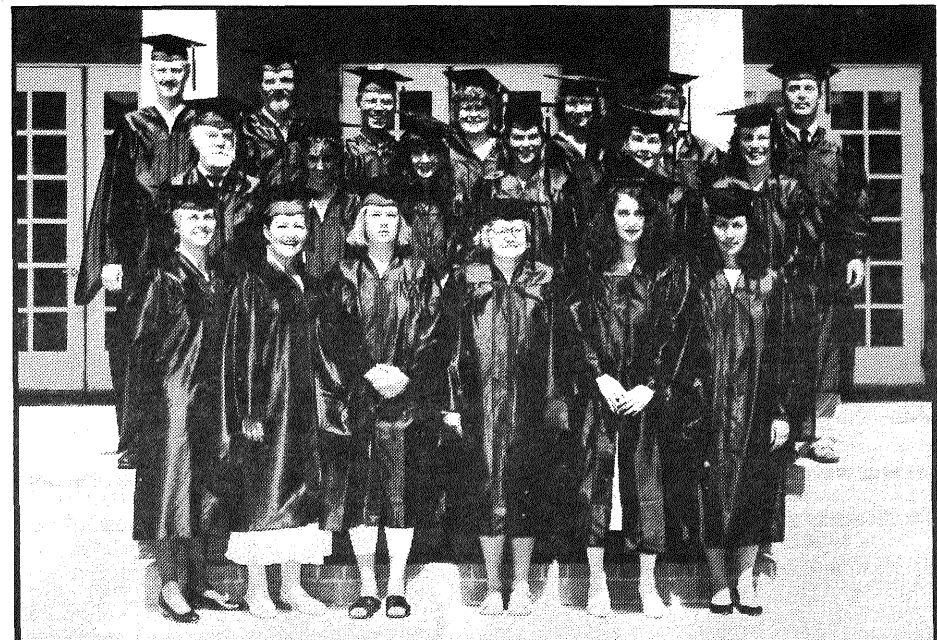
»Can you work cooperatively? Since a good part of liberal education is very introspective and solitary—and cooperative work on exams and term papers is usually, rightly, frowned on—look for some evidence of sociability. Did the applicant, for example, go through four years taking notes in large lecture classes or did he put himself into the give and take of conversation in small seminar classes? And, though independence is hardly a vice, make sure the person knows that working for someone, not just with someone, is expected every day. This is sometimes a hard lesson for liberal arts graduates to learn.

»What do you think about this job as a career? The last thing you need is a graduate whose philosophy has taught him that he is noble and businessmen are corrupt. If the graduate has been indoctrinated with the notion that the world of business and industry is a species of ugly materialism, vulgar commercialism or the work of social elements only one step above the criminal class, he is of no use. Let him stay in the academy.

»What did you study and what did you learn? Not all liberal education is great or even good. Did the candidate before you study broadly and widely in major fields covering important topics or was he narrowly trained? A course on rape and rebellion in contemporary poetry is no substitute for a course on Dante or a seminar in calculus. Did he read books? Good books? Did he take these books seriously? Do not be afraid to ask these questions!

Finally, see if the applicant's education had an effect on his character. Did four years of college make him thoughtful, inquisitive, brave and serious? Or just haughty, pedantic, smug and vain?

Pursue these questions, for they not only will make businesses happier but might even do something to improve liberal education in this country.



Above, GI graduates, from left, front row: Anna McManus, Jeannine Bramwell, Catherine Tanner, Jill Silberman, and Kathryn Rodriguez; middle row, Michael Hennerty, Mary-Charlotte Domandi, Colleen Lynch, Perrin Cunningham, Sally Keller, Karen Gates; top row, Duane Grobman, Don Lemons, David Ware, Sheila Flemming, Joy Jasinek, Lynne Rutrum, and Sidney Stockdate. Missing: Helen Rodriguez and Susan Kovach. Robert McLees photo





In the final days of the Graduate Institute summer program, students, faculty and friends gathered to hear an impromptu musical ensemble in the Great Hall. Above are tutor Chester Burke, left, and Graduate Institute Director Malcolm Wyatt. Keith Harvey photo

## AGI gives diplomas to 14 students; speaker tells his St. John's story

Outside, a torrential summer rain pounded the earth, but inside the Great Hall in Annapolis, parents, spouses, and guests gathered cozily August 9 under winking chandeliers to see 14 Graduate Institute students receive their diplomas in the 13th summer commencement at Annapolis.

