

# REPORTER

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SANTA FE

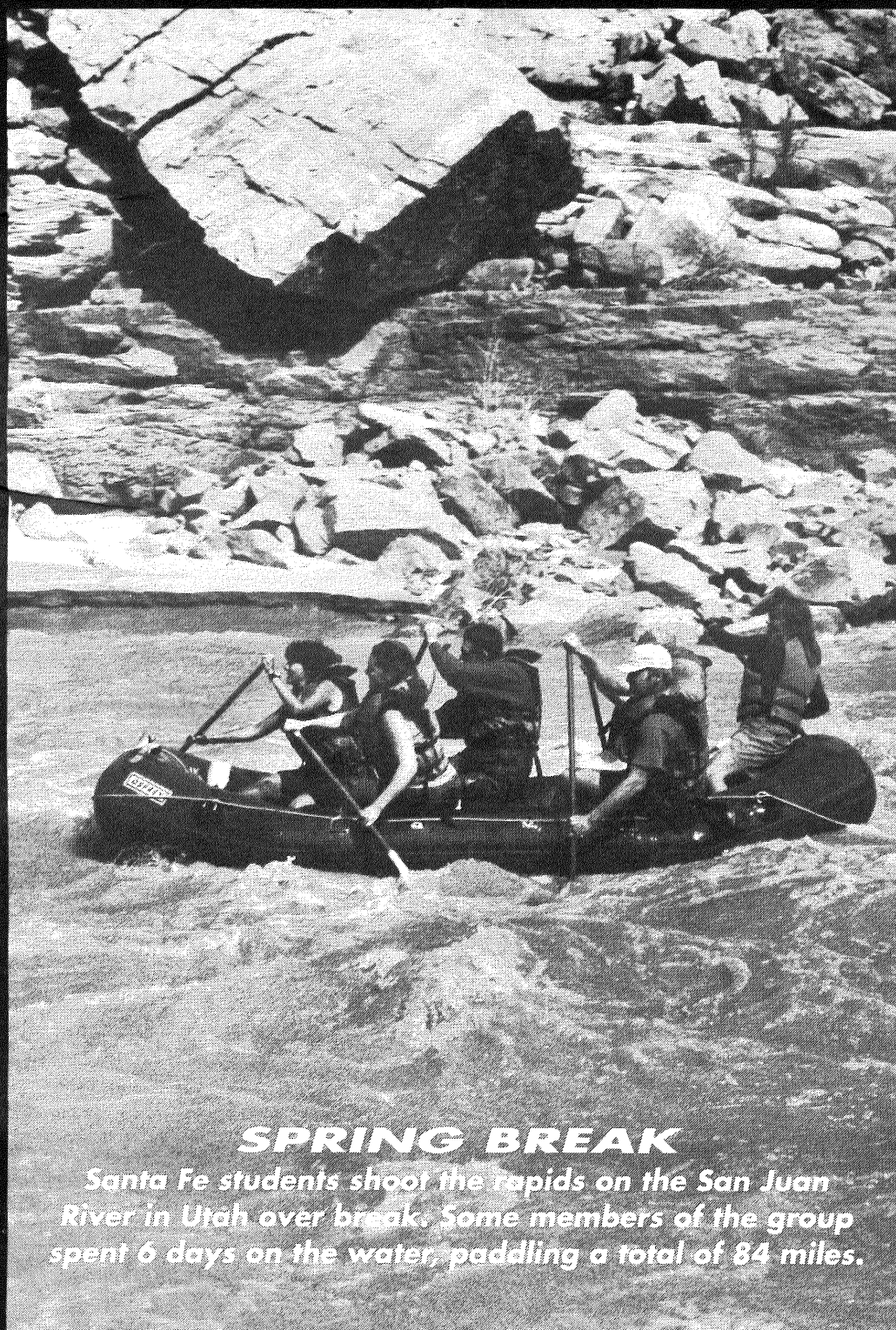
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## **SPRING BREAK**

*Santa Fe students shoot the rapids on the San Juan River in Utah over break. Some members of the group spent 6 days on the water, paddling a total of 84 miles.*

GROUND BREAKING FOR  
HALL OF RECORDS  
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## NEWS FROM THE BELL TOWERS...

WATSON FUNDS  
STUDY OF  
"INTENTIONAL  
COMMUNITIES"

Jillian Conrad, SF95, has been awarded a Watson Fellowship for study outside the United States.

Originally from Las Cruces, New Mexico, Ms. Conrad will spend next year visiting a Rudolf Steiner farm in Jarna, Sweden, a kibbutz in Israel and a community of rickshaw drivers in Vellore, India.

In her proposal to the Thomas J. Watson Foundation, Ms. Connor said her intent was to "experience the day-to-day life of a group of people driven to create their own community by their dedication to a certain philosophical, religious or cultural ideal. Each of these communities depends on farming or other physical work to keep the community self-sufficient. I plan to work, eat and relax alongside the members of these communities in order to figure out what makes a community, and whether intentional communities work."

Watson Fellowships are awarded annually to graduating seniors from select liberal arts colleges. The program provides stipends of \$16,000 for single Fellows.

THORNE  
SCHOLARSHIPS  
AWARDED IN  
SANTA FE

The Pre-Medical Committee on the Santa Fe campus has awarded Thorne Scholarships for the 1995 year to the following students: Carmen (Liz) Hering, SF95; Max O'Donnell, SF95; Svetlana Pilyugina, SF97; and Mathew Strickland, SF96. The award, which funds summer classes in general and inorganic chemistry, is given to students committed to the field of medicine who demonstrate financial need and a strong academic record.

BRETHREN IN BOOKS  
VIE FOR HOOP HONORS

BY SUSAN BORDEN

The word going 'round the Annapolis campus about the intercampus basketball game to be played March 22 was, perhaps, a tad overconfident. Annapolis would win, everyone agreed. First and foremost, Annapolis students said, we have a gym, where we've been honing our skills for the past four months of our basketball season. Second, they reasoned, we have our all-star team here, at home, ready to play. Who, Naptown Johnnies wondered, would the Santa Fe team have, but a handful of guys who were willing and able to make the long trip east.

Sure, they agreed, the Annapolis team would take it easy on Santa Fe. After all, you have to feel sorry for our Brethren in Books who, because they have no gym, need to travel 2100 miles just to play an intramural game. But as far as Annapolis fans were concerned, the fates had decided and Zeus had decreed: Annapolis would win.

But even before the initial tip-off, some fans started changing their tune. A glimpse of the opposing team revealed a formidable group of athletes, not the scraggly bunch of road-trippers they had imagined. Still, most remained confident in the Annapolis team, classically clad in the orange St. John's "books and balance" t-shirt. But Santa Fe looked pretty tough in their black uniforms which proudly proclaimed "Great Books" on the front, while defiantly declaring "No Gym" on the back.

Before the game, all present gathered around a podium placed at center court, where a sneaker-shod Eva Brann delivered the fifth lecture in the Temple Iglehart Lecture Series "On The Body." Reminding students from both campuses of their metacorporeal connection, the Annapolis dean pointed out that "we, the St.

John's College campuses, are twins, but not mere twins, not even mere identical twins:

We are Siamese twins. So, we are seeing the incredible sight of a bunch of Siamese twins playing ball with each other." Ms. Brann's lecture went on to explore the theory of basketball which, she noted, "begins by taking into account Newton's third law, the law of recoil: that bodies coming together in violence, or — Newton implies in a long lost scholium — in love, come apart with equal and reciprocal force."

With the words of Miss Brann still ringing in their ears, the teams took to the court. Annapolis and Santa Fe played the first several minutes fairly even, with basket answering basket. But around

the fifteen minute mark, Santa Fe pulled ahead, ending the half up by twelve points. Santa Fe widened the lead in the second half, at one point pulling ahead of Annapolis by twenty points. As the end drew near, Santa Fe slowed its pace, but by then their victory was assured. The final score: Santa Fe 67, Annapolis 58.

The next day a student, arriving at the gym for an early morning workout, found a handwritten note taped to the locker room door.

*Oh, somewhere on this campus you can hear the tunes of Bach.  
Great minds are racing somewhere, filled with Kant and Hume and Locke.  
And somewhere Johnnies are laughing, and leafing through Montaigne.  
But there is no joy in Naptown—Santa Fe has won the game.*

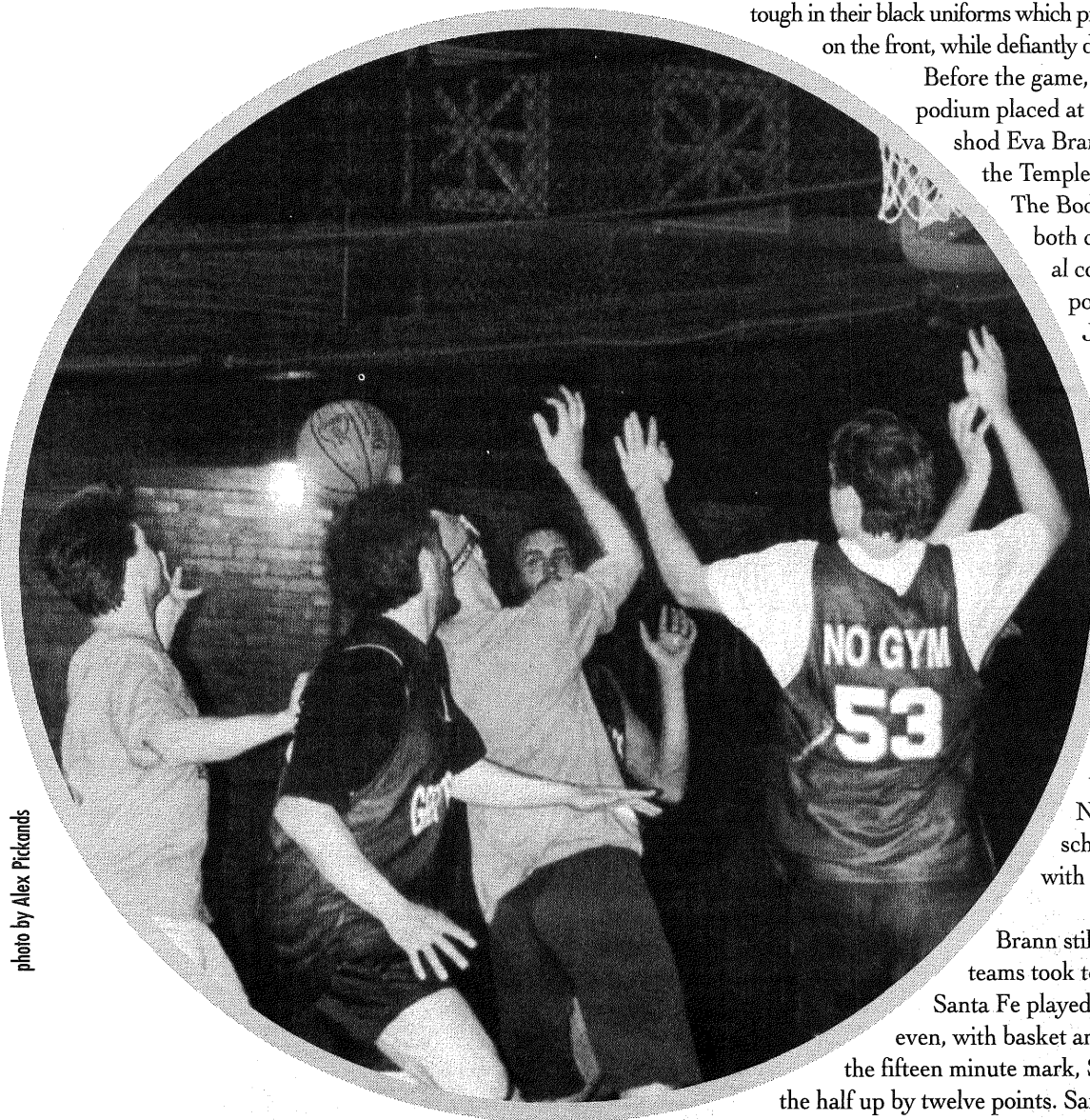


photo by Alex Pickands



# BACK TO THE FUTURE - OR IS IT THE PAST?

BY BARBARA GOYETTE

Breaking ground for the new library in Annapolis, where tradition gets an update

The library traditionally has played an important role in the life of St. John's, from earliest times when the books of Thomas Bray (the first public library in the colonies) were given to King William's School, to the Civil War era when many of the college's books were purloined by soldiers quartered on campus, to the New Program when the term "great books" assumed a mystique of significance and became the public marker of the college's identity. The tradition is due for an update.

In a groundbreaking ceremony on February 28, President Chris Nelson and a host of alumni, students, staff, politicians and local friends took shiny new shovels and dipped them into the historic dirt of front campus to begin formally the project of converting the Hall of Records building into a college library.

Led by President Nelson, groups of shovel-wielders donned hard hats and posed for pictures. Among those in attendance were Louis Goldstein, comptroller for the state of Maryland and Al Hopkins, mayor of Annapolis.

The renovation and conversion of the Maryland State Hall of Records building should take about 14 months—and be finished by the spring of 1996, just in time to kick off the college's 300th anniversary celebration.

In the meantime, a huge hole decorates front campus, and the Hall of Records building is surrounded by an eight-foot-tall chain link fence.

From the outside, the new library will retain the appearance of the present Georgian Revival building, which was built by the state in 1934 to hold its archives. When you walk inside, however, you'll experience sights and spaces unlike anything else on the Annapolis campus. Architect Travis Price, who attended St. John's in 1968-69, designed a three-storied atrium lit from above by a large skylight. Stainless steel and cherry wood will be used for the balconies, curving stairway, and columns that ascend upward through the three stories. Walk to the right and you'll be zapped into a time warp as you enter the elegant Queen Anne Room, two stories high with a series of round windows and woodwork embellished by carved moldings. Mr. Price calls this juxtaposition "a

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Representatives of the college's Annapolis Friends group join Chris Nelson in shoveling symbolic hunks of dirt: Peggy Sue Atterburg, Joy Shaver, Mary Kay Biern, Maryanne Spencer, Chris Nelson, Esther Slaff, St. John's librarian Kitty Kinzer, Max Duncan and John Moore. Photo by John Bildahl



## STUDENT RECOGNIZED FOR SCIENCE ACHIEVEMENT

Jeremiah James, a junior on the Annapolis campus, has been named a Becton Dickinson Fellow. Underwritten by Becton Dickinson & Company, in cooperation with the Independent College Fund of Maryland, the fellows program recognizes superior academic achievement in the life sciences. Jeremiah has worked as an administrative assistant to the director of laboratories and was a lab assistant for freshman lab class. ■

## AWARD FUNDS STUDY IN NEUROSCIENCE

Kelly Stirman, SF97, of Lubbock, Texas, and India Morrison, SF96, of Tempe, Arizona, have each won a \$2500 fellowship for summer study at Duke University. The Undergraduate Neurosciences Summer Research Program in Mechanism of Behavior is funded by the National Science Foundation. Ms. Stirman and Ms. Morrison were among twelve students nationwide selected for the award. ■



St. John's College

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FOOD FOR THE MIND"  
- Cicero

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## GRANTS FUND CAPITAL CAMPAIGN, LIBRARY AND FINANCIAL AID

St. John's College has received a number of grants recently in support of various projects and programs. From the Arthur Vining Davis Foundations, the two campuses are sharing a \$125,000 grant; in Santa Fe it will be used for the NEH challenge and in Annapolis for the new library.

In Annapolis, local businesses and corporations have demonstrated their support of the college by making pledges for the new library: First National Bank of Maryland, \$50,000; Baltimore Gas & Electric Company, \$75,000; UNC Incorporated, \$25,000; Nationwide Insurance Company and Nationwide Foundation, \$50,000; Annapolis Banking and Trust Company, \$25,000.

The Beneficial Corporation-Hodson Trust donated \$250,000 for the computer system for the library. The system will be named Clarence in honor of Clarence Hodson, who established the Hodson Trust in his will.

To provide Graduate Institute fellowships for public school teachers in Milwaukee, the Lynde and Harry Bradley Foundation is providing a grant for \$50,000.

The Emily Davie and Joseph S. Kornfeld Foundation has given a grant for \$100,037 to fund the Touchstones program and Graduate Institute fellowships for Harlem schoolteachers. The program is in its second year.

The college has received grants for financial aid from the J.M. Kaplan Fund (\$5,000), from the Beneficial Corporation-Hodson Trust (\$412,000), and from the James M. Johnston Trust for Charitable and Educational Purposes (\$10,000). All of these groups have long supported St. John's.