His Commencement topic—the story of his personal adaptation to the St. John's way of doing things—was risky, perhaps even “presumptuous,” said speaker and Graduate Institute tutor Richard Connaughton, AGI '83. But he presented it, he said, in the belief that he was addressing a concern of many students finding themselves in seminar for the first time—“whether I could temper my desire to speak and be heard so that I could hear others.”

A veteran English teacher at Downers Grove South High School in Illinois, Mr. Connaughton as a new Graduate Institute student had certain convictions about learning; he felt “great anxiety” that year and subsequently over the matter of speaking and listening, he said. “I understood that listening in some formal way was integral to conversation, but so often speaking seemed to be the measure by which I viewed myself and others.”

He had to resist a classroom pattern in which listening had been a means of testing whether he had been heard: if his words were

repeated, he “knew where [he] stood.” But, Mr. Connaughton added, he began to recognize that his speaking was “nothing more than a subtle way of silencing others—of mastering others...and was a way of hiding so that the class became a zone of safety where I could speak, but never be exposed.” Confrontations with himself, usually prompted by a question or a textual moment, revealed to him this use of speech as a means of “hiding, avoiding, concealing.”

In “personally illuminating” moments fraught with unease, he said, he moved from “the use of my own speaking,” to a realization that “my capacity to speak authentically was intimately bound up with authentic listening.”

He concluded his remarks with thanks to tutors, students, and “most of all the texts,” in an eloquent testimonial to discussions as they are conducted at the College. At given moments, “something unique happened—an understanding which was not based simply on my efforts, but rather on the cooperative efforts of a group of people actually listening and speaking to each other.”

Mr. Connaughton has taught in the GI summer program four times since his own commencement ceremony in Annapolis eight years ago. He received his undergraduate degree at Michigan State University in 1974. Before going to Downers Grove in 1978, he was for two years a teacher at the American School of Kuwait.

Presiding over the ceremony was Graduate Institute Director Malcolm Wyatt. Barbara Altman, AGI '90, Director of Placement at the Annapolis campus, presented the Alumni Association Award to GI students Gerard Januszewski and James Van Dyke for excellence in the classroom and service to the GI community.

Master of arts degrees were presented by President Christopher Nelson to the following students: J. Christoph Amberger, Robert Kemmer Anderson, Stuart Mac Phail Barden, Fletcher James Barnes, III, Gregory Allen Bradshaw, David Alan Diggs, Dana Michele Goode, Gerard Francis Januszewski, Walter Ernest Kisner, Maureen Michele Mericle, Sarah Palmer Mouton, James Matthew Sawatzki, Andy Kelvin Schuchart, and Bernard E. Wolsky.

## Raditsa's March South African trip affirms validity of book on country

By DONNA BOETIG

When St. John's tutor Leo Raditsa wrote his now nationally recognized book *Prisoners of a Dream: The South African Mirage*, depicting the role of the communists in South Africa, he researched the country's situation so well that even South African readers were impressed. Still, when the Zulu leader Mangosuthu Buthelezi invited him to come to Ulundi last winter, Mr. Raditsa harbored doubts about how his book would fare under the scrutiny of his own eyewitness. “I thought I might have to revise everything,” he later confessed.

The 500-page volume published in 1989 by the Prince George Street Press is based upon the March, 1982, Senate hearings on “The Role of the Soviet Union, Cuba, and East Germany in Fomenting Terrorism in Southern Africa.” Chaired by Senator Jeremiah Denton of the Subcommittee on Security and Terrorism of the Senate Judiciary Committee, the hearings were widely covered by print and broadcast journalists, but their conclusions were largely unreported. “The committee findings were practically unknown in the United States and, worse still, in Washington, in the Senate and even in the State Department,” Mr. Raditsa wrote in his book's introduction. “None of the three people I talked to on the State Department's South Africa desk had read them—not one of them.”

But this student of antiquity, who among other topics has explored the writings of Julius Caesar, Augustus' legislation on marriage and against love affairs, and the trial of Socrates, would change that. Today, *Prisoners of A Dream: The South African Mirage* is read throughout South Africa. In fact, Mr. Buthelezi praised its author, saying Mr. Raditsa “could never imagine what this book means to us.” The book, a defense of constitutional change, is influential because it's a westerner's plea for non-violent transfer of power.