For funding preceptorials, the college received a grant of \$57,000 from the Evalyn Cook Richter and Paul K. Richter Memorial Funds.

To connect the Annapolis campus with the Internet, the National Science Foundation granted \$25,000.

In Santa Fe, the Brown Foundation gave \$500,000 for the NEH challenge. To fund a series of lectures and a conference on the

CONT. ON PAGE 5

# DEADLINE NEARS FOR LIBRARY CHALLENGE GRANT

In the Spring of 1996, St. John's College will begin the celebration of its tercentenary with the dedication of the new library in Annapolis. The Hall of Records library is the latest chapter for what began as the first free and public library in North America, when Rev. Thomas Bray gave his collection of books to King William's School in 1696. The new library also will complete a 60-year quest by the college to re-acquire that parcel of land on its campus which it sold to the State of Maryland in 1934.

The new library will more than double the square feet and shelving for books, while tripling the study and reading areas. It will remain a quiet place for students and tutors to read, study and reflect. In addition, an on-line computer system will offer access to all other collections nationwide.

To complete this project, we must meet the \$2,900,000 challenge set by the State of Maryland which expires in June 1995.

Opportunities exist in the new library to specially acknowledge gifts of all sizes. While every donor will

be recognized on a plaque in the library, some donors may wish to have their names appear on a particular area of the library in recognition of their generosity. Study carrels, reading rooms, a periodical room, a rare book room, stack areas and gardens are available for gifts ranging from \$25,000 to \$1,000,000.

We need help from alumni, friends and parents of alumni and students if we are to meet this important challenge and if we are to create this exciting new facility for St. John's College. If you wish to make a gift or suggest other sources of support, please contact Jeff Bishop or Chris Nelson on the Annapolis campus.



Annapolis president Chris Nelson was happy to receive a check for \$250,000 from the Beneficial Corporation-Hodson Trust to fund the computer system, dubbed Clarence, for the new library. Finn Caspersen from the trust presented the check at a ceremony in Baltimore.

## FUTURE CONT. FROM PAGE 2

metaphorical passage of time based on an architecture of today meeting an architecture of yesterday."



At the groundbreaking for the new library in Annapolis, State Comptroller Louis Goldstein (left) joined architect Travis Price, Tom McCracken of Henry Lewis Contractors, and a future resident of the building, librarian Kitty Kinzer.

The new library also will have an underground addition extending toward Paca-Carroll. Two sides will be at ground level and will be lined with large windows. With its elliptical shape, this addition is another startlingly different kind of space. It will hold 65 percent of the collection and provide areas for study and reading. A landscaped terrace will be

built on top of the addition. From front campus, the addition will hardly be noticeable, thus preserving the sweep of lawn with brick buildings on three sides.

In remarks at the groundbreaking ceremony, President Nelson called the new library "a community effort if ever there was one." Indeed, the college and the architect worked closely with the Historic District Commission in Annapolis to come up with a design that would both serve the needs of the college and conform to historic district guidelines. The campus planning committee and librarian Kitty Kinzer contributed ideas about the elements that were necessary for the final design. Alumni from every era as well as the Friends of St. John's College, individuals and businesses in Annapolis, have been involved with fundraising for the project.

Woodward Hall, the library since 1899, will be remodeled into a center for the Graduate Institute, tutor offices and classrooms. The King William Room will stay as is (but with spiffed up furniture) and senior orals will still be held there—one tradition that will remain.





# "GREAT BOOKS, NO GYM" OR THE BOOKWORM BLUES

*G*reat Books, No Gym." Despite the slogan's dark humor, it underscores an aspect of life on the Santa Fe campus which few find appealing.

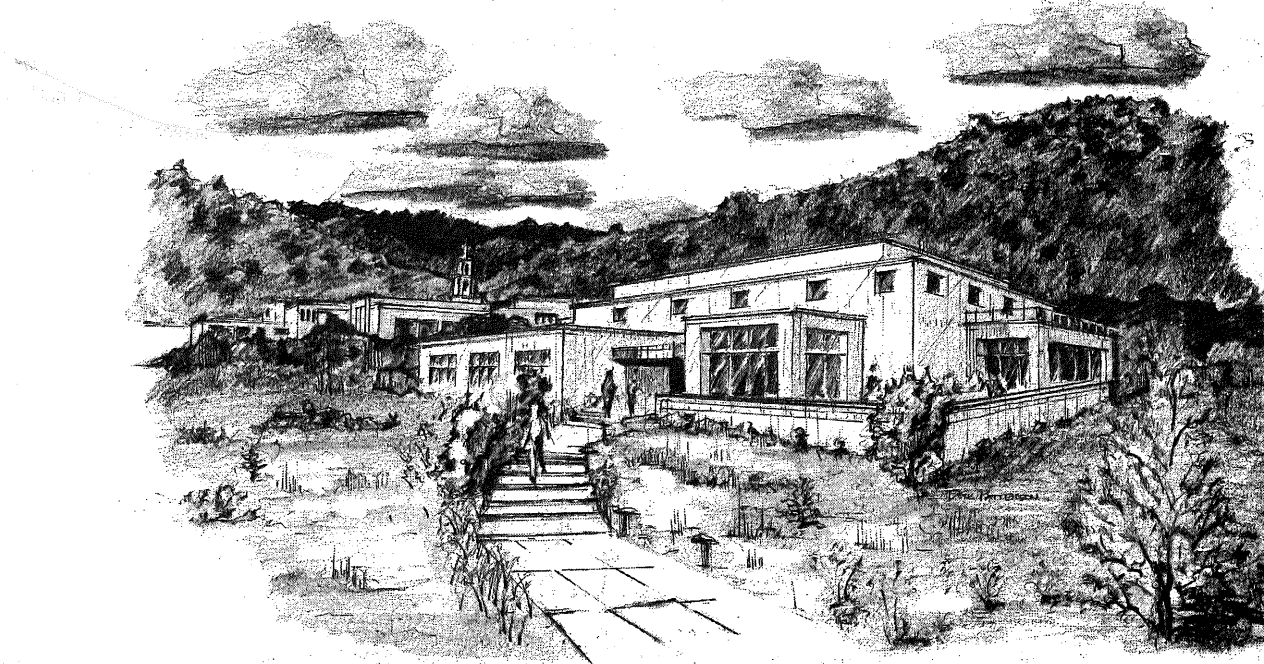
Constructed in 1909, the Annapolis gymnasium has long been a central part of student life in Annapolis. And, as far back as 1962, the college identified the need for a student activities center in its original master plan for the Santa Fe campus. That need was reaffirmed by overwhelming votes from the faculty in 1987, 1992 and again in 1994. However, over the years more pressing demands for classrooms, dormitories and a library have delayed its construction.

Today, the need is greater than ever. Over the past ten years, the campus population has doubled to its current enrollment of 500 undergraduate and graduate students. More than 85 percent of these students are enrolled in some form of extracurricular activity, from life-drawing and yoga to volleyball, fencing and dance. Without an appropriate facility, students have scheduled these activities wherever possible—typically in lobbies, classrooms and common rooms.

Funding the construction of the center is one of the highest objectives of The Campaign for Our Fourth Century. For an estimated cost of \$4.7 million, the center will include a gymnasium; studios for dance, art, photography and pottery; a weight-training room; handball and racquetball courts; a student activities office; and a center for the St. John's College Search and Rescue Team. Perhaps most importantly, the center will provide a location for social interaction beyond the classroom.

"St. John's has thought about this building for thirty years now," said John Agresto, president of the Santa Fe campus. "Every generation of students has looked forward to it. The faculty has repeatedly reaffirmed its commitment to it. What's been a promise for thirty years can now become a reality."

This reality will only be possible with the help of alumni, parents and friends. Students for generations to come will benefit directly and lastingly from the foresight of those who help today. In turn, the student activities center offers an opportunity to be a part of St. John's future. Join us in establishing this historic cornerstone.



## *The* PROPOSED STUDENT ACTIVITIES CENTER IN SANTA FE

### TO NAME:

BUILDING - 2,500,000

BUILDING ENDOWMENT - 1,000,000

MULTI-PURPOSE GYMNASIUM - 750,000

LOBBY - 500,000

STUDENT ACTIVITIES OFFICE - 250,000

SEARCH AND RESCUE TEAM CENTER - 250,000

WEIGHT-TRAINING ROOM - 250,000

DANCE/AEROBICS STUDIO - 100,000

A LOCKER ROOM (2) - 100,000

ART STUDIO - 100,000

PHOTOGRAPHY STUDIO - 100,000

POTTERY STUDIO - 50,000

HANDBALL/RACQUETBALL COURT (3) - 25,000

**GRANTS CONT. FROM PAGE 4**  
relationship of philosophy to public affairs, called the Tocqueville Lectures, the John M. Olin Foundation gave \$25,000.

The Cimmarron Foundation made a \$100,000 contribution to The Campaign For Our Fourth Century. For the Presidential Discretionary Fund, the Earhart Foundation has given a grant of \$9,000.

Two foundations demonstrated their support of the college with grants for financial aid: The Ahmanson Foundation (\$7,500) and the Hubbard Foundation (\$4,554).

## FUNDS ENDOW TEACHING CHAIR

The Santa Fe campus of St. John's College has received an award of \$500,000 from The Brown Foundation, Inc. of Houston, Texas. The funds will complete the match for a National Endowment for the Humanities grant to establish an endowed teaching chair.

At the recommendation of the foundation, the chair will be named the Louise Talbot Trigg Distinguished Teaching Chair in the Humanities, in honor of St. John's visitor emerita.

To be filled on a rotating term, the chair will provide an opportunity for members of the St. John's faculty to undertake scholarly and educational endeavors of benefit both to the college and to the wider educational community. In particular, faculty members holding the chair will have the time and resources to help in various outreach activities for educational institutions — schools, high schools and colleges — interested in the type of education fostered by St. John's.

## CONTACT THE CAMPAIGN FOR OUR FOURTH CENTURY

Santa Fe:  
Jeff Morgan,  
Vice-President for Advancement  
505-984-6099

Annapolis:  
Jeff Bishop,  
Vice-President for Advancement  
410-263-2371

## THOMAS MAY APPOINTED DIRECTOR OF GRADUATE INSTITUTE

Tutor Thomas May has been appointed director of the Graduate Institute on the Annapolis campus for a three-year term beginning in June. John Verdi, the present director, will resume his regular teaching duties at the college. Mr. May, who has been on the faculty since 1979, served previously as the director of the Graduate Institute from 1986 to 1989. He was a visiting fellow of St. Chad's College, Durham University, in England.

A 1971 graduate of Loyola College in Baltimore, Mr. May worked toward his doctoral degree at Fordham University. Before coming to St. John's he taught classes in ethics, aesthetics and western philosophy, and classical Hindu thought at Loyola and Goucher colleges.

Mr. May has taught at both the undergraduate and graduate level across the St. John's curriculum, including music and Freshman Chorus. He has a special interest in art and chairs the faculty advisory committee for the Mitchell Gallery.

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USPS 018-750

# DEAN'S ANNUAL STATEMENT OF EDUCATIONAL POLICY

BY STEPHEN R. VAN LUCHENE

DEAN, SANTA FE

*The Dean's Statement this year describes the situation of the Santa Fe campus and suggests some possibilities for planning our future. It presents a detailed analysis of our financial situation followed by a primer on financial aid and describes the two major financial problems we face: that our expenditures exceed our income and that institutionally provided financial aid is taking a share of revenue that will soon overtake the cost of instruction if it follows its present trend.*

*The statement describes several features of the college that must be kept in mind and balanced as we consider the proper ways of addressing these concerns. It offers a new way of thinking through the problems of college financing, both from our institutional standpoint and from the standpoint of students and their parents. It proposes revitalizing the phrase "working my way through college" and restructuring student labor and financial aid in ways that would make it possible for students to bear more responsibility for their education while preparing themselves to bear the larger responsibilities they will face in the world of work when they have left the college.*

*The penultimate section of the paper is meant to help the Santa Fe campus ask fundamental questions about its work and the principles it serves. It suggests that while the common enterprise of the college on its two campuses—its national mission—is of great importance, each campus must also build a strong relationship with its local community and region.*

*The paper builds a case for certain changes in practice and for reexamining certain fundamental questions that can be best understood in the context of the whole document. Its introductory paragraphs (following) will give you a sense of the questions it addresses and perhaps whet your appetite to read the whole:*

...

The deans in Santa Fe and Annapolis alternate each year in presenting a Statement of Educational Policy to the college as a whole. This statement has taken many forms over the years. At times it has been dedicated to a single pressing college-wide issue, such as writing at the college or the question of flexibility in the program; at other times, it has been the occasion for describing some dimension of life at the college—the role of the tutor or the intellectual life of the students. This year, the thirtieth anniversary of the Santa Fe campus, I will depart from the usual and appropriate distinction we make between "educational policy" on the one hand and "practical matters" on the other to discuss the condition of the Santa Fe campus and its prospects for the future as fully as possible from

both perspectives since they are mutually implied. It is a tall order to undertake a full discussion of the serious practical difficulties, to inquire deeply into the connection between the practical difficulties and the quality of instructional life, and finally to ask if there are ways of rethinking our work here that in addressing the practical difficulties will help us to succeed even more fully with our kind of learning. To set our sights any lower than this would be unworthy of us as we begin our fourth decade in Santa Fe. I hope with this paper at least to make a real beginning with this much needed project.

In focusing on the Santa Fe campus, I intend no slight on our sister campus in Annapolis. In plain fact, the problems Annapolis faces just now are manageable matters of strengthening a college that rests on a firm, if not large, financial and demographic base. Santa Fe, on the other hand, faces issues that begin with material well being and reach beyond to the very heart of our essential work.

It is appropriate to begin by noticing how far the Santa Fe campus has come since its beginning in rented rooms at La Posada thirty years ago. Today, the Santa Fe campus, like the Annapolis campus, can point proudly to traditions of scholarship and learning that constitute the soul of the college. This campus has grown from the seed planted here thirty years ago into a vital organism with a dedicated and mature faculty, seasoned officers and a talented support staff, a growing body of distinguished alumni, enrollment virtually at capacity for the last several years, and a magnificent campus equipped with nearly all the buildings we might need or want. Our financial condition,

if it is not all we might wish, is a far cry from what it was in those days even fifteen years ago when (as was reported by an accredited agency) we regularly needed to be saved, and usually at the last minute before the books were closed, by the US cavalry in the form of a beloved supporter from Texas.

Much more could be said in praise of our accomplishments, but this occasion can better be used to look hard at the problems we face, both old and new, as the college prepares for its next generation of students.

For the past several years we have operated in what might be described as the "hopeful" mode. Our hope was focused on 1) expectations of rapid receipt of the first \$7.8 million from the capital campaign proceeds, 2) the seeming success of sharp increases in tuition and fees over the past five years, and 3)

CONT. ON PAGE 7



# SANTA FE TUTORS STUDY MODERN THOUGHT

BY TRAVIS DUNN

The philosophy of the past 60 years is the focus of a new faculty study group on the Santa Fe campus. Created in the fall of the 1994-95 school year, the Modern Times Study Group was made possible by the Schmidt Tutorship—a fund which alternates between the two campuses and normally allows for one tutor to have 1/3 release time for one year in order for the tutor to examine a text. Dean Van Luchene decided to break up the tutorship amongst four tutors over a two-year span and have each tutor lead this new study group for one semester. The tutors were to construct reading lists from 20th century texts.

"The dean thought it [the Schmidt Tutorship] should have a thematic unity that it doesn't always have," said Santa Fe tutor Joshua Kates.

During the fall semester the group, led by Mr. Kates, focused on 20th century continental philosophy. This semester the group was led by John Cornell with the focus on philosophical anthropology. Ralph Swentzell and Bruce Venable will each run the group for a semester next year, and their respective objects of study will be artificial intelligence and neurophysiology.

"It might be good, as a faculty, to be aware of some of the more significant developments in the last 60 years or so," said Mr. Kates. The purpose of the study group is not explicitly to change the program or modernize it, he said, but rather to give tutors insight into developments in modern thought—and such insight may lead to new texts being considered as program material.

"There is some common direction in 20th century thought that I think we're getting a glimpse of," said Mr. Cornell.

Last semester the group, led by Mr. Kates, studied the writings of Heidegger, Husserl and Derrida. "In those readings we were trying to get a sense of Heidegger's overall itinerary," said Mr. Kates. "We then turned to Husserl to see what he had to say about reason in history and finally to Derrida who writes about Husserl."

Mr. Cornell began his segment with Marcel Mauss *The Gift* —

"one of those rare texts in anthropology that tries to show something essential about all societies by looking at the ones that have been called primitive." The reading list for this semester also included writers like de Saussure and Levi-Strauss. Structural linguistics involves "looking beneath grammar to the way language is structured on another plane....[Structuralism] is also an attack on the Cartesian subject which is the foundation of modern thought in the West....It makes a major statement about what human beings are."

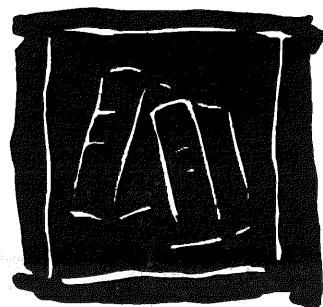
The authors the group has studied this semester are well-read

in the Great Books, Mr. Cornell said. "Their discourse tends to be of a philosophical nature that gets to radical questions...and therefore I think they have something in common with our texts . . .

although they were not recognized by many of my colleagues until we started this. So I think, in that respect, it's been well received by people because they recognize these are people who are doing social science—they're thinking about human questions with some new methods, but it's not like they're a bunch of specialists who are out of touch

with what the grand tradition has been thinking about. There is a real community between some of these authors and the authors that we read." As an example, the Oedipus myth is brought up throughout readings on this semester's list, he said.

The format of the study group basically is that of a normal seminar. "If it's like a seminar, it's like some of the hottest St. John's seminars because tutors see things at stake," Mr. Cornell said. "I think teachers will identify or oppose more vehemently the voices of their own century. One gets to see where tutors really live—what they think is really important, how they read things, what they detest, what they hope for out of the life of the mind, and what they think the direction of the Great Books looks like in our century...I think it's fun."



## DEAN CONT. FROM PAGE 6

stability or slight growth in enrollment, even with higher tuition. As I will show, these grounds for hope have diminished, and two particularly ominous financial trends suggest that, while we are not in critical danger, we easily could be within a year or two if these trends are not broken. I will make the case for replacing "hopefulness" with a new mode that might be dubbed "self-reliant forethought" and suggest some new ways of thinking about Santa Fe.

We always have been an institution committed to conservative action and change only and after painstaking deliberation. But we have also traditionally prided ourselves on not only our willingness but our insistence on exploring even the most troublesome of serious issues to their very roots. With the future of the college at stake, we must muster our collective powers of intellect and imagination to explore every possibility that offers some promise for our future.

Though there are any number of issues looming just over

the horizon with respect to encroachment by outside agencies, demands for accountability, urgings toward multiculturalism, attacks on the "canon," and so on, the two issues that press hardest now are first our problem of regularly spending more money than we take in, and, not completely independent of it, an alarming trend that has emerged over the last few years in financial aid, though its effects go further. The causes of these difficulties are largely national conditions of education and of the economy, though they manifest themselves in a peculiar way here. That the causes are larger than little St. John's should give us small comfort; it is up to us to solve them for ourselves if we can, for no one else is going to, and there is much in our favor. While large universities may be compelled to follow out the course on which they are determined, it should be possible for a small, dynamic, thoughtful college like St. John's to take greater charge in shaping its own future.

Copies of the complete document may be requested from the Dean's Office in Santa Fe at 505-984-6070.

## MODERN TIMES

### READING LIST SPRING 1995

MARCEL MAUSS, *THE GIFT*

FERDINAND DE SAUSSURE, *COURSE IN GENERAL LINGUISTICS* INTRO. (CH 3); PT. I: CH. 1, CH. 3 (SECS. 1-6); PT II: CHS. 3-5

CLAUDE LEVI-STRAUSS, "STRUCTURAL ANALYSIS IN LINGUISTICS AND ANTHROPOLOGY", FROM *STRUCTURAL ANTHROPOLOGY* (BASIC BOOKS) PP. 31-51; AND GEORGES BATAILLE, "THE PROHIBITION OF INCEST", PT. 2 OF VOL. II OF *THE ACCURSED SHARE* (ZONE BOOKS) PP. 27-58

CLAUDE LEVI-STRAUSS, "THE STRUCTURAL STUDY OF MYTH", FROM *STRUCTURAL ANTHROPOLOGY*, PP. 206-230

SIGMUND FREUD, *TOTEM AND TABOO*, CH. 2 (SEC. 4), CH. 4 (SECS. 3-7)

CLAUDE LEVI STRAUSS, *TOTEMISM* (BEACON PRESS), PP. 1-3, 15-32 (CH. 1, "THE TOTEMIC ILLUSION") AND

RENE GIRARD, "VIOLENCE AND REPRESENTATION IN THE MYTHICAL TEXT", FROM *TO DOUBLE BUSINESS BOUND* (JOHNS HOPKINS), PP. 178-197

CLAUDE LEVI-STRAUSS, *THE SAVAGE MIND* (U. CHICAGO), CH. 1: "THE SCIENCE OF THE CONCRETE", PP. 1-33.

MIRCEA ELIADE, "SENSE-EXPERIENCE AND MYSTICAL EXPERIENCE AMONG PRIMITIVES", FROM *MYTHS, DREAMS, AND MYSTERIES* (HARPER), PP. 73-84 AND

CLAUDE LEVI-STRAUSS, "THE SORCERER AND HIS MAGIC", FROM *STRUCTURAL ANTHROPOLOGY*, PP. 167-184

CLAUDE LEVI-STRAUSS, *TRISTES TROPQUES*, CHS. 20, 23: "A NATIVE SOCIETY AND ITS STYLE"; "THE LIVING AND THE DEAD" (PENGUIN 178-197, 230-246)

## JOHNNIES ATTEND AIR FORCE ASSEMBLY

Elizabeth Trice, SF97, and Aysha Massell, SF96, were the two St. John's College representatives chosen to attend the 37th annual Academy Assembly at the Air Force Academy in February. The three-day conference undertook the topic of "U.S. Intervention Policy in the Post-Cold War World."

Over 80 colleges were represented, with approximately 40 percent of the participants having military affiliations.

Even though they were the only liberal arts majors to attend, and "philosopher king" jokes were abundant, the St. John's name preceded them.

Brigadier General Reuben A. Cuvero, dean of faculty at the Air Force Academy, approached the two Johnnies to express his admiration for the St. John's tradition, Ms. Trice said.

Dr. Karl Walling, A84, a political science professor at the academy, said that even though he feels "a little out of place at the academy," he finds that he is "well appreciated for his ability to think creatively and ask questions that otherwise wouldn't arise."

## STUDENTS AWARDED AMBASSADORIAL SCHOLARSHIPS

Sara Harris, a student in the Graduate Program in Eastern Classics, and Rebecca Amaral, SF96, have each received an Ambassadorial Scholarship from the Rotary International Foundation. The award of approximately \$21,000 will cover transportation, tuition and living expenses for graduate study abroad. The award is given annually to 1500 applicants nationwide.

Ms. Harris, who currently holds a B.A. in East Asian studies from Oberlin, intends to study next year at International Christian University in Tokyo, Japan. The focus of her studies will be international communications.

Originally from Brenham, Texas, Ms. Amaral will study literature and writing in Great Britain.



Santa Fe tutor Jim Carey recently was invited to join the Human Studies Project Team at Los Alamos National Laboratory as an ethical consultant. Reporter file photo.

## CAREY REVIEWS RADIATION STUDIES AT LOS ALAMOS

BY LESLI ALLISON

Northwest of Santa Fe, and within sight of St. John's College, is Los Alamos National Laboratory, home of the atomic bomb. It was here that Oppenheimer and fellow scientists helped launch the world into the nuclear age. It is here, too, that much of the nation's nuclear research still is conducted. Once a gated and top secret community, Los Alamos has long been the target of rumors and the source of many a sensational headline.

Today, Los Alamos National Laboratory is again at the center of a media maelstrom, this time for past radiation experiments conducted on human subjects. Headlines in local papers clamor about experiments on dead fetuses, radiation injections into unsuspecting individuals and autopsies on deceased government workers.

The stir is the result of the "Openness Initiative" announced by Secretary of Energy Hazel O'Leary in December of 1993. "The Cold War is Over—We're Coming Clean" was her theme. Under this initiative, thousands of formerly classified documents were released to the public. Ensuing media reports focused on documents revealing past radiation experiments on human subjects, and allegations that scientists had acted unethically in conducting these experiments.

At Los Alamos, The Human Studies Project Team was created to locate, review and release documents pertaining to the radiation studies. Santa Fe tutor Jim Carey was invited to join the team as one of two ethical consultants. Other team members primarily are senior laboratory officials.

"Our role was to be present at the weekly meetings to offer advice when it was needed on anything pertaining to ethical matters," Mr. Carey said. "We also were supposed to bring the perspective of informed citizens to the project."

According to fact sheets issued by the team, the biomedical research conducted at Los Alamos National Laboratories from the 1940s through the 1960s consisted of four primary categories:

- Bioassay studies to measure specific types of radiation in urine, feces, and other biological samples for materials such as plutonium and tritium
- The development of radiation detectors for radiation monitoring
- Dosimetry calibration in which scientists studied how the body absorbs, retains and distributes internally the various radionuclides needed for radiation dosimetry. Most of this work was done in animals, but some studies involved low doses to people to verify that the animal results were applicable to humans. These studies were considered especially important in assessing the risk from fallout after atmospheric weapons tests.

■ Physiological studies in which scientists investigated new uses of radioactive tracers for studying physiological processes in the body, such as the metabolism of iron in blood formation. Such tests were forerunners of today's nuclear medicine.

The most controversial of these studies involved the injection of plutonium into human subjects.

"Workers are exposed to minute amounts of plutonium and the question was, what is the rate at which it is excreted?" Mr. Carey said. "The studies focused on the excretion of plutonium, not on how much damage plutonium can do to the body. Listening to the press, one could be led to believe that the plutonium was given to determine how much could be given before damage occurred. In fact, the people were given plutonium only to see how quickly it could be excreted from the body, and of course it was given in very small doses, in almost every case the smallest amount that could be measured."

In terms of whether the individuals involved in these experiments gave informed consent, Mr. Carey said there are some cases where gray areas exist.

"It's not clear whether or not informed consent was given in all of the cases, since informed consent used not to be obtained in writing," he said. "If indeed these people were exposed without informed consent, I think it was definitely wrong, but it wasn't the egregious, Frankenstein experiment that it's been made out to have been."

While he did write a paper for the team on rationalism and

ethics, and learned more about the labs as a result of his involvement, he said the main thing he carried away was a deep-end mistrust of the media.

"I learned more about the press than anything," he said. "When I would see what the team was doing and then I would read articles in the press, I came away with the sense that the press was much more interested in what their readers, with their insatiable craving for entertainment, would want to read. The concern for the truth, if it wasn't lurid, was not very high. The content that was worthy didn't get much attention at all, whereas an unsubstantiated alle-

gation would get front center attention. It's unlikely that the public could be educated on an issue as complex as this through the press. Someone once said

"News is the first draft of history" but it's an unbalanced draft."

He continued to add, however, that while the media may be at fault for preferring the sensational to the substantive, the general public is even more to blame.

"I would suspect the problem isn't so much with the press as with the public, whose purient curiosity is tempered only by laziness," he said. "For instance, an enormous number of documents was released directly to the public. One place they were made available was in the reading room at the Santa Fe Public Library, and, according what we were told several months after the release, only one person had bothered to peruse that material."



"It's not clear whether or not informed consent was given in all of the cases. If indeed these people were exposed without informed consent, I think it was definitely wrong, but it wasn't the egregious, Frankenstein experiment that it's been made out to have been."





# GUIDING THE WAY TO REAL SCIENCE

[T]utor Harvey Flaumenhaft is working on a series of guidebooks to help reluctant science readers

For some people, reading science can be like trying to figure out all the positions of the various sides in the Bosnia conflict—or even like going to the dentist twice a year; it's something you think you should do but for lack of time or compelling motivation you just don't get to it. Annapolis tutor Harvey Flaumenhaft has a solution. For those who think they should read the scientists that have been important in the history of thought—Newton, Copernicus, Descartes, Aristotle, Ptolemy—but don't, he has designed guidebooks. As series editor of the "Masterworks of Discovery" his mission is to make real science accessible.

Mr. Flaumenhaft has found that many people are eager to understand the scientific works that form the underpinnings of our thought. The key is to make the works less formidable, and that is what he has done in the "Masterworks of Discovery" books. "I think of them as available both to people who are utterly naive about science and to people who have advanced degrees. Instead of taking the current state of the art and running with it, they want to have some notion of where their starting points originated," he said.

Each "Masterworks" volume—softcover, about 150 pages, and published by Rutgers University Press—contains portions of text, commentary, explanations of terms, diagrams, and background on the scientist. The first one, *Gregor Mendel's Experiments on Plant Hybrids*, by Alain F. Corcos and Floyd V. Monaghan, came out in 1992. Next was *Newton's Optics* by Dennis Sepper. Joe Sachs, another tutor in Annapolis, has prepared a volume on Aristotle's *Physics* which will be ready for publication soon. He's done a fresh

translation and provided commentary. Also in the works are volumes on Newton's *Principia* and three papers by Maxwell on the electromagnetic field (chosen and with commentary by tutor Thomas Simpson). Mr. Flaumenhaft himself is working on one on Ptolemy and Copernicus and another on early and modern geometry, including Apollonius and Descartes.

## IN THE BEGINNING WERE THE NOTEBOOKS

The idea for the series came from several sources. Mr. Flaumenhaft participated in a panel to advise the National Endowment for the Humanities. A joint program with the National Science Foundation to foster studies that included bioethics and values clarification was near an end, and the NEH wanted ideas about how to continue linking the humanities with science. "I suggested that they might get people to write guidebooks to help those who were not experts but, nevertheless, wanted to read the great works in science," Mr. Flaumenhaft said. "Then I got a phone call from John Agresto [who is now president of the Santa Fe campus but was then acting director of NEH] saying they thought the guidebooks were right on target, and would I be interested in taking charge of such a thing. My first thought was that it was crazy, but my second thought was that you just don't walk away from such a project."

In fact, Mr. Flaumenhaft had been keeping notebooks with questions and comments on the tutorials he taught at St. John's. He had a lot of material that he felt related to the project. "In teaching at St. John's, I was in a situation where it was expected that people who were not specialists could read the scientific texts and get something out of it. The classes here are part of a successful on-going experiment in reading these works," he said.

That he taught at St. John's was a major help in setting up the series. In 1987, Mr. Flaumenhaft accepted a grant from NEH that freed him from class time so that he could line up writers and a publisher. Karen Reeds, an editor at Rutgers University Press, contacted him about Rutgers handling the series. "She was very enthusiastic, very intelligent, with a doctorate in the history of science and an active professional life in the field," said Mr. Flaumenhaft. The association has worked well.

CONT. ON PAGE 20

# HOMEcoming

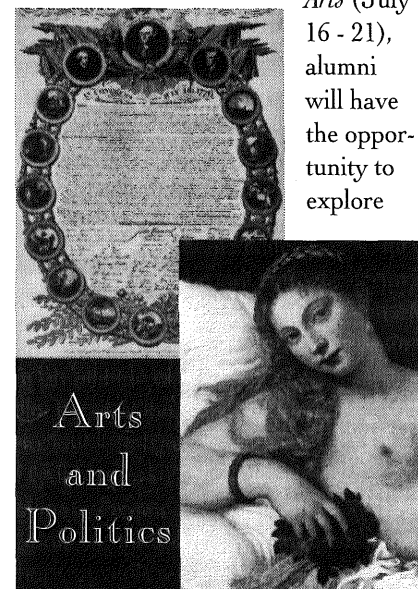
JULY 21 - 23  
IN SANTA FE

The classes of '70, '75, '80, '85, '90 and Graduate Institute alumni have seminars, picnics, dancing, hiking and more planned for a memorable Homecoming weekend. All alumni are invited!