After spending the first three days visiting with a journalist in Pretoria, a typical Afrikaaner city, Mr. Raditsa traveled to more modern Johannesburg, with architecture strikingly similar to Italy's. Upon the request of faculty members from the Rand Afrikaans University, he lectured to top military officials at the Institute of Strategic Studies on the “Relevancy of Thucydides Today.” A



Tutor Leo Raditsa  
Keith Harvey photo

few days later he spoke to several hundred undergraduates at Witwatersrand, the famous English-speaking university.

Mr. Raditsa draws a verbal sketch of Johannesburg as a city cowering in fear: “The people are really frightened; law and order have collapsed in the last year.”

While the civil disorder may not be making headlines, it's the central topic of conversation there, especially in university circles. When Mr. Raditsa arrived at his hotel, his hosts warned him not to go out at night. Among other acts of terrorism, there had been a recent rash of hijacking cars stopped at red lights.

“At first it didn't frighten me,” Mr. Raditsa says. “Then for awhile it got to me, and after a while I did what I pleased.”

The city's crime is an emblem of a larger malady afflicting the entire country, one Mr. Raditsa describes as a “pre-revolution” of sorts. “Supposedly the people are negotiating a contract, but the people they're negotiating with don't actually want to take over power,” he explains. “The violence in the townships is incredible; when I was there Alexander and Soweto erupted.”

“Americans are partially responsible for this and they don't want to face it; they backed Mandela to the hilt...They think it'll be fine because [President F.W.] de Klerk is talking to [African National Congress leader

(Continued on page 11)

## AGI Greek Night “the best ever”

From the epic feast to the tsatziki dance, to the sonorities of the rhapsod and the anti-rhapsod, to playful swipes at the Graduate Institute curriculum, it was Greek Night all the way in Annapolis for more than 80 GI students and guests—“the best ever,” veterans averred.

A whole lamb, complete with a mournful grimace, turned slowly on the spit as toga-clad diners filed into Randall Hall where wines and fruit and stuffed grapeleaves and pastisio and baklava awaited them in bountiful proportions. Dressed in Greek regional costumes, Thebes-born Helen Sfondouris, aided by husband John and their children Lia, Nikos, and Tassos, presided over the feast, and, when the sated revellers arose, over the dancing that followed.

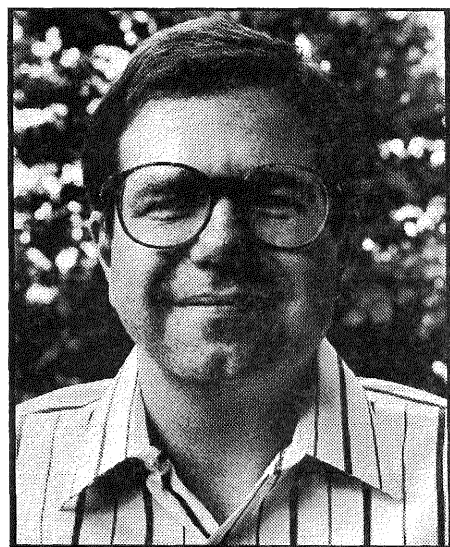
“Count to 10,” urged Lia, as she led the dancers, hand in hand, through the sometimes befuddling kalamantiano, taped plangencies of the bouzouki and santouri accompanying them. Presently a gaggle of Graduate Institute actors moved center stage to present A.E. Housman's “Fragment of a Greek Tragedy,” a treasured in-house joke to scholars familiar with the enormities perpetrated by certain classical translators. The chorus listened alertly to an actor subsiding to the floor with a series of agonized shrieks, and intoned solemnly, “I thought I heard a sound within the house/ Unlike the voice of one that jumps for joy.” And so on.

“Honors” were next, and there were a lot of them: ducking and feinting was no protection. Sample: Most Likely to Carry on a Seminar Discussion by Himself—Jim Barnes; Most Likely to Turn the Liberal Arts into a Money-making Endeavor—Jay Malarcher; Most Likely to Turn the Title *Summa Theologica* into a Prime Time Sit-Com—Phil Gochenour. A special award and gift from Graduate Institute Director Malcolm Wyatt went to the chairman of the rousing evening, Maureen Mericle—Most Likely to Start a Dynasty of Camp Directors.

The star of the evening was Mike Villacrusis, round but nimble, with a haunting voice and measureless aplomb—singer, master of the guitar, parodist and mime. Along with Joan Becker, he launched the Talent Event with “A Loose Translation of the Opening Verses of The Iliad.” Homer's words, delivered in Greek by Ms. Becker, alternated with Mr. Villacrusis' irreverences, offered “with apologies to Homer, Samuel Taylor Coleridge, Lewis Carroll and The Rascals.” Sample:

And as King Agamemnon stood, Apollo's priest, with eyes of flame,  
Came whiffing through the tulgey wood, And bumbled as he came.