## SUMMER ALUMNI PROGRAM JULY 16 - 28

In Week One of the Summer Alumni Program, *Focus on the Visual*

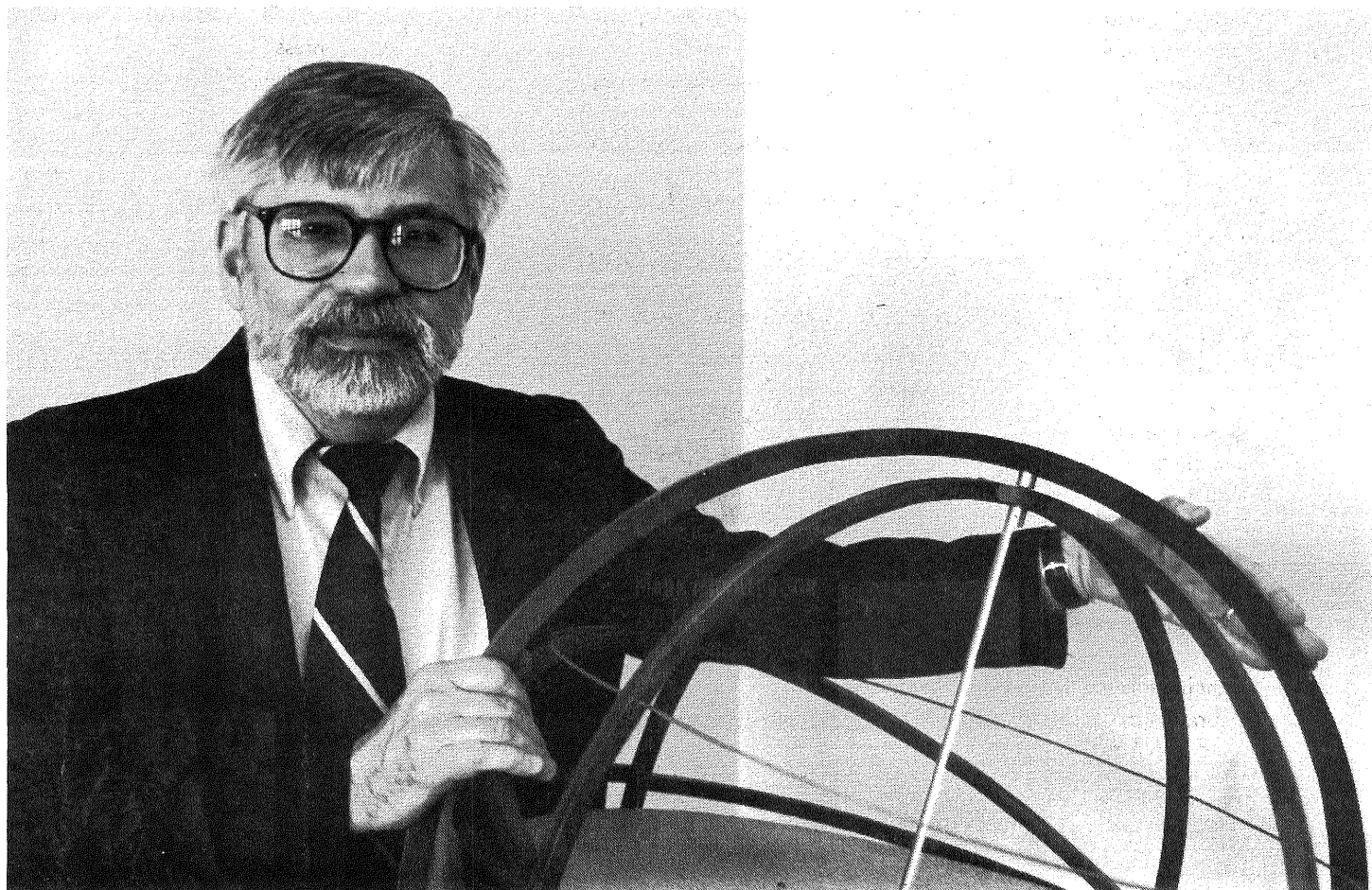
Arts (July 16 - 21), alumni will have the opportunity to explore



the visual arts as they have the great books.

Week Two, *Political Philosophy: Past and Present* (July 23 - 28), will include discussion of international relations and American politics. Distinguished speaker and scholar, Thomas E. Mann, director of the Governmental Studies Program at the Brookings Institution, will give the opening lecture for Week Two, "American Politics: Is It Everything the Founders Envisioned It Would Be?"

Detailed information is included in the Homecoming and Summer Alumni Program brochure sent to all alumni. If you have not received a brochure or would like further information, please contact the Santa Fe Alumni Office at 505-984-6109.



## PATHS?

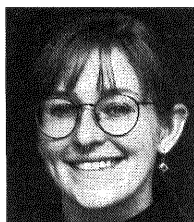


**NAME:** John Agresto  
**POSITION:** President, Santa Fe Campus  
**COLLEGE:** Boston College

**MAJOR:** Political Science  
**WHAT DID YOU WANT TO DO?** I didn't know. I thought I wanted to teach.  
**DID YOU EXPECT TO BE A COLLEGE PRESIDENT?** Don't be silly.  
**HOW LONG DID IT TAKE TO GET ON YOUR PERMANENT CAREER PATH?** I went to graduate school immediately and it's been a straight academic path ever since.  
**ANY REGRETS?** "Regrets? I have a few. But then again, too few to mention."

**NAME:** John Schroeder  
**POSITION:** Secretary, Public Relations  
**COLLEGE:** St. John's University  
**MAJOR:** Government  
**WHAT DID YOU WANT TO DO?** Originally I wanted to go into politics, but now I'll probably end up teaching.  
**DID YOU IMAGINE YOU WOULD ONE DAY WORK IN A PUBLIC RELATIONS OFFICE?** No. If you had told me when I was in college that I'd be working in public relations, I would have said you were a fool.  
**HOW LONG DID IT TAKE TO GET ON YOUR PERMANENT CAREER PATH?** I'm not there yet. Had I not been here, I certainly wouldn't be getting a master's in liberal arts, I'd be more focused in my studies. This is a detour.  
**ANY REGRETS?** No.

**NAME:** Jennifer Chenoweth  
**POSITION:** Director of Placement, SF  
**COLLEGE:** Kansas City Art Institute  
**MAJOR:** Fine Art  
**WHAT DID YOU WANT TO DO?** I knew I wanted to be in academia. I wanted to go to graduate school and I wanted to be a teacher, but I didn't know if I could do it.  
**DID YOU IMAGINE YOU WOULD ONE DAY BE A PLACEMENT DIRECTOR?** Heck no.  
**HOW LONG DID IT TAKE TO GET ON YOUR PERMANENT CAREER PATH?** I've been out four years. I think in part I'm building the foundations for a career.  
**ANY REGRETS?** No.



# POST BACCALAUREATE BLUES?

COMMENTARY BY LESLI ALLISON

On the surface, our messages compete. One publication designed to attract students to St. John's tells you we are among the top schools in the nation in the percentage of graduates who go on to earn a Ph.D. Another publication tells you a liberal arts education is the best career preparation of all. But a third and seemingly contradictory position often found in college publications tells you just the opposite: We deliberately do NOT prepare our students for a career or for graduate study.

It's not difficult to reconcile these messages. While the St. John's program is not career-oriented, it does, in fact, provide students with essential skills for the future. This has been documented by studies of alumni career paths and by reports on the skills necessary to succeed in a variety of fields—skills such as analytical thinking, careful listening and communication.

Despite these studies, however, there is a perception among some students, alumni and other members of the college community that a St. John's education doesn't adequately prepare and can even unprepare students for the working world. And, the thinking continues, while this is an unfortunate consequence of a pure liberal arts education, the sacrifice is worth the gain.

Perhaps this perception stems from the college's repeated emphasis on the purpose of its liberal arts curriculum as educational, not vocational. Nevertheless, it appears to be a largely unfounded perception and one possibly detrimental to our college community.

In a recent edition of the Santa Fe student newspaper, *NooMoon*, an article on changes in the work-study program gave an alarming comparison. It said that according to Santa Fe placement director Jennifer Chenoweth, Johnnies have a five- to ten-year gap between graduation and starting a career, whereas other institutions claim a one- to three-year transition period.

"The impression I've always had is that it takes Johnnies longer to get into the real world in terms of employment or a career," said Travis Dunn, a sophomore in Santa Fe. "From everything I've heard, though, St. John's alumni eventually go on to really good jobs. I never thought St. John's prepared one for getting a career immediately. I think that's probably the general perception."

On further examination, however, it appears the notion that St. John's graduates are at a disadvantage in the job market or entering graduate programs has little, if any, factual support.

In a follow-up interview to the *NooMoon* article, Ms. Chenoweth explained that comparing the transition period for St. John's students with the transition period cited by other schools is actually like comparing apples and oranges.

"I think other schools are just looking at whether their graduates are employed or not," she said. "What we're looking at is the time it takes them to find their primary career path. Other schools are not measuring the transition time in terms of quality."

An informal survey of several other liberal arts colleges confirmed that when these schools keep statistics on their alumni—which few seem to do—they determine the length of the transition period based on full-time employment rather than the attainment of a professional career or path.

According to Ms. Chenoweth, if we use the standard measure of transition time, St. John's compares favorably to other colleges. In fact, an October 1994 article in *Counseling Today* cited a survey in which St. John's was rated among the top five colleges and universities in the nation in terms of the likelihood of its graduates finding a good job after graduation.

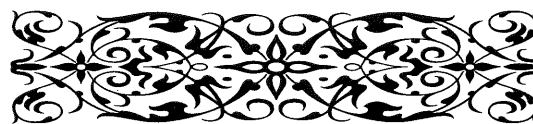
In addition, the 1994 *Money Magazine Guide to Colleges* found that only 27% of all college graduates go on to pursue advanced study. By comparison, 74% of St. John's graduates pursue advanced study with up to 70% of those earning Ph.D.s.

In a 1993 study by the Higher Education Data Sharing

Consortium, St. John's ranked in the top 10% of all American colleges and universities in terms of the percentage of its graduates who earn doctoral degrees.

Karen Holland, director of placement in Annapolis, said most St. John's graduates go to graduate school within three to five years. She also said that most recent graduates get entry-level jobs with an average salary of about \$18,000. And, within five to ten years "our graduates do spectacularly well and get great jobs," she said. "They do everything you can imagine."

Why then, if St. John's has such a high success rate among its graduates do some Johnnies end up waiting tables or driving taxis? According to the *U.S. News and World Report 1995 Guide to Colleges*, fewer than 20% of all college graduates have secured full-time employment of any kind by graduation. As it turns out, it's not at all unusual for recent graduates from any college or university to



It is tempting these days to believe that specialization is the key to future success, but we think that is exactly wrong. True, for many students required courses—even in the major field—are a nuisance tolerated as a means to the end of the diploma that wins the job that begins the career. For these students a college education is, at best, an introduction to some technical knowledge, most of which will be re-learned on the job, along with all the things never learned in college that make up the substance of professional life. The professions themselves—grounded as they are in what we casually refer to as "the real world"—sometimes denigrate the very pre-professional graduates drawn to the field: ad agencies don't want advertising majors; newspapers and magazines won't hire journalism graduates.

We don't mean to dismiss the importance of specific knowledge. Far from it. But, forgetting for the moment the aura that often surrounds a technical degree from an elite university, companies in most fields are looking for well-rounded employees; people who can read and understand, organize and analyze, plan and execute.

—The National Review College Guide





want to take time off, to travel or to work in a non-professional or entry-level job while considering the future. In fact, it may be good to take some time off.

"I think some transition time is a very healthy thing," Ms. Chenoweth said. "There are some things in life you can only do when you're just out of college, like travel, be a little bit irresponsible, and experiment with jobs and with different parts of the country."

Despite the favorable studies, surveys and the notion that some drifting after graduation is healthy, the issue of the St. John's transition period has lately entered the limelight. Students on campus continue to debate the merits and shortcomings of the St. John's education in terms of its value in the job market. And alumni and the college administration have continued to emphasize the need for expanded career counseling services.

If St. John's compares so favorably against other schools in this respect, why such concern? And why does the perception remain that students here may be disadvantaged in the job market?

According to Mr. Van Luchene, self-confidence and familiarity with the environment of the working world are important for recent graduates as they make their way in "the real world." Since St. John's students occupy a fairly insulated, protected environment for four years, they may feel less prepared for the "push and shove" world outside than students who attend larger institutions, he said.

"Some students leave thinking that getting back to St. John's College is what they should be striving for, but we don't mean for it to be that sort of an oasis," Santa Fe dean Steve Van Luchen said. "It's a necessary feature of the life of the college. But we can't let them forget about the world, so we need to give some constant attention to that all the way along. That's a little bit different from when I came to the college. We now believe we have a serious obligation to make that transition period a little more productive. That's why we have the placement director involved with them early on, so the transition from the life of the college to the world can be more seamless.

For this reason, Mr. Van Luchene and Ms. Chenoweth are implementing several changes to the work-study program on campus. The maximum amount of hours students can work will be increased from 10 to 12. Work-study positions also will allow for increased levels of responsibility and, accordingly, will now have

an incremental pay scale.

"There are some skills that are easy to give them, like resume writing, but they need more than that," he said. "They need the underlying attitude, the confidence. That's why it's good to provide solid on-campus jobs for them which offer both criticism and rewards. We want to give them experience in job situations. That will give them a sense of familiarity with the world of work and help take away that sense that it's unknown and scary or frightening."

This focus, however, is relatively new at St. John's and one which continues to be met by some resistance in the college community. Simply put, some believe that concerns about things unrelated to the academic program can be distracting at best and destructive to the New Program at worst.

"I think just the opposite," Mr. Van Luchene said. "You don't want students to be working more than 10 - 12 hours per week, but on the other hand, for them to have an appropriate job helps them with their studies because it develops a certain kind of discipline. A successful work experience can also help with some of the personal and psychological problems we see in students because it contributes to things like self-esteem."

While a lack of self-confidence and "real-world" experience may plague some students at St. John's, the overall picture remains favorable: Johnnies get jobs and go to graduate school at a rate comparable to or better than students at other institutions.

The supposition that Johnnies are less prepared than other students for the "real world," therefore, is misleading. It's also dangerous. It is dangerous because it gives students and alumni a false perception of themselves, of the merits of their education and of the college. It contributes to the myth that St. John's has "spoiled" its students, unfitted them in some way for fruitful employment and future success. In some cases, this can become a self-fulfilling prophecy as new graduates approach employers without confidence. Finally, it can lead to

a suspicion among recent graduates that somehow, people who went to other schools have skills and attributes that Johnnies didn't get. This is false. Take it from an Ivy League English major: Out in the job market we're shooting from the hip, just like you.

## STUDENT/ALUMNI SERVICES PROVIDED BY THE PLACEMENT OFFICE

- INDIVIDUAL EXIT INTERVIEWS WITH DIRECTOR OF PLACEMENT FOR EACH SENIOR IN THE SPRING
- REQUIRED MEETING OF SENIORS WITH DEAN AND DIRECTOR OF PLACEMENT IN THE FALL
- ALUMNI OUTREACH PROGRAM TO RECENT GRADUATING CLASSES
- NETWORK OF ALUMNI AVAILABLE TO ASSIST RECENT GRADUATES WITH CAREER AND TRANSITION ADVICE
- COUNSELING AND PLANNING ASSISTANCE FOR STUDENTS AND ALUMNI
- GRADUATE SCHOOL APPLICATION ASSISTANCE
- RECRUITING ON CAMPUS BY GOVERNMENT EMPLOYERS, BUSINESSES AND NON-PROFIT ORGANIZATIONS
- MEETINGS WITH STUDENTS REGARDING MEDICINE, LAW, EDUCATION, JOURNALISM AND COMPUTER SCIENCE
- WORKSHOPS FOR STUDENTS ON GRANT-WRITING, SCHOLARSHIPS AND FELLOWSHIPS, WRITING, AND TEACHING ENGLISH ABROAD
- CURRENT INFORMATION ON JOBS, INTERNSHIPS AND VOLUNTEER OPPORTUNITIES
- NEWSLETTER WITH ARTICLES, EVENTS, OPPORTUNITIES AND COMPETITIONS

This information was submitted by the Placement Office in Santa Fe. Similar programs are conducted by the Annapolis Placement Office. For further information, contact the Placement Office in Santa Fe at (505) 984-6066, or in Annapolis at (410) 263-2371.

**NAME:** Lesli Allison

**POSITION:** Director of Communications

**COLLEGE:** Columbia University

**MAJOR:** English

**WHAT DID YOU WANT TO DO?** Write, photojournalism, ranch, adventure

**DID YOU IMAGINE YOU WOULD ONE DAY BE A PUBLIC RELATIONS DIRECTOR?**

Absolutely not. I still can't believe it.

**HOW LONG DID IT TAKE TO GET ON YOUR PERMANENT CAREER PATH?** It's been eight years since I graduated and I'm not on it yet. I don't know that I ever will be.

**ANY REGRETS?** Not really. I sometimes wish I had majored in physics, and I do wish I'd had the quality of education our undergraduates here receive.

**NAME:** Nick Giacona

**POSITION:** Director of Prospect Management and Research

**COLLEGE:** UCLA

**MAJOR:**

Psychobiology

**WHAT DID YOU WANT TO DO?**

Medical research, studying mind/body relationships. I actually



did it for a couple of years afterward and that's when I decided I didn't want to do medical research.

**DID YOU IMAGINE YOU WOULD ONE DAY BE A DIRECTOR OF PROSPECT MANAGEMENT AND RESEARCH?** Never. I think when I was in college, my career didn't exist.

**HOW LONG DID IT TAKE TO GET ON YOUR PERMANENT CAREER PATH?** I graduated in '79 and I started doing research in '82, but I didn't really get serious until '85, so a good six years.

**ANY REGRETS?** None. It was a circuitous route, but I'm happy about the way it turned out and I wouldn't change it. I think I found the right calling for my instincts. I just had to wait for my career to evolve.

**NAME:** Larry Clendenin

**POSITION:** Director of Admission

**COLLEGE:** St. John's College

**MAJOR:** Not applicable

**WHAT DID YOU WANT TO DO?** Be a college president

**DID YOU IMAGINE YOU WOULD ONE DAY BE A DIRECTOR OF ADMISSION?** No

**HOW LONG DID IT TAKE TO GET ON YOUR PERMANENT CAREER PATH?** Two years.

**ANY REGRETS?** No.

OF THE 1.1 MILLION STUDENTS WHO RECEIVED THEIR DIPLOMA [IN 1993], FEWER THAN 20 PERCENT HAD LINED UP FULL-TIME EMPLOYMENT BY COMMENCEMENT...

ACCORDING TO KRISTINA SHELLY OF THE BUREAU OF LABOR STATISTICS—WHO BASES HER ESTIMATE ON A "MODERATE PROJECTION" OF CURRENT TRENDS—30 PERCENT OF COLLEGE GRADUATES ENTERING THE LABOR FORCE BETWEEN NOW AND THE YEAR 2005 WILL BE UNEMPLOYED OR WILL FIND EMPLOYMENT IN JOBS FOR WHICH THEY WILL BE OVERQUALIFIED, JOINING WHAT ECONOMISTS CALL THE 'EDUCATIONALLY UNDERUTILIZED.'

INDEED, IT MAY BE QUITE A WHILE—IF EVER—BEFORE THOSE WORKING TEMPORARILY AS COCKTAIL WAITRESSES OR TAXI DRIVERS WILL BE ABLE TO PURSUE THEIR PRIMARY CAREER PATHS.

—U.S. NEWS AND WORLD REPORT, OCTOBER, 1993

# LETTERS TO THE EDITOR

I see that St. John's is abolishing the French Reading Knowledge Exam as a condition for

entering the senior year. I think you should keep the exam, if not as a requirement, then as a TARGET—a recommended level which students should TRY to achieve.

You say that some students do well in language class yet are unable to pass the exam. Do you think some of those who do well in class may have difficulty using French out in the world after graduation? I say give them the exam anyway; the experience won't hurt and may encourage them to work on their language some more and to begin to realize that there is a lot of French to be met outside the comfortable walls of the classroom.

-Daniel H. Daniels

Beth Kuper's letter about her "unseminar" struck a sore point with me, too. When I attended the Graduate Institute I had already done two master's degrees and was self-employed in my own management development business. As an undergraduate I had won regional and national contests in intercollegiate debate and group discussion. St. John's seminar format looked inviting and easy.

During my first summer, after a stormy exchange, the tutor, John White, suggested I meet with him for coffee and a little private discourse. "Mr. Snyder," he said, "stop dominating the seminar. You're preventing others from exploring their own ideas." He shocked me speechless, but he helped me listen, ponder, and gain new ideas from other bright minds. The process was not so easy after all. By the end of my second summer, I could listen for an endless 25 minutes (wow!) before I jumped into the flow.

I don't think I'd have attended any "prep course" on how to do seminars, if one had been offered. I didn't think I needed it at first. The intellectual experience had to hit me, just like the classic texts. Would Beth have been interested in a prep course on how to study Plato, much less how to discuss it?

St. John's group discussion process is truly complex. Perhaps an analysis and self-critique after a session or two would be valuable and maybe less painful than your tutor's counsel.

-Joel J. Snyder, SGI85

# THE ST. JOHN'S-HOME-SCHOOL CONNECTION

BY BARBARA GOYETTE

Is there a connection between the type of education offered at St. John's and the homeschooling movement? Several of the current students on the Annapolis campus were taught at home (see profiles on pages 13 and 21), and a number of alumni, formulating their own theories about how children learn, have kept their children out of traditional schools and are working with them at home.

Nationwide, between 650,000 and one million children are taught at home, according to estimates by homeschooling groups. Reasons for homeschooling differ widely. Some Christian fundamentalist families want their children to have religion as the focus of their learning. Some homeschooling parents think children learn

something that truly interests and inspires them—and this can be better attempted at home than in a classroom.

"My primary reason for choosing to homeschool my children came from watching them," said Janet Nelson Berggren, A72, who lives in Evanston, Illinois. "I wanted to preserve the sense of joy in learning and curiosity children have at a young age." She's working with Charlie, who's in first grade, trying to integrate history, geography, math and language skills into whatever they decide to study. Recently, for example, Charlie developed an interest in knights and castles when they read about King Arthur.

Anne Glenn Cruse, A76, takes a similar approach with her daughter, Emma, who is five. "Living is learning," Anne said. "There are opportunities for children all the time; we ruin it when we put them into buildings and require that they all study the same things at the same time." Recently she and Emma watched their cat stalk a bird, then learned all about the bird, including its name, what it eats, where it migrates. Emma has learned about weight and measurement from studying horses, and soon she will start riding lessons.

Janet Nelson Berggren, A72, with her son, Charlie, at Homecoming. Janet homeschools Charlie and tries to nurture his "tremendous capacity to learn." Photo by Keith Harvey.



best when they are pursuing what interests them. Some parents hope to cover more academic ground than traditional schools do. Homeschools range from the highly regimented to the completely unstructured; some use prepared curricula, others look for unconventional teaching methods. Homeschooling is legal in every state, although regulations governing it vary considerably.

St. John's seems to attract independent-minded students who have been homeschooled. According to Admissions director John Christensen, homeschooled students are asked to submit either GED results or scores from standardized tests, just like other applicants who do not have a high school diploma.

Three alumni who homeschool their children share an opinion about education: Those who take responsibility for their own learning get the most out of it. And all three homeschooling alumni expressed the same thought about sending their children to "regular" school: Children will learn best when they are working on

"I don't feel that people who send their children to school are wrong. This is a personal decision for us," says Laurie Richardson Cavanaugh, A83. She homeschools her son, Patrick, who is seven, and she'll work with her two other children Molly (5) and Althea (3) when they are ready. When Laurie thought about her children going off to school all day, she realized that she would be delegating their education to others—and also that she would be missing all the fun. Patrick loves math and science, and Laurie and her hus-



band Steve worried that the elementary schools tended to emphasize language arts. They didn't want Patrick to become disenchanted with learning because of school.

None of the Johnnie homeschoolers are following a prepared curriculum; only Laurie Cavanaugh, who lives in Wilmington, Delaware, has to submit curriculum guidelines to her local school.

In Maryland, where Anne and Bryant Cruse, A73, live, parents who homeschool must have their program checked by the local school, or they can join a satellite school, an organization that provides resources for homeschoolers. Anne has joined a group in Annapolis that is oriented toward people with her philosophy, which was influenced by John Taylor Gatto, a teacher in the New York public schools who writes about the evils of traditional schooling, and by John Holt, the educational guru whose *Teach Your Own* is a classic among homeschoolers.

Illinois law treats homeschools like private schools, so Janet Berggren must cover certain subject areas with her children, but she does not need to submit tests or progress reports. She also cites John Holt as an influence on her decision to homeschool, and adds David and Micki Colfax's *Homeschooling for Excellence* and Nancy Wallace's *Better Than Schooling* to the list.

Anne, Janet and Laurie all take their children to the library, to museums and on field trips. The usual trapping of elementary schools—textbooks, worksheets and tests—may or may not be used. But another ingredient of regular school is essential—playing with other children. One of the big questions for homeschoolers is how to provide opportunities for socialization for their children. Homeschooling networks or groups can be part of the answer. Often homeschoolers with differing philosophies and children of different ages can band together for activities; Janet Berggren's group, for example, holds weekly gym and nature classes. For Anne Cruse, finding a group that jibes with her own philosophy—in which education hinges on exploration rather than regimentation—has been important.

Laurie Cavanaugh said she thinks homeschooling goes along with the St. John's philosophy of not dwelling on testing and grades. She's interested in developing a great books program for her children and would like to hear from other St. John's alumni who are homeschooling. She and Steve talk with other homeschoolers on the Internet, where Laurie reports that St. John's is mentioned as a good college for homeschooled students. (Laurie's e-mail address is: Laurie1030@aol.com.)

The alumni interviewed for this article shared similar goals and methods in their quest to provide education for their children. All allow their children's interests to dictate what they study—at least at this early point in their homeschooling experience. And they agree that their background as St. John's students gives them confidence to act as teachers.

Anne Cruse, for example, remembers that at St. John's she learned best the things that she figured out for herself. Anne wants her daughter to be able to think independently; she wants her "out of a system that rewards dependence and passivity and teaches you

that only experts have the answers." Because she doesn't feel that traditional schools can provide such opportunities, she calls herself an "unschooler."

Laurie Cavanaugh considers herself a tutor or facilitator rather than a teacher. Her broad-based St. John's background, which covered all disciplines, makes Laurie more confident about helping her children to follow their interests.

Janet Berggren agrees. She comes from a quintessential St. John's family (she, her father, and her brothers all went to St. John's, and her brother Chris is now president in Annapolis).

Janet thinks the notion of taking responsibility for learning is the link between St. John's and homeschooling, and she says, "In homeschooling, you are trusting that your children have the ability and desire to learn. It's similar to the St. John's notion that students can tackle the readings and have the ability to discuss and learn from them."



Christy McElroy A97 and sister Charissa McElroy benefitted from homeschooling as children. See story page 21.

sought a better education for her, one that would capitalize on her special talents without dwelling on her academic weaknesses.

An early reader (she started reading at age 2), Emily was already writing in complete sentences by the time she entered first grade. Her handwriting, however, was terrible. Her teachers, uncertain what to do with Emily the precocious student, focussed on Emily with the atrocious handwriting. One teacher, upon discovering that Emily's math abilities lagged behind her language skills, frequently used this discrepancy as an opportunity to berate her. When the Murphy family moved to Connecticut in 1981, they decided to try homeschooling.

At first, Emily's experiences in school led her to refuse to do any math or writing. "I wouldn't even write my own name," she says. Her father worked with her to overcome her writing problem, spending an hour each evening taking dictation from Emily. When that method became too slow for her, she took up the pen and their focus turned to editing. Her math aversion was cured when, after some shopping around, she found a math textbook she was comfortable with.

Although math and writing were struggles, Emily had no problems with history and English literature. "I've always been a voracious reader of history," she said. "And my mother has a master's in English and my father has a PhD, so my parents just put out their Norton Anthologies and we'd study that."

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## STUDENT PROFILE: EMILY MURPHY

by Susan Bordan

Emily Murphy, A95, began her homeschooling in fourth grade when she and her parents



Emily Murphy, A95

## LIBERAL ARTS FOR MATURE LEARNERS

"A lot of the students sitting around the seminar table could be my grandchildren," Annapolis Graduate Institute student Robert Gamble said. "It was a little awkward at first, but soon I felt I fit right into the discussions." Mr. Gamble, who is 84 and lives in Annapolis, applied to the Graduate Institute at his wife's urging. He's the oldest student ever to enroll.

Mr. Gamble graduated from the Naval Academy in engineering and worked in industry for many years. He did management work for a trucking company and a farm machinery company, and he was also involved with labor relations. "I never had the opportunity to experience this kind of liberal arts education. The St. John's Graduate Institute is such an unusual course," he said. Studying the philosophy and theology segment is interesting, Mr. Gamble said, because he can explore the beliefs of other thinkers. And he praised the expertise of the tutors and the discussion format of the classes, where he contributes to the give and take of ideas.

Older people can be a good market for the Graduate Institute, Mr. Gamble said. "Instead of disliking learning, they feel they would like some more. There's a sort of a vacuum that education fills."

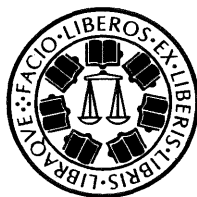
## TUTORS TO TEACH SUMMER COURSES

Laurence Berns and Gisela Berns, both tutors in Annapolis, will teach courses this summer at The Clearing, a rustic retreat in Ellison Bay, Wisconsin. Mr. Berns' class, titled "Human Nature, Eating, and Ethics," will use as text *The Hungry Soul: Eating and the Perfecting of Our Nature* by Leon Kass. Dr. Kass, a physician, teaches philosophy and literature at the University of Chicago and formerly taught at St. John's. Mr. Berns hopes to explore "how our biological make-up sets the conditions for our spiritual, social and ethical lives."

Mrs. Berns will teach a class titled "The Romantic Imagination: Nature as Expression of the Human Heart." Poems by different authors (Shakespeare, Keats, Dickinson, Frost, Stevens) will be examined in light of their sensibilities about nature as an expression of the human heart.

Their classes run July 23-29. For information on The Clearing, contact: P.O. Box 65, Ellison Bay, WI 54210.

# Spring 1995 St. John's College



Glenn Ballard, S68, editor - Thomas Geyer, A68, communications committee chair

## Alumni Association News

### ELECTION NOTICES

Election of Alumni Representatives to the St. John's College Board of Visitors and Governors.

In accordance with Article VIII, section II of the By-Laws of the St. John's College Alumni Association, notice is hereby given that the following alumni have been nominated by the Alumni Association Board of Directors for election to the St. John's College Board of Visitors and Governors.

For his second term:

**STEWART GREENFIELD**, A53, Westport, CT Military Service, 1953-55; Founder and CEO, Oak Investment Partners, 1974-90;



Vice President and General Partner, Donaldson, Lufkin and Jenrette, 1971-74; Director, National Venture Capital Association; Board member, Nature Conservancy; Trustee, Nature Center, Westport, CT; Member, St. John's College Board of Visitors and Governors, 1993 -

For her second term:

**ANNE L. LANE**, SGI84, Santa Fe, NM B.A., Political Science, George Washington University, 1966; Civilian Employee



Relations, Kirkland Air Force Base, 1968-78; Post-graduate course work toward a Ph.D. in Classical Philosophy, 1985-87, University of New Mexico; Volunteer leader of honors seminars, Albuquerque Public High Schools, 1987-91; Substitute teacher, Bernalillo Public School System, Sandoval County, NM; Member, St. John's College Board of Visitors and Governors, 1993-

For her first term:

**DR. SUSAN M. FERRON**, SF77, Marine-on-St. Croix, MN Post-Baccalaureate, University of Minnesota, 1980-82, 1990-94;



M.D., Mayo Medical School, 1986; Residency in Internal Medicine, Mayo

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### WHO PAYS THEIR ASSOCIATION DUES? 1994 ANNUAL REPORT OF THE ALUMNI ASSOCIATION

Sharon Bishop, President

In earlier annual reports, we focused on the committees and operations of the Alumni Association Board (1993) and on what we do with the dues (1992). This year, we thought it would be interesting to look at "who" pays their Association dues.

#### Association Members vs. Members in Good Standing

First, ALL alumni are members of the St. John's College Alumni Association (SJCAA), whether they pay their dues or not. The by-laws of the Association define alumni as all who have been awarded a degree by the College and all who have completed at least one semester of undergraduate study or at least one segment of Graduate Institute Study (after their entering class would have graduated). Further, "all who have ever been alumni shall continue to be."

To be a member of the SJCAA "in good standing," however, requires that current Association dues are paid. Being a member in good standing means that the alumnus/a is entitled to cast one vote in person or by proxy at any Association meeting. From the by-laws: "A member who current dues are unpaid is not in good standing and may not vote at any meeting, in person or by proxy."

#### What The Dues Are

Annual Association dues in 1994 were \$30.00 for members of the classes of 1984 and earlier, \$7.50 for members of the classes of 1985 to 1993, and free for members of the class of 1994. Dues are free for members of each year's graduating class. Association dues have not increased since 1989.