Other talented performers targeted Plato, Noel Coward, whodunits and hucksterism as the evening moved to its conclusion.



Speaker Richard Connaughton, AGI '83  
Keith Harvey photo



**Raditsa** (Continued from page 10)

Nelson] Mandela. The situation is very rough on the blacks. It's hard to get specific information on what role sanctions play, but they do play a role. The suffering going on in the black townships is worse than it has ever been, and no one is paying much attention." Fifty percent of South Africa's 25 million blacks are jobless. Removing the anti-apartheid sanctions would start investment capital flowing back, with paychecks for jobs, proponents argue.

The Israeli ambassador to South Africa Svi Gavari spoke passionately to Mr. Raditsa about the U.S. revoking the sanctions, as the Europeans have done.

[Since this interview was conducted, President Bush has lifted sanctions. Mr. Raditsa comments, "The lifting of sanctions does not automatically mean the return of capital investment.]

Short of this, Americans may wake up one day and discover that South Africa, "the sleeping giant," has awakened. The country is as strategically important to us as the Persian Gulf, he says: both possess and control sea routes critical to our country's economy. "South Africa, like the Persian Gulf, means the control of Europe, and if it comes upon us as the Persian Gulf crisis did, it will be too late."

"The other side is that the Africans really want change, and if they have guts something could come out of it, but it's risky business. Americans are pursuing a reactionary policy encouraging economic chaos there."

Guided through Kwa Zulu by the blacks and the police chief, Mr. Raditsa was impressed by its rolling green hills. He had been told the land the government gave the Africans was bland, barren eroding earth, a sub-human wasteland. Instead he saw evidence of reforestation. Even within the confines of the city, the homes were well kept, the lawns trimmed, and evidence of pride of property rights.

Although Mr. Raditsa steeled himself to meet a profound hatred of the United States, he found the citizens courteous, even warmhearted. "They knew I defended them (in my book) so they weren't going to show me how much they disliked Americans."

Also contrary to accepted opinion, he felt that the blacks there don't hate the whites. "Basically, they respect them. The white administrators of the townships want to put in self-government but the ANC has stymied it, murdering black policemen and town councilmen," he says.

Reflecting on the country's future, he believes it's in the throes of change, but change won't come overnight. "The government has given the African National Congress too much importance, partially because of the international buildup of Mandela—who, incidentally, no one thinks much of; they're shocked at how rigid he is."

After three weeks of exploring the country and listening to its people, Mr. Raditsa satisfied his toughest literary critic, himself. "When South African critics said that I had too positive a view of the country [in his book], I immediately sensed that I had portrayed the country correctly. But it is a hard country because what you're told is so different from what you see...you have to trust your eyes." His eyes confirmed his words.

**Paideia** (Continued from page seven)

use with my students in seminar." The teachers were not only encouraged in their use of the seminar method, but challenged by some ways that St. John's approaches that method differently. Many remarked that they had never fully realized the importance of the opening question in a seminar.

The teachers also enjoyed themselves outside the classroom—talking to colleagues around the dinner table, shopping in Santa Fe, taking a bus tour to Taos, and attending the on-campus Shakespeare-in-the-Park production of *Twelfth Night*. One teacher wrote, "Indeed, St. John's hills and altitude did take

my breath away daily—and not just visually!"

Chicago Paideia teachers have enrolled in the eight-week Graduate Institute session since 1986. The shorter two-week program was designed in 1990 by Timothy Miller, director of the Graduate Institute, in response to a request by Dr. Robert Brazil, principal of Chicago's Sullivan High School. Dr. Brazil wanted to make the Graduate Institute accessible to Chicago Paideia teachers who could not afford to enroll for the entire eight-week summer session. For many of the teachers, this summer's two-week session was not only enriching but tempting—"Expect an application for the Graduate Institute from me soon," one teacher said.

Most of the participants receive outside funding for their studies. In 1989, 33 teachers attended; in 1990, nine of the 18 participants were funded by the American National Bank, and Dr. Brazil received funding for eight others from the Illinois Alliance of Essential Schools. This year, the MacArthur Foundation supported 30 of the 36 participants. Plans for the 1992 program are already underway.