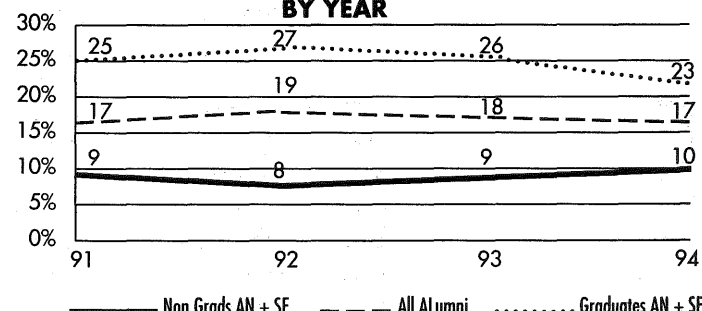
Reportedly, some members are confused between Association dues and contributions to the College. A financial contribution to the College, while extremely worthwhile, does not constitute payment of Association dues or render a member in good standing with the Association. The Association is an independently chartered organization which keeps its own separate accounts and files with the IRS as a non-profit organization. The College provides financial support for alumni activities but does not give the Association any money.

All Association funds come directly from alumni. In the event that an alumnus/a sends the Association more money than is required for the dues (which happens periodically), the Association assumes that the overage was intended as a contribution to the College and transfers that amount to the College's Annual Fund. The result is that you can send money to the Association intended for the College, and it will get there, but you can't send money to the College intended for the Association.

#### 1994 Dues Income and Payers

In 1994, the Association received \$30,349.45 from 1,433 members, representing approximately 17 percent of the 8,240 alumni for whom the Association has valid addresses. Over the last four years, the actual number of alumni paying dues has increased substantially: from 1,256 in 1991 to 1,433 in 1994. The overall percentage of alumni paying dues has, however, remained fairly constant: 17 percent in 1991 and 17 percent in 1994. The reason for this apparent anomaly is that the total number of alumni with valid addresses has also increased substantially: from 7,433 in 1991 to 8,240 in 1994, partially as a result of graduating classes and partially as a result of College efforts to find "lost" alumni.

#### PERCENT OF ALUMNI DUES PAYERS BY YEAR

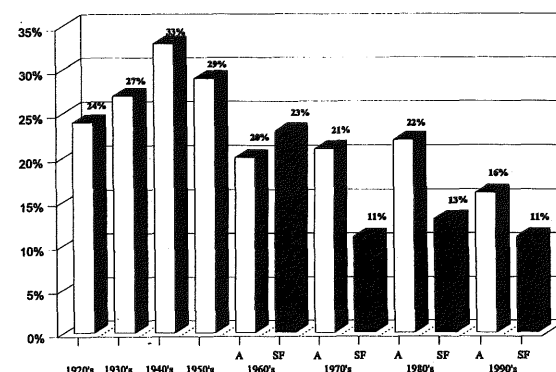


Overall, a much higher percentage of alumni who are graduates (23%) pay dues than nongraduates (10%). Also, alumni of the undergraduate program (19%) are more likely to pay Associates dues than alumni of the Graduate Institute (13%).

#### Dues Payers By Decade

On a percentage basis, the Decade of the Forties are the most stalwart supporters of the Alumni Association: fully one third (33%) of alumni from this decade paid their 1994 Association dues. They are followed by the Decade of the Fifties with 29%, and the Decade of the Thirties with 27%, of their members paying dues. Interestingly, these "older" decades, as well as the Decade of the Twenties (which only has 49 alumni remaining), all have a higher percentage of dues-paying alumni than any more recent decade. For the Annapolis Decades of the Sixties, Seventies and Eighties, the percentage of duespayers is fairly consistent, ranging only from 20-22%. For the comparable Santa Fe Decades, the range is much greater: 23% of the Decades of the Sixties are duespayers, compared to only 11-13% of the Decades of the Seventies and Eighties. Our most recent alumni (the Decade of the Nineties) have the lowest percentage of duespayers: only 16% from Annapolis classes and 11% from Santa Fe.

#### ALUMNI DUES PAYERS BY CLASS DECADE (UNDERGRADUATE CLASSES ONLY)



#### Dues Payers By Class Year

For some unknown reason, the percentage of alumni who are dues payers varies significantly by class year. Some classes have a fairly high percentage of dues payers while other adjacent classes have a fairly low percentage. For example, the Annapolis Class of 1962 has the highest percentage of dues payers (32%), while the Class of 1961 has the lowest percentage (13%) in the Decade of the Sixties. The Santa Fe Class of 1977 has twice the percentage of dues payers (20%) compared to the Santa Fe Class of 1976 (10%). To the 1,433 alumni who paid their 1994 dues; THANK YOU! We hope you will continue to support the Association.

To the 6,807 alumni who did not pay their 1994 dues: we hope you will become an Association member in good standing with the payment of your 1995 dues. Just think how much stronger the Association could be with financial support from all alumni!



# NEW YORK CHAPTER VIEWS THE THAW COLLECTION

BY MICHAEL DAVID BLUME A78

On Thursday, December 29th of the year just passed, on a mild afternoon punctuated by chilly gusts of wind, some two dozen alumni and friends of the College congregated at the Pierpont Morgan Library to attend a docent-led tour of the collection of master drawings assembled by Eugene Thaw, an alumnus of the class of '46. They came from Trenton, New Jersey, and Rockland County, New York, as well as various sections of New York City, braving holiday traffic and the first stirrings of rush hour, to converge at 36th Street off of Madison, in the Murray Hill section of Manhattan. Some were of Mr. Thaw's era, the decade of the forties, when Barr and Buchanan reigned. Among those forties alumni were Allan Hoffman, Peter Weiss and Peter Davies. Other decades were represented, of course, among them Tom Williams from the Fifties, Frances Burns from the Sixties, and numerous younger alumni, among them Adam Eggers, Fielding Dupuy and the current president of the New York Chapter, Justin Burke. Charles Nelson and his wife Ann, the parents of the current Annapolis campus President, made it down from Croton-on-Hudson. And, of course, my wife Betsy Blume, the Annapolis campus Director of Alumni Activities, and myself, both '70's graduates, drove up from Annapolis. Our son David, at age 10, was the youngest participant, but he has become an old hand both at museum going and chapter visitation.

The Alumni Association felt that the exhibit was of such importance, it deserved a visit, and Justin Burke showed real enthusiasm for incorporating a tour into the schedule of New York chapter activities. After soliciting advice from Francis Mason '43, a former director of the Morgan Library, Betsy and Justin arranged the particulars with splendid cooperation from the Library staff.

The Library was first established by John Pierpont Morgan, one of the most important financiers and industrialists of his day, as well as a philanthropist and patron of the arts. With ample expert advice, in particular from Bella de Costa Greene, whom he hired as his librarian in 1905, Morgan had already amassed considerable manuscript holdings, as well as paintings, sculptures, and objets d'art, by the time he hired Charles McKim to build his library edifice on 36th Street. McKim, a leading neoclassicist, designed a marble rectangle with a recessed portico, decorated with becoming simplicity and taste. The interior was much more richly and colorfully

decorated, most impressively in the Rotunda, the vaulted foyer to the Library.

The Library was completed in 1906, although much of Morgan's collection remained elsewhere, and after his death in 1913, the disposition of his various holdings took some time to settle. His son, J.P. Morgan, Jr., established the Library as a public institution with its own trustees and endowment in 1924. Since then, the Library has undergone various renovations and expansions, most recently when it acquired J. P. Morgan Jr.'s former townhouse, which was adjacent to the Library property. It has also, of course, built up its collections.

The collection of drawings and prints held by the Library is strong, with its strength much enhanced by the Eugene V. and Clare Thaw collection, which, of course, had exerted the attraction on our group in the first place.

Gene Thaw has been one of the more important dealers in Old Master paintings for much of his adult life, and has collected in that area as well as in drawings. Since retirement, he has taken up resi-

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HILAIRE-GERMAIN-EDGAR DEGAS (1834-1917), Seated Dancer, essence over pencil, on pink paper. 10 15/16 x 8 11/16 inches. Collection of Eugene V. and Clare Thaw. Photography by: David A. Loggie. c.1994 The Pierpont Morgan Library.



**ELECTION CONT. FROM PAGE 16**  
Graduate School of Medicine, 1986-89; Asst. Director of Admissions, St. John's College, Santa Fe Campus, 1977-78; Director of Admissions, St. John's College, Santa Fe, 1978-79; Medical Staff, Brainerd Regional Human Services Center, Brainerd, MN, 1989-1994; Instructor, Dept. of Medicine, University of Minnesota Medical School, 1995-present; Certification, American Board of Internal Medicine, 1989; Member, Ethics Committee, Brainerd Regional Human Services, 1989-93, Chairman, 1990-93; American College of Physicians, 1991-present.

## NOTICE IS ALSO GIVEN THAT NOMINATIONS MAY BE MADE BY PETITION

The rules governing submission of nominations by petition are as follows:

1. Petitions must be signed by at least 50 members of the Alumni Association in good standing.
2. Nominations must be accompanied by a biographical sketch of the nominee.
3. The consent of all persons nominated must be obtained.
4. The petition must reach the Directors of Alumni Activities NO LATER THAN DECEMBER 1, 1995; c/o St. John's College, PO Box 2800, Annapolis, MD 21404.

If nominations by petition are received, there will be an election conducted by mail ballot. If there are no such nominations, the nominees listed above will be considered elected. Terms will begin July, 1996.

## ELECTION OF DIRECTORS OF THE ST. JOHN'S COLLEGE ALUMNI ASSOCIATION

In accordance with the Article VII, Sections I and II of the By-Laws of the Alumni Association, notice is hereby given that the following alumni have been nominated to serve on the St. John's College Alumni Association Board of Directors:

For three year terms as Directors:

**BARBARA SKAUG LAUER**

SF76, Laramie, WY  
J.D. with Honors,  
University of  
Wyoming, 1984;  
LL.M. University of

Edinburgh, 1988; Appellate Counsel and Assistant Public Defender, Wyoming State Public Defender, 1989-1992; Partner, Lauer & Newlon, 1993 - ;

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**ELECTION CONT. FROM PAGE 15**

Editor, Legal Publications Division of Lugamo Corp., 1994 - ; taught Jurisprudence at U. of Wyoming College of Law, 1989-90; judicial clerk, Wyoming Supreme Court, 1987-88; Registrar, Graduate Institute, St. John's College; Director, St. John's College Alumni Association, 1986 ; Advisory Board, Land and Water Review, 1987 ; Colorado Bar Assoc. Legal Fee Arbitration Committee, 1989 ; Member, St. John's College Board of Visitors and Governors, 1991 ; Chair, Alumni Relations Committee, 1992 .

**WILLIAM TILLES, A59,**

Rockville, MD  
IBM Corporation, 1961-92; Manager, Public Safety, Courts and Corrections Public Sector Industry Marketing Staff, 1990-92; Manager of Systems Integration Marketing, State and Local Government, 1987-90; Marketing Manager, Federal Systems Division, 1985-87; Senior Program Administrator for the IBM Information Network, 1982-85; Founder, Tampa, Florida, Library Great Books Program, 1982-85; President, St. John's College Alumni Association, 1970-72; CoChair, Washington D.C. Chapter, St. John's College Alumni Association, 1971-72; Member, St. John's College Board of Visitors and Governors, 1992 ; Chair, Visiting Committee, 1993 ; Director, St. John's College Alumni Association, 1993 .

**DORINE TEPPER REAL,**

SF69, Westport, CA  
Work themes include education: organizing coop preschool program, aide in Montessori preschool, math, reading tutor for independent primary school, aide in special education classrooms, adult literacy tutor; computers: setup and training of a wordprocessing network for scientific publications group; and editing; Director, Westport County Water District; active member, Northern California Chapter, St. John's College Alumni Association; Director, St. John's College Alumni Association, 1993 .

**MARK MIDDLEBROOK, A83,**

San Francisco, CA  
M.S., Engineering Science, University of California at Berkeley; Principal, Daedalus Consulting, specializing in computer



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**THAW CONT. FROM PAGE 15**

dence in Santa Fe, pursuing an interest in Native American artifacts, from an aesthetic rather than anthropological stand-point. (That collection is to go to the New York State Historical Association in Cooperstown, N.Y.) He has also written extensively on art, notably in a book about his friend Jackson Pollock, and as a contributing editor for *The New Republic*. His association with the Library, as trustee and benefactor, has been of long-standing, making this gift particularly appropriate.

The exhibition begins with a Rhenish drapery study from the 15th century, unattributed, presumed to be preparatory to a painting of the Presentation of Christ in the Temple, a familiar subject of the time. It is followed by a study of three standing Apostles, by Mantegna, from the same period. The first drawing is an exquisite play of light and shadow, with subtly wrought folds and almost painterly expressiveness. The second is much sketchier, a working through of compositional ideas, with figural relations the dominant concern.

In a show of about 100 drawings, many of the drawings have a "working", unfinished quality, where the interest lies predominantly in following the genesis of an artist's ideas. But many are complete works in themselves, some colored in pastel chalk, watercolor, or gouache. A fine portrait by Lucas Cranach the Elder uses thinly applied oil paint on paper. Entitled "Portrait of a Man in a Black Cap," it is a robust character study absorbing one in facial details. Jacques de Gheyn II's "Animal Studies" employs ink, chalk, watercolor, and gouache in startlingly detailed renderings of a bird, a dragonfly, a frog, and a frog's head.

Among Mr. Thaw's favorite drawings is Rembrandt's "Three Studies for a Descent from the Cross," which allows for some comparison of the ideas for treatment of the theme that Rembrandt contemplated. Another favorite is by Francisco José de Goya, captioned "Leave it all to providence" (in Spanish), taken from the Black Border Album, and showing a young woman in an attitude of resignation.

Degas's drawings, particularly "Mlle. Becat at the Café des Ambassadeurs," show a strong affinity to Toulouse-Lautrec. Matisse's "Self-Portrait" and Picasso's "Portrait of Lydia Lopovka" show affinities in the way they had come to handle lines. Picasso's "Portrait of Marie-Therese Walter" is almost too intimate, as the subject was his lover on her way out of favor, and, perhaps, reveals a certain shameless appropriateness on the artist's part.

The last two works in the exhibition are unexpected. There is a still life by Alberto Giacometti, most famous as a sculptor, which shows his draughtsmanship and solidity of observation. Last, an

extraordinary untitled drawing by Jackson Pollock, showing the influence of surrealism, with nebulous glyphs and biomorphic figures overwhelming more recognizable figures, but pointing towards the purer abstraction of Action Painting.

After the guided tour, we spent time on our own in the Library, after which about fifteen of us adjourned to a brasserie in the neighborhood, at which Mr. Burke had made reservations, called Bienvenue. It was modest, comfortable, and tasty, and permitted some catching-up amongst old acquaintances, or the striking up of new ones.

Allan Hoffman and I briefly reminisced about an event that took place nearly a dozen years ago, when he was New York Chapter President. Gene Thaw had addressed the New York Chapter and various College officials on the desirability of including the fine arts in the Program, on the suggested basis of seminars similar to those on The St. Matthew's Passion, Don Giovanni, and Tristan and Isolde. Before the lecture, some of us had drinks with Gene in the bar of the Princeton Club, and I got a chance to talk with him at some length. I found him formidably knowledgeable, and passionate about art. His lecture demonstrated those qualities, along with eloquence. As it happened, Edwin DeLattre, the former President, suggested I write up the lecture for the College weekly. Thus, this is not the first occasion I have had to praise Gene in print.

And praise him I must, for his practiced eye and the scholarly appreciation he brought to the selection of these drawings; the intelligence and tenacity with which he advanced his collection; and the generosity of his dispositive intent. I have seen many collections by individuals (and their advisers), such as those of Barnes, Hirshhorn, and the Cone sisters. Although more modest in scope, and representative of only a fraction of his holdings, this collection compares favorably in terms of sureness of taste, diversity of interests, and historical comprehensiveness. The nature of Gene's interest may be summarized in something he wrote: "It is a particular quality of drawings, their kinship to handwriting, which most attracts us to them as evidence of the authentic touch of the artists' own hand. In this age of computers, multiples, and other devices for graphics programming and duplication, the artists' hand seems to be getting less and less important. All the more reason to cherish such survivals from other times when the hand of genius was a sign of civilization."

It may also be said that the connoisseur's eye is a sign of civilization, and his passion a hope for its continuance. We should be grateful to Gene for his achievements, and proud of him as an alumnus of St. John's.

## CHAPTER CONTACTS

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

ALBUQUERQUE: Harold M. Morgan, Jr. (505) 256-0294

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

AUSTIN: Joe Reynolds (512) 867-8461

BOSTON: Alvin Aronson (617) 566-6657

BUFFALO/ROCHESTER/TORONTO: Hank Constantine (716) 586-5393

CHICAGO: Rick Lightburn (312) 667-0068  
or Amanda Fuller (312) 337-4105

DALLAS/FORT WORTH:  
Suzanne Doremus (817) 496-8571 or Jonathan Hustis (214) 340-8442

LOS ANGELES:  
Julia Takahashi (310) 434-7624

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

NEW YORK: Justin Burke  
(212) 228-8423 or (212) 620-3955

PHILADELPHIA: Jim Schweidel  
(215) 836-7632

PORTLAND:  
Rachel Sullivan (503) 629-5838

SACRAMENTO:  
Arianne Laidlaw (916) 362-5131  
or Helen Hobart (916) 452-1082

SAN FRANCISCO/NORTHERN CALIFORNIA: Alex Poulsen (510) 430-1924

SANTA FE: John Pollak (505) 983-2144 or Cindy Jokela (505) 984-6103

SEATTLE: Jim Doherty (206) 937-8886

WASHINGTON, D.C.: Sam Stiles (301) 424-9119  
or Bill Ross (301) 230-4594

# WASHINGTON, D.C., ALUMNI CHAPTER

BY WILLIAM WARFIELD ROSS, A47

The Washington area chapter serves more than 800 alumni/ae in the District of Columbia and suburban Maryland and Virginia—the largest alumni concentration in the country. This area offers an unusually wide range of organizational, cultural, and social activities, and perhaps for this reason the chapter has succeeded largely through its emphasis on the seminars, which provide an ongoing opportunity for continuing dialogue on perennial questions.

Seminars are held every other week throughout the year except for July and August. We have been meeting regularly since 1979, when the seminar was organized by Edward F. Grandi, A77, and Mark Aickelin, A75. Readings are suggested by those who attend.

They have included a re-reading of some of the works that we read as students, some non-program books by the same authors, and other works ancient and modern—poetry and fiction, science, philosophy and public affairs. Some by Plato, Aristotle and Shakespeare usually show up on our list at least once a year, and the moderns have ranged from Hannah Arendt to Victor Zuckerkandl. Over the summer break we usually read something that we would not have time for during the year, such as *Madame Bovary* or *Anna Karenina*.

For many years we met at a branch library in the District of Columbia, then we went to dinner at one of several nearby restaurants.

When budget cuts last year caused the library to close in the evenings, we were forced to find somewhere else to meet, and it has proved to be even better. We hold our seminar in a private room of a restaurant, ordering dinner before the discussion begins. Two hours later, the doors are opened and dinner is served at our table. The conversation may, or course, continue, but informally.

In addition to the regular seminars, we have gone to the Air and Space Museum twice for large screen films, followed by discussion, thanks to arrangements by James T. Hyder, A84. We have also had several fine arts seminars in recent years. For these, we meet at an art museum or gallery to sit before one or two paintings and discuss them for an hour or so. These have been led by Sharon H. Garvey, SGI78, who has selected and researched the paintings and made arrangements for the viewing and seminars. We held an afternoon seminar on an opera, in which we watched a video, followed by discussion. The opera was Beethoven's *Mefistofele*, and the discussion built on our recent seminar on Goethe's *Faust, Part I*.

Because Washington is only thirty miles from Annapolis, we have been able to call on tutors to lead seminars more frequently than can most alumni chapters. Tutor Sam Kutler, A54, led a series of seminars on Einstein's Relativity and Stephen W. Hawking's *A Brief History of Time*. Annapolis president Chris Nelson, SF70, led a seminar on short stories by Matsuo Basho and Kamo No Chomei, and tutor George Doskow led one recently on *The Tale of Genji* by Lady

Murasaki (see photo). Last year Annapolis dean Eva Brann chose W.P. Kinsella's *Shoeless Joe*, which made for a wonderful seminar (the film was entitled *Field of Dreams*). Dean Brann returned this spring to lead a discussion on cognitive psychology. Other Annapolis tutors who have led seminars for us include Laurence Berns, Chester Burke, A74, Henry Higuera, Adam Schulman, John White, A65, and Curtis Wilson. Former Annapolis dean Robert Goldwin, A50, who now lives in Washington, led a seminar last year on Plutarch and returns this spring for one on Polybius. We have also taken advantage of two journeys east, on other business, by Santa Fe tutors. Tutor



Left to right: Jean Mitsak, SGI85, Samuel V. Stiles, A54, Annapolis tutor George Doskow, and William R. Tilles, A59, discussing *The Tale of Genji* (2/1/95) at the Armadilla Grill, Bethesda, Md. Photo by Vivian Ronay, A65.

emeritus Charles Bell presented a slide show on the eighteenth century and led the discussion; and Cary Stickney, A75, the new director of The Graduate Institute, led a seminar in January on a short story by Harold Brodkey.

Each December we hold our annual chapter business meeting, followed by a holiday party. We are now able to have these events in the same restaurant that we use for seminars. Other social events have included picnics, summer outings, and potluck dinners at homes of alumni.

Edward Grandi was for some years the seminar coordinator, followed by Samuel V. Stiles, A54. When we formally organized ourselves into a chapter of the Alumni Association, the first president was Deborah Papier, A72, who was succeeded by Sharon Garvey and then Samuel Stiles.

Alumni who visit the Washington area are invited to join us for seminars and other events. For further information on chapter activities, call Sam Stiles at (301) 424-9119, or Bill Ross at (301) 320-4594.

## ELECTION CONT. FROM PAGE 18

for engineering firms, 1988 ; Contributing Editor, *CADalyst* magazine, 1990 ; President, Northern California Chapter, St. John's College Alumni Association, 1988-91 ; Homecoming Lecturer, St. John's College, Santa Fe, 1991 ; Director, St. John's College Alumni Association, 1993 .

## BEVERLY ANGEL

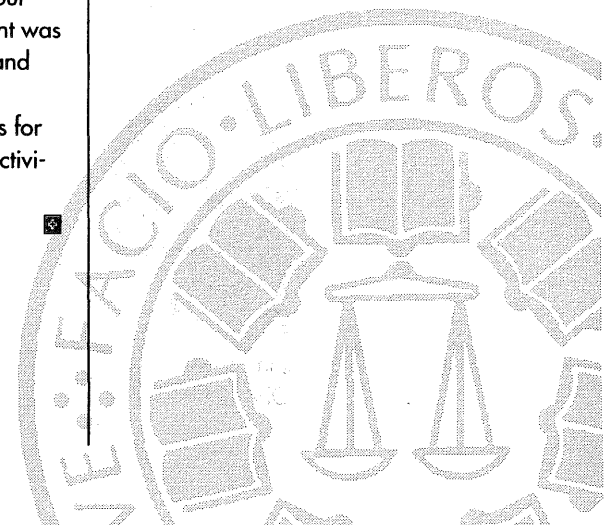
SGI89, Austin, TX  
Teacher and Dept.  
Chair, Chemistry,  
Math and Physics,  
St. Michael's  
Academy, 1992 ;  
Elgin High School,  
1990-92 ; Teacher, 1977 ; Teaching  
Certificate, University of Houston,  
1977 ; Volunteer Teacher, Austin Adult  
Literacy Council ; Volunteer, Kerrville  
Summer Music Festival ; Founder and  
President, Austin Chapter, St. John's  
College Alumni Association, 1990-93 ;  
Director, St. John's College Alumni  
Association, 1990-93, 1994



## NOTICE IS HEREBY GIVEN THAT NOMINATIONS MAY BE MADE BY PETITION:

Rules governing submission of nominations by petition are as follows:

1. Petitions must be signed by no fewer than thirty (30) members of the Alumni Association in good standing.
2. Petitions must be presented to the Secretary of the Alumni Association prior to the Annual Meeting at which the election is to be held. George Bingham, SF68, Secretary St. John's College Alumni Association P.O. Box 2800 Annapolis, MD 21404
3. The election will be held at the Annual Meeting on Saturday, July 22, 1995, at 2:00 p.m., in the Senior Common Room, Peterson Student Center, Santa Fe Campus.
4. The candidates for Directors receiving the highest number of votes for those offices shall be declared elected. ☐



## ALUMNI NOTES AND PROFILES...

1945

**Morris Parslow** (A) reports that having retired, he is now professor emeritus of Grinnell College in Grinnell, Iowa.

The spring 1994 issue of *The Merton Seasonal* contains an article by **Bill Buchanan** (A) on "The Search for Brahmachari." Brahmachari is the Hindu friend Thomas Merton speaks of so endearingly in *The Seven Storey Mountain*. Bill tracked him down and interviewed him. He is living in an ashram near the Calcutta airport, still writing and teaching, in his nineties. Bill also has an article in *Swami Vivekananda, a Hundred Years Since Chicago, a Commemorative Volume*. It is called "Notes on Swami Vivekananda, Christian Science, and Vedanta," and in it Christian Science is seen as a kind of distant American cousin of Vedanta.

1953

**Charles R. Powleske** (A) is beginning his 36th year at the Business Council for International Understanding. For the past 12 years he has been president and CEO. **Munir Hussein**, A90, is BCIU's vice president for programs. Charles

writes that **Munir** was "mainly responsible for organizing the White House Conference on Trade and Investment in Central and Eastern Europe, which was held in Cleveland in January. Over 1200 people participated, including President Clinton, Secretary of Commerce Ron Brown, and 14 high-level government delegations from the region. This was an ambitious undertaking for BCIU and, happily, one of our most successful."

1960

**Ronald McGuirk** (A), a senior vice president of First National Bank of Maryland, has been named corporate secretary of the bank's holding company, First Maryland Bancorp and each of its direct and indirect subsidiaries, including four subsidiary banks. As secretary, he will play an active role in corporate governance and in coordinating matters for the various boards of directors and advisory boards. Ronald has been with First National for 35 years. He has served as a member of the Anne Arundel County Council and is active in the local community.

**Frank B. Murray** (A) was conferred an honorary Doctor of Science degree by Moray House College, Institute of

Education, at Heriot-Watt University in Edinburgh. Currently dean of the College of Education at the University of Delaware, Dr. Murray earned his MAT in 1961 and his PhD in 1966 from Johns Hopkins University. He taught high school for several years, then taught at Johns Hopkins, the University of Minnesota, and Teachers' College of Columbia University.

In the speech marking the presentation, Dr. Murray was honored as "a scholar and researcher of outstanding distinction and international renown, having sustained for nearly 30 years an unbroken series of publications." His work in developmental and educational psychology has been devoted to the line of psychology pioneered by Jean Piaget. Dr. Murray was cited for helping to create a research tradition that has "extended our understanding of children's cognitive, affective and conceptual development and provided a richer understanding of the complexities of learning to read and how mathematical and other types of thinking can be nurtured."

1969

**Barbara Mordes Ross** (A) reports that the Homecoming reunion for the class of '69 was "fantastic." She's looking for anyone interested in a 1965-75 middle of the decades reunion, since many of her classmates took longer than four years to graduate.

1971

**John Polgreen** (SF) is a founding partner in the WPA Group in St. Paul. The company develops computer-based training and related services. In 1988 he completed a PhD in education at the University of Minnesota. He writes that he is married and has three children, two of whom are currently sophomores at St. John's in Annapolis.

1973

**Peter Davis** (A) reports that he has recently become the manager of public policy for NationsBank Corp. He is still living in Atlanta, where he's been for the past 12 years.

**Prudence Davis** (A) is the Mother Priorress of the Benedictine Priory of Vita Pax in Turve, Bedford, England.

1974

**Erica Chaney King** (A), a lieutenant colonel in the Marine Corps, was transferred in October 1994 from California to North Carolina, where she now serves as the commanding officer of the Financial Management School, Camp Lejeune.

1975

At the University of Alabama, Tuscaloosa, **Michael Hendry** (A) is teaching Latin, Greek, and Greek mythology. He has published almost 20 articles.

1976

**Douglas Mayer** (A) has joined the law firm of Wachtell, Lipton, Rosen & Katz in New York.

1978

**Sheri Anderson** (SF) reports that she received a letter from the mother of classmate Leeza Tschursin. Leeza had completed a doctorate in microbiology, but after efforts to deal with serious depression, she took her life. Her mother requests prayers for her from her friends. Her mother's address is: Diana MacArthur, 5103 Cape Cod Court, Bethesda, Md.

The Oberlin News-Tribune in Oberlin, Ohio, named **Anne Hawk** (A) "Oberlinian of the Year" for her work with families and children. Anne is the guiding force behind the Lorain County Family Fun Fair, a day of recreation and exchange of information that brings together parents, children, and the agencies that serve them. The fair has been held each summer for two years, last year attracting thousands of visitors and including more than 60 local businesses. Anne works with Families Yes!, an organization that supports all families however they are made up and encourages programs that help families before they are in crisis.

1980

**Jacques Duvoisin** (A) teaches ethics at Babson College in Boston.

1981

A man of few words, **Matthew Hartzell** (A) says "Hi" to his classmates.

1982

**Sara Marcy** (SF) and her husband, David Garcia, had a baby girl, Victoria Amparo Garcia, on January 12, 1995. They're living in Queens, Ny., while David completes law school at St. John's University. Sara is the New York Technology Manager for Chubb Insurance. They can be contacted via e-mail at 74312.174@compuserve.com.

Sara also writes that **Tina Clark** (SF) is in the process of starting her own fashion company and currently is traveling in Europe, and **Lance Forsythe**, SF81, currently is working at St. John's

Dear Alumni of St. John's College,

It is with deep regret that I have accepted Cindy Jokela's resignation as director of Alumni Relations in Santa Fe. Cindy has done an outstanding job over the past four years, and her efforts and commitment to St. John's and its alumni will be sorely missed.

Cindy, her husband John, and sons, Karlin and Les, will be staying in Minnesota where John has an opportunity to stay on as a faculty member at St. Olaf College. Cindy will continue with her campaign responsibilities. So, for all of you who are volunteers in the campaign, Cindy will continue to be the key staff person in Santa Fe for the Alumni Division of the campaign.

We have begun a search for the director of Alumni Relations and, therefore, I want to share with you some of the key criteria for the position and encourage any of you who are interested to apply.

The Alumni Relations Director develops, promotes and coordinates alumni activities for the Santa Fe campus in conjunction with the Alumni Association and its board. The person in this position recruits, trains, motivates and works with alumni fundraising volunteers. The director is expected to maintain close communication and coordination with the Annapolis alumni director. The director coordinates and supports activities of the alumni fundraising volunteers. The person in this position reports to the vice president for college advancement.

Qualified candidates will hold a BA and have two years administrative experience in a college setting, one year office management experience and one year of writing, editing and public relations experience. The position requires excellent organizational and communications skills.

To apply for this position, or to obtain additional information, please call or write to: Ted Gonzales, Director of Personnel, (505)984-6141, 1160 Camino Cruz Blanca Santa Fe, New Mexico 87501-4599

Sincerely,  
Jeffrey D. Morgan,  
Vice President for Advancement



University in New Foundland, Canada and can be reached via E-mail at forsythl@sparky2.esd.mun.ca.

## 1985

**Judi Hammett** and **Carl Aron** (both A) became the proud parents of Maia Hammett-Aron on May 15. Maia was in a hurry and didn't want to wait to get to the Baltimore Birth Center, so she was delivered by Carl in the bathroom at home, as their friends looked on—including **Dave Lowther**, A86.

## 1986

**Curran G. Engel** (SF) and his fiancée, **Annalisa Chamberlain**, have moved to a new home in Oakland, Ca. Curran reports that he is still working in film. Their new address is: 2515 Carmel Street, Oakland, CA 94602; (510)-530-2293; e-mail: Curran E@alo.com.

**Jeremy Lauer** (A) writes that he will be moving to Geneva, Switzerland, where he will take a position as editor for the Office of Publication of the World Health Organization.

**Charles Beckman** (A) has passed the bar exam.

## 1987

**Andrew Beckman** (A) is in his third year of medical school.

**Eleanor Hamburger** (A) is now an attorney with Consumers Union in San Francisco. She is working on mental health issues.

## 1988

**Shirley M. Banks** (SF) writes, "After hiding out since 1986, when I left St. John's, I am pleased to send a note about the state of my life here in Atlanta.