### Alumni East (Continued from page two)

**1976**

**Kimberly Beaton Quintero** writes: "After many years in newspaper publishing and university teaching, I am semi retired for now, raising children and produce on our mini-farm in American Fork, Utah." Her children are Rachel, 14, Aileen, 12, James, 9, Alexander, 8, Michael, 2, and Sarah, born June 11. She still free-lances and teaches part time. She sends classmates greetings. Despite affiliation with five other institutions, "I still consider St. John's my intellectual home."

Peter B. Clark writes that he is alive and well and living in Wyoming, "proving that you can go home—Wyoming where there is 11 months of winter and one month of tough sledding." He has a wife, two children, three pets, 20 years left on his mortgage, and a crop of crabgrass. "I work for Federal Express, write a little bad poetry, do a little bad amateur acting in the local theater, drive a 30-year-old Studebaker pickup and quietly search for the American dream." He hopes to see his classmates in September; otherwise, those passing through the American outback should look him up; he "could use a good conversation about something other than pickups, dogs, and hunting."

An associate professor of law at Vanderbilt, **Rebecca Brown** specializes in Constitutional law. She lives with her two small children in a 125-year-old farmhouse, and, "like most of us, spend my energy trying to balance work and family."

**Dr. Brian Lynch** just finished three years of working with the homeless, while trying at the same time to build a private family practice. "We need health care reform," he urges, commenting that he helped to teach a mini ethics course at the University of Illinois. "Had a long talk with **Pom and Rita Collins** [A '78] after a long hiatus. They are doing well in Portland."

**Leslie Graves** is living in the country near Spring Green, Wisconsin, with her husband Eric O'Keefe and three children: Sara Key, 12; Kelly, 5; and Colin, 2. Eric has a political consulting firm, which has recently been working for groups supporting terms limits for elected representatives. "We are homeschooling [the children], which in our case means more that we are unschooling them." Ms. Graves has been doing some work for a publishing project, *The Collected Works of F.A. Hayek*. "Eric and I played in two badminton tournaments last year, achieving uniformly laughable results."

**1981**

**Elizabeth ("Buffy") Bowser Affsprung** reports that she is the associate pastor of the Newtown Square Presbyterian Church outside of Philadelphia. Her husband Eric is a doctoral student in psychology at the University of Pennsylvania, and they are expecting their first baby by Valentine's Day, 1992.

**Dru Schmidt-Perkins** lives in Baltimore with her husband and three children (9, 5, and 2), "two cats and one and a half dogs." In her spare time she is state director for a national environmental organization Clean Water Ac-

## OBITUARIES

**Louis D. Clark: St. Paul's teacher**

Louis Dorsey Clark, A'27, died at age 84 of a heart attack following a tennis game in October, 1989. The retired chairman of the history department at St. Paul's School in Baltimore, he was a much revered teacher who had taught at the school for more than 50 years and continued to be active in its life until his death.

He joined the faculty in 1927 and introduced many courses to the curriculum, including geography, contemporary history, and colonial Maryland history, as well as teaching the first advanced placement course offered in history. He also served as assistant headmaster, and as a coach for the tennis team and junior varsity and freshman lacrosse and football teams. He was a member of the track team at St. John's College and earned a master's degree at Johns Hopkins in 1952.

He is survived by his wife, the former Helen Gambrell, a son and daughter, three brothers, five sisters and two grandchildren.

**H. Joseph Ginter: Maryland lawyer**

H. Joseph Ginter, A'84, died in August at age 28 of meningitis in the Northern Virginia Doctors Hospital.

A Washington, D.C., native, at the time of his death Mr. Ginter was an associate of a law firm in Upper Marlboro, Maryland. He had formerly been associate counsel to Maryland Senate President Thomas V. Mike Miller, Jr. After graduation from St. John's, Mr. Ginter was a summer intern in the office of Sen. Charles McC. Mathias, Jr., (D-MD.), and then a research assistant at the American Enterprise Institute. He was graduated from the University of Maryland law school in 1989. He was president of the Prince George's County Young Democrats and a past president of the Maryland State Young Democrats and the University of Maryland Young Democrats. Additionally, he was a member of the American Bar Association, the Maryland State Bar Association, the Fort Washington Democratic Club and the Brandywine Democratic Club.

He is survived by his parents, Harry J. and Rose K. Ginter of Fort Washington, and a sister.

**Robert E. Renk: HAM radio operator**

Private family services were held for Robert E. Renk, SF '69, who died December 25, 1990, in Sandpoint, Idaho. Born in Boise, Mr. Renk was an amateur HAM radio operator who helped set up HAM schools in California. He was also an EMT for a number of years while living in California. While he did not attend the College for very long, his companion Joanne Renk writes that she recently found a notebook he had kept from his SJC days in 1963. "It is full of lovely poetry and I will treasure it even as he did," she writes.