"I live in Midtown, one of the city's most urban neighborhoods....After working for six years at the Feminist Women's Health Center in Atlanta, I returned to school in the summer of 1993. I am a full-time student at Kennesaw State College, majoring in biology and mathematics. I tutor mathematics for a living. (Jack Lincoln, my freshman math tutor, will not miss the irony of this development, having lamented my "unnecessary diffidence" toward the subject in my first don rag. Katharine Mulford, my sophomore math tutor, will be astounded. Ain't life grand?) Intermittently I work at Borders Book Shop where **James Silver**, A79, is an assistant manager. I was confirmed in the Episcopal Church in 1988, and serve as a vergier (a what?) and cantor at All Saints' Church, and sit on the board of directors

of Integrity/Atlanta.

"**Richard Stark**, SF90, my best friend, lived in Atlanta until 1990. He now lives on the Upper East Side of Manhattan and manages a bookstore in Chelsea. He says 'hi.'

"I would love to hear from old friends. My e-mail address is sbanks@pigseye.kennesaw.edu and my mailing address is: 790 Myrtle Street, N.E., Apartment 6, Atlanta, GA 30308-1431; phone: (404) 875-1449."

**Debbie Hollis** (SF) currently is working on her second master's degree while working for USWEST as a research librarian. She got her first master's in library science from the University of Washington in 1989, moved to Denver, and "temped around" until she started with USWEST. Her second master's will be in computer information systems and she will finish in June, 1995. She also has taken up Timiki Aikido and just received her black belt. Friends are welcome to write or call or Internet. Her address is: 3336 S. Alcott Street, Sheridan, CO 80110; phone: (303) 789-1769; e-mail: Library30@aol.com.

After many tumultuous engagements, **Melissa Johnson** (SF) and **CJ Dallett** (SF) were married on Friday, October 7, 1994 in Santa Fe at the home of **Deborah Fleig**, SF88. The majority of those witnessing the union were Johnnies: **Lara Anderson**, SF88; **Denise Malone Barlow**, SF88, **Toby Barlow**, SF88, and their daughters **Nora** and **Rose**; **Theresa Donnelly**, SF88; **Caren Friedman**, A88, and **Richard Scholnik**, SF85; **Robyn Hodges**, SF87; **Myra Andrews Keen**, SF88; **Sarah Maxwell**, SF92, and **Jeremy Parfitt**, SF89; tutor **Elliott Skinner**; the **Slakeys**: **Anne**, SF88, **Bill**, SF88, and **Tom**, SF81; and **Mark van de Walle**, SF89.

Melissa teaches math at Capital High School in Santa Fe and CJ is the owner of "Red D Designs," a furniture design and restoration company. They welcome letters at P.O. Box 203, Ojo Caliente, NM 87549.

**Jennifer Lapham** (A) is a graduate student at the Art Institute of Chicago.

## 1989

**Jeanne Duvoisin** (A) earned an LLM in tax law from NYU Law School last May; she works in Los Angeles now.

**Raymond Gifford** (A) has joined the law firm of Raker & Hostetler in Denver. The firm has offices in eight U.S. cities. Raymond, who was formerly with Kirkland and Ellis, has practiced in general commercial litigation, handling matters including toxic tort litigation and securities fraud. He earned his JD degree

from the University of Chicago.

"On September 4, I married **Cristina Bernardi** of Chicago," writes **Mark Shiffman** (A). Guests included **Jay and Fawn Powers**, A88, **Sophie Ehrhardt** (formerly Romano), SF89, **Owen Jones**, **Olivia Neel**, **Frances Daniels**, and **William Culley**, all SF90. **Eric Lavoie**, A88, was best man.

## 1990

**Alexandra Kincannon** (A) married **Paul Moorehead** in May 1993. She is currently living in Fredericksburg, Virginia.

**Jim Kolsky** (SF) got an MS in statistics from University of California, Davis, in 1992. He is currently working on a PhD in statistics at Oregon State University and hopes to be done during the summer of 1996. He is also planning to get married at the end of June to **Cathy Baker**.

## 1991

**Adam Eggers** (A) graduated from law school in 1994. He finished at Cardozo School of Law in New York, and is now living and working in NYC. "Having survived law school and the bar exam, it is time to make a living," he says. His message is: B "H.

**Sapna Gandhi Slatkin** (A) writes, "I met my husband, **Robert**, on December 31, 1993 at the bookstore where I worked. Our eyes met—it was love at first sight! After an hour or so of making eye contact, Robert asked me out for New Year's Eve. Unfortunately, I had other commitments but we immediately made plans to lunch the next day.

On Saturday, we met for lunch and spent the entire afternoon together falling in love. On Sunday, we had dinner and after dessert, Robert suggested we get married. I quickly agreed.

We were married in a dual ceremony on July 30 at a historic home in Louisville. First, we had an American/Western wedding, with the bride wearing a traditional ivory gown and the groom wearing a tux. An hour later, we married again in an abbreviated Indian ceremony that lasted only one and a half hours. Bride and groom wore Indian garb (see photo, pg. 18).

The wedding was attended by over 200 guests from Toronto, Montreal, London, San Francisco, New York City, Boston, Atlanta, Baltimore, Maui, Hawaii, and Melbourne, Florida.

Johnnies in attendance were **Andrea Rush** (SF), **Jill Ingram**, **Ines Azcarate** (A).

We were told that everyone had a great time and that the weddings were beautiful. We'll have to take them at their word because our memory is blurred.

Married life is great. I would love to hear from friends. 1046 Everett Avenue, Louisville, KY 40204; 502-459-8655."

**Ken Geter** (SF) recently was accepted into the Graduate Program at the Department of Environmental Health at Colorado State University. He is seeking a master's degree in veterinary epidemiology. Ken currently is employed at The Center for Veterinary Epidemiology, College of Veterinary Medicine and Biomedical Sciences, Colorado State Univ.

**Kimi Kanda** (SF) and her husband, **Eran Williams**, SF89, have been living in Hungary for the past six months, "enjoying an Eastern European adventure." Eran is teaching with the Soros Foundation and Kim is learning Hungarian and doing private tutoring. The couple expects to remain in Hungary for at least another year.

**Sarah Miles** (SF) was married to **Brandon Valentini** in November at the Cristo Rey Catholic Church in Santa Fe. Sarah currently works as a statistical analyst with Research and Polling Inc. of Albuquerque. Brandon is a business student and works for the New Mexico State Fair.

**James Perriguet** (SF) reports that he "will be enjoying a travel spree 'til July as a student of metaphysical law and astrology under the renowned astrologer **Alan Oken**. He will be assisting an international group of travellers to the ancient temples of Central America where he will meet with the Dalai-Lama at Chichen-Itza. Then to Norway, Denmark, Lourdes, Zurich and Portugal, working as an apprentice and assistant." He adds that he is "eager to correspond with y'all." His address is: 3211 Breeze Terrace, Austin, TX 78722-1911.

## 1992

**Nicholas Burmeister** (SF) is attending the University of Seattle to obtain a degree in existential psychotherapy. He says that any Johnnies who come through can give him a call or write a note. His address is 605 10th Ave. East, Apt. 1, Seattle, WA 98102.

**Brian Dorland** (A) writes that he recently has been accepted into the University of Maryland's Graduate Physics program. He writes: "I have the privilege of going to France and Germany in April. I will be presenting a paper entitled 'The Utility of Metadata Catalog Databases Using HTML Interfaces' at the Weaving the Astronomy Web' conference in Strasbourg, France, and also attending the Third International World Wide Web conference right after it in Darmstadt, Germany. The paper is pretty dry, except where I sneak the Kantian term 'schema' into a discussion of computer databases ...Also, my one-and-a-half-year-old daughter

Natalya's favorite word is 'book.' Hmmm..."

**Robert Nease, Jr. (A)** is pursuing a masters in writing and publishing at Emerson College in Boston. He received a Bookbuilders Award.

1993

**Diana Rempe Cetas and Justin Cetas** (both SF) would like to announce (somewhat belatedly) the birth of their daughter, Isabelle Sophia Cetas, on September 14, 1994. Diana writes, "We are living in Tucson for what feels like the rest of our lives, as Justin has just begun work on his MD/Ph.D and I begin grad school in the fall. Isabelle is content simply to practice rolling over.

"Our door is open to anyone who should find her/himself in Tucson. Our phone number is (602) 623-4030 or send e-mail to: jcetas@gas.uug.arizona.edu."

1994

**Heather Malcom (SF)** writes: "I have been back in New York City six months already and the only things I am addicted to so far are e-mail, cheap sunglasses and vinyl. **Chris Leydon, A93**, made it out here with me and hasn't freaked out yet either. I work for an amazing woman at New York University. She is a professor with a joint appointment in Chemistry and Math, we have a computer lab where she and about ten other people use computational techniques to research the dynamics of biomolecules. I am pretty lost most of the time, but I do have to admit that I would be much worse off had it not been for senior lab. I WAS paying attention, Mr. Forkin!! But the most exciting thing for me at the moment is that I have been elected to serve on the board of Third Wave, a national non-profit organization dedicated to feminist and youth activism for social change. Our next big project is Freedom Summer '96, when we will be traveling around the country to register voters for the '96 election. Anyone interested in Third Wave (or NYU or NYC or me) should contact me at: Courant Institute, 251 Mercer Street, New York, NY 10012; e-mail: malcolmh@nyu.edu

P.S. I continue to send books in for the Books by Women Project, I hope others will too!

## SCIENCE CONT. FROM PAGE 9

Although Mr. Flaumenhaft's degrees are in political philosophy, he encountered no unfriendly gatekeepers protecting academic turf in the field of history of

science. Encouragement, advice and support from renowned historian of science and tutor emeritus Curtis Wilson was invaluable. Mr. Flaumenhaft's St. John's background made up for any lack of formal credentials. According to his way of thinking, the connection between political philosophy and science is not far-fetched. He is particularly interested in the emergence of early modern political thought in opposition to classical political thought. During the Enlightenment, the divisions common in modern minds between math/science and the humanities had not yet been defined.

## MARKETING MENDEL AND NEWTON

His first answer to the question of who would read these guidebooks to science is "Me, thirty years ago." In other words, people who are not St. Johnnies but who are perhaps professionals in the academic world. They read Aristotle, Hobbes and Locke and are aware that they are dealing with only part of the story. They might like to read Ptolemy or Descartes' scientific work, but they don't have the time or the opportunity to sit down with students and work through it. Commentaries by specialists tend to be forbidding. The guidebooks, on the other hand, are user-friendly. Everything such a person would need is included: texts, charts, diagrams, notes, commentary.

Another group of readers are engineers, scientists and military or business types who do high-tech work. They might want to investigate the source of their presuppositions. Also they are curious about why Ptolemy, for instance, envisioned the universe as revolving around the earth and why he tried to explain everything with circles. "These people are not technophobes," he says, "but they are not about to pick up Ptolemy. If it were available in a guidebook they might."

A third group of readers Mr. Flaumenhaft identifies are those involved with core curricula. Those establishing such a curriculum can be at a loss for what to do about teaching science. They don't want just introductory material, or what Mr. Flaumenhaft calls "physics for poets," which lack substance and rigor. The material in the guidebooks is real science, however, and quite do-able in a classroom setting. This is also the kind of science that perhaps should be taught to high school and elementary school teachers, Mr. Flaumenhaft said.

A group not mentioned by Mr. Flaumenhaft is St. John's alumni. Science and math are such use-it-or-lose-it disciplines, that if alumni haven't spent time on Ptolemy or Newton in 20 years, they might not remember much. These guidebooks

make a great refresher course. While it's true that at one time these scientific texts were read by well-educated people, today they are considered difficult going.

## BEAUTY IN THE BEAST

But it is difficult, are they also beautiful, as beautiful as Shakespeare? According to Mr. Flaumenhaft, you have to do a good deal of work before you can make that judgment. "In some books that

I have studied for years, I find the artistry austere but simply amazing," he said. Apollonius he finds especially beautiful. There is a long stretch of propositions that is extremely tedious, but ultimately the whole "is something neatly and tightly put together, with no waste, that enables you to see wondrous sights." Even for those who can't bring themselves to go to the dentist or solve the puzzle of Bosnia, then, reading science can be worthwhile. ■

## ALUMNI PROFILE

### PATRICIA MEYER, SGI82: GIVING STUDENTS A VOICE

by Sara Harris, EC95

One of the most direct ways to put a St. John's education to work, it would seem, would be to teach it. It is remarkable to hear of the innovative ways the basic pedagogy is being implemented across the country. In particular, the work of Patricia Meyer, a high school teacher in the Glenbard East (Lombard, Ill.) humanities department is noteworthy.

Ms. Meyer has tailored the St. John's pedagogy to a large-class public high school humanities curriculum and made it "one of the showcase classes" of the district. One of the most innovative measures is her development of student leader/facilitators who guide the discussion within a five- or six-member group of classmates. The leader/facilitators are required to turn in their questions at the beginning of discussion days and meet weekly with other student leader/facilitators to discuss their successes and problems.

Ms. Meyer was working as a public school teacher when she decided to return to school for a master's degree. Her colleague, a St. John's graduate, encouraged her to go to St. John's and she started in the summer of 1979, attending each summer for four years until 1982. That also was the year her school district proposed starting a humanities course—and tapped her to help develop it.

"We knew we wanted to use primary texts and we knew we wanted to use the seminar mode," Ms. Meyer said. So, with some advice from her former tutors and the help of her alumni colleague, in 1982 she established the first humanities program for Glenbard East.

Having student leader/facilitators is a recent development, the result of budget cutbacks that forced the end of team teaching. "I put out a call to all the kids who were enrolled" and instead of the handful of students she expected, "half the class showed up." Ms. Meyer runs an all-day workshop in the summer, which covers how to ask a good question, how to find the core issues of a text, how to evoke responses and how to control the dynamics of a discussion. Then the students practice on a short piece and discuss the qualities of the questions and techniques that worked well.

Since that time, the popularity of the class has grown steadily. The students "truly love it," Ms. Meyer said. She consistently gets positive feedback, as well as requests to become student leader/facilitators. The most common response is students saying, "We love having a voice in class." Aside from the size of the class, the biggest change Ms. Meyer said she has noticed over the 13-year life of the program is the increase in female students "questioning the values of what men have told us." The question of how this perspective affects how laws were written, for example, is likely to arise in a discussion of Locke.

In addition, she said her role has changed from organizing the discussion and drawing out the main points, to spending more time with student leaders and visiting each discussion group during class. In fact, she now worries about "not taking over their role," she said.

Ms. Meyer also hopes to take her show on the road, spreading the word about the program in the region and encouraging wider participation. Part of their work was a teacher's workshop she presented with four of her students at a Shakespeare Repertory workshop.

The reading list largely reflects the St. John's seminar curriculum but also includes a selection of African folk tales and a choice of the works of Chinua Achebe, Bessie Head or Buchi Emecheta. Discussion classes also are interspersed with field trips, essay writing, viewings of art and architecture and listening to music. ■

## ALUMNI PROFILE

### SECOND CAREER TIME: A LETTER FROM CHRIS KING, A75

Here's some news about my wife, Amy L. Oosterhout, A82, and me: Amy works as a real estate title searcher. She has been in business for herself for about seven years. She specializes in searching titles in the various Circuit Courts in the Baltimore area for attorneys located in other areas of the state, though she has some clients in Baltimore as well. Business has been growing slowly, but steadily, through the years, though not yet to the point that she has to become an employer. Amy is on the cutting edge in the record rooms around Baltimore; her portable computer has almost completely replaced pen and paper for her, and this has aroused great curiosity among her fellow title searchers.

In 1990, after almost ten years as a litigator, I quit the practice of law, and became a bus driver. I did not enjoy the law (except for a part-time position teaching legal writing at the University of Baltimore Law School). There was too much pressure, too much fighting (which is what people hire lawyers to do, I know), too little personal satisfaction (most cases are settled, that is, compromised, not won or lost), and, frankly, it was not particularly lucrative for me (lest one think my decision completely noble or insane).

Driving MTA buses here in Baltimore combines two long-time loves of mine: professional driving and cities. The lines I drive serve people in all parts of the city, during all hours of the day (and night). After four years, I remain happy with my job and my decision to leave the law. I still love my city, but I don't know any more about how to solve its problems than I did when I started this job. If I figure it out, I'll be sure to let someone know. For additional fun, I do a little desktop publishing and typesetting with the family desktop computer, and I play with Harry.

Harry, our only child, would make his namesake, Harry Golding, proud. He is six now, and loves computers and maps and Thomas the Tank Engine. I could praise him for pages on end, but you still wouldn't think he was as wonderful as your kids, I know.

Within the past year, we