Mr. Renk is survived by Joanne Renk, his mother, his son Joshua of Carmel, CA, and his grandmother.

tion. She spends a lot of time in Annapolis, but at hearings, not seminars.

In May, **James Preston and Ellen Minerva** each received degrees: James an M.S. in Civil Engineering from the University of Maryland, and Ellen an M.D. from George Washington University. Ellen is now doing her residency in psychiatry at GWU while Jim hunts for jobs in structural design. Both look forward to showing off Anne, born October 27, 1990, at Homecoming.

**Mary Wilson-Filardo**, the mother of three children, is self-employed doing property management and is working towards a master's degree in public policy on a Truman Scholarship at the University of Maryland.

**Stephanie Moore-Fuller** (nee Moore) graduated from Stanford with an M.S. in mechanical engineering in 1989 and is now working for GM in Warren, MI, as part of the structure team for the electric vehicle project. Her husband **Mark Moore-Fuller** (nee Fuller), A '82, is working on applications to medical school. "Our address is 21073 Barton Dr., #101, Ann Arbor, MI 48105, and we would be interested in hearing from other Johnnies in the area."

**Elizabeth Stuck** spent several months in Japan last summer through a program jointly sponsored by the National Science Foundation and the Science and Technology Agency of Japan. The program included Japanese language instruction, individual research opportunities, and the chance to observe research being done at Japanese governmental agencies, universities and private companies, as well as numerous cultural outings. Her husband joined her after the program to tour Japan and Hong Kong for several weeks. In September, she was to return to the University of Minnesota with plans to complete her Ph.D in computer science by June.

**James Schamus** works in NYC as an independent film producer, specializing in low budget and avant garde work. In the past year he has executive produced a film called *Poison*, co-produced the feature film *Thank You and Good Night*, with American Playhouse; and produced *The Golden Boat* by Raul Ruiz. He has a couple of new feature films in post-production and has also been producing short films for PBS and European TV. In addition he's "been trying to keep a foot in academia, completing a doctorate from Berkeley, and taking on an assistant professorship in film theory and history at Columbia University." He lives

tory at Columbia University." He lives with his wife, writer Nancy Kricorian, and the couple expects their first child next spring.

**1989**

**Derick Miller** reports that he and Torri, his "ever faithful canine companion" set out across the country after graduation and visiting a few friends. Derick's first job in California was with Software Publishing Corporation in technical support, where he got to try his hand at training and Software Quality Assurance. When his division was sold to another company, he moved—with the assistance of headhunter **Rebecca Davis**, SF '84—to Frame Technology, where he is a quality assurance engineer.

**Anne Leonard** begins work this fall on her MFA at the University of Pittsburgh, where she will hold a teaching assistantship in freshman composition. Since late 1989, she has worked for a D.C. law firm.

**1990**

**Rachel Boyce**, who is living in Mountain View, California, started as an intern and is now managing the office for a graphic design firm, having become the local computer expert, "a scary thought," she says. Along with **Derick Miller** (above), who started it, she has been in a book discussion group, and the two have plans to organize yet another one. They report that **Christine Robertson** is living in San Francisco in the guise of a nanny.

**Hunter Nesbitt**, GI, who studied drawing in the SJC studio program and won the Robertson prize at Commencement, has since exhibited in a group show in NYC and at the Wetherholt Galleries in Washington.

**Richard Rogers**, GI graduate, who joined Digital Equipment Corporation in 1975, has been promoted to district sales manager in Charlotte, NC. In his new job he will be responsible for managing sales units and will lead cross-functional teams to achieve goals. Dick, his wife Barbara, and their daughter Aimee will live in Denver, NC.

**1991**

**Jeaneen McAmis** is engaged to **Louis Elias**. Jeaneen, who has an internship teaching fourth grade at the Key School in Annapolis, will be working with **Katherine Haas**, A'60. Katherine in turn is married to **Ray Haas** A '58, who is supervising Louis at the nearby Calverton School, where Louis will be teaching math and science.

DATE DUE

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# Artist/teacher series set in Santa Fe

With a solo exhibition of both provocative, figurative paintings and works following in the tradition of the great American landscape painters, Martin Garhart will be the first of eight artists/teachers in a special year-long series of exhibitions and public lectures at the Santa Fe campus by visiting artists from colleges around the country.

The exhibit of oils and watercolors, entitled "Between Desire and Understanding," was scheduled to open with an artist reception and gallery talk on Sunday, September 8, from 3-5 p.m. in the Art Gallery.

Mr. Garhart will deliver a free public lecture, with question-and-answer session, on Wednesday, September 11, at 8 a.m. in the Great Hall. His talk, "Art from Life" will address art as a form of thought and idea development, as well as the process in which the individual artist moves beyond a personal inquiry to a greater social responsibility to share with society his or her insights and understanding of life experiences.

Garhart believes that humankind is caught between desire and understanding. "Desire is passionate, an innate, gut-level feeling; understanding is much more intellectual. I believe we are always caught be-

tween forces of these two selves," he says in describing his exhibition. "In my smaller works, done from life, painting becomes experience, a giving over of oneself to the place and the moment. My larger paintings, composite images done in the studio, are about human intellect, about how I try to process experience."

A painter and printmaker, Mr. Garhart is chairperson of the art department at Kenyon College in Gambier, Ohio. His work appears in many private and public collections, including those of the British Museum, the Smithsonian Institution, the Library of Congress, the New York Public Library, and the Rocky Mountain National Park. The artist's work has been shown in many group and solo exhibitions throughout the country over the last 20 years and has been reproduced in numerous books and reviews.

During his campus stay, Garhart will also teach an extracurricular workshop for St. John's students only, in which sketching will be explored as a means of understanding and processing experience, of engaging and connecting with one's environment in a meaningful way.

"Artists/Teachers," is a series of exhibits,

workshops, and public lectures by eight artists from colleges around the United States to consider the relationship between the fine and liberal arts. Each of the eight visitors, noted both for their art work and their teaching, will show their work for one month in a solo exhibition during the 1991-92 academic year. These "artists/teachers" will each give gallery talks at their shows' opening receptions, deliver free public lectures on selected topics relating to American contemporary art and education, and give hands-on workshops for St. John's students.

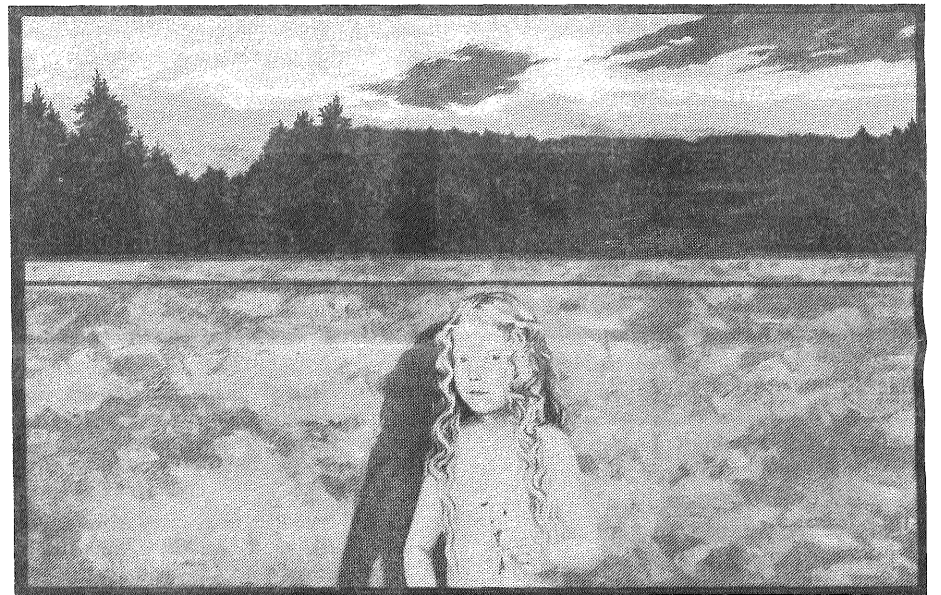
The "Artists/Teachers" series will connect the College tradition of educational excellence in the liberal arts with the area of the fine arts. With this program, the College aims to foster its students' continued scholarship, dialogue, and discovery, by exposing them to artists from other institutions around the nation. The College expects also to foster similar learning, awareness and discussion in the greater Santa Fe community.

The St. John's College Art Gallery is located on the second floor of the Peterson Student Center. It is open afternoons, weekend evenings, and by appointment with Ginger Roherty at 505-982-3691, ext. 211.

Below, Max Oppenheimer's etching "The Rose Quartett" will be displayed as part of the "Austrian Secessionist" exhibit at the Annapolis Mitchell Gallery.



Right, "Dandelions and Daydreams," an oil by Martin Garhart, first of the artist/teachers to visit the Santa Fe campus, will be displayed in September at the college art gallery in the Peterson Student Center.



## "Austrian Secessionists" exhibit at Mitchell Gallery Sept. - Oct.

Art enthusiasts will find themselves immersed in far more than the media when they view an exhibition of one of the most influential movements in modern art "Austrian Secessionists: Prints, Drawings, and Watercolors (1900-1920) from the Collection of Neue Galerie der Stadt, Linz" at the Mitchell Gallery beginning Saturday, August 31, and continuing through Sunday, October 27.

Social history, politics, and psychology come alive through the prominent use of bold lines, color, and form reflected in the sinuous nudes, haunting portraits, and lush dreamlike landscapes of a collection that challenged the conventions of its time.

A trio of events in connection with the exhibit begin with an opening reception at the Gallery on Sunday, September 8, from 4-6 p.m., a discussion on the exhibit, led by artist-in-residence Burton Blistein on Tuesday, October 1, at 3:30 p.m.; and a lecture on the collection by the director of the St. Etienne Gallery in New York City, Jane Kallir, on Tuesday, October 15, at 4 p.m. in the Conversation Room.

The 77 works on paper—featuring such important contributors from the modern art

movement in Austria as Gustav Klimt (1862-1918), Oskar Kokoschka (1886-1980), and Egon Schiele (1890-1918)—form one of the most important periods of the 20th century art.

The movement began in Vienna at the turn of the century with a small group of young artists who, protesting against the reactionary policies of Vienna's semi-official Society of Artists, formed an independent exhibition society known as "Secession."

Its purpose was to invoke a heightened concern for art in Vienna, and to introduce its artists to the latest developments in art abroad.

Organized and circulated by the Smithsonian Institution Traveling Exhibition Service (SITES) and the Neue Galerie der Stadt, Linz, Austria, the exhibition and its national tour is made possible by the support and gifts from the Embassy of Austria; the Federal Ministry for Science and Research, Vienna; the Austrian Cultural Institute, New York; Chemie Holding AG, Linz; and Austrian Airlines.

## Parent Weekend

Parent Weekend will be held on both campuses this fall—October 24-27 on the Santa Fe campus, and November 1-3 on the Annapolis campus. Parents are invited to attend whichever weekend program is convenient, and are further invited to arrive early at both campuses in order to sit in on student classes. There are special parent seminars Saturday on each campus and other events. For further information, call Susan Friedman, (505) 982-3691, ext. 226, in Santa Fe; and Betsy Blume, (301) 263-2371, ext. 507, Annapolis.

### SANTA FE, October 24-27

Advance registration required.

Thursday, October 24,

Friday, October 25

Visit seminars and classes

Friday, October 25 :

4-6 p.m. President's reception-

President's home

6 p.m. Dinner-Dining Hall

8 p.m. Concert-Great Hall

Saturday, October 26

9-10 a.m. Late registration-Peterson lobby

10-12 noon Brunch

12:30-2 p.m. Parent Seminars on Plato's Republic (Books VI and VII)

2-3 p.m. Parent meeting-Junior Common Room, Peterson

6 p.m. Individual restaurant dinners

7 p.m. Movie-Great Hall

9 p.m. Waltz Party-Dining Hall

Sunday, October 27

Free time with students

### ANNAPOLIS, NOVEMBER 1-3

Friday, November 1

9 a.m.-5 p.m. Registration-FSK Lobby

Parents may visit student classes

5:30 p.m. Dinner-Dining Hall

8:15 p.m. President's Welcome

Lecture: "The Education of Telemachus,"

Prof. Amy Kass-FSK Auditorium

Saturday, November 2

9 a.m. to 12 noon-Registration continues

10:30 a.m. Parent/student seminars-

McDowell

12:30 p.m. Luncheon-FSK Lobby

1:45 p.m. Meeting with President and

Instruction Committee

3 p.m. Euclid Tutorial, tour of Annapolis,

or art gallery tour and discussion

8:15 p.m. Film: "The Graduate"

Sunday, November 3

11 a.m. President's Brunch

## © AREA CODE (301) = (410) ©

Beginning November 1, 1991, the 301 area code for the Annapolis campus will change to 410. The new area code will serve roughly the eastern half of the state of Maryland, including Baltimore; the remainder, including the Washington, DC, suburban area, will continue to use 301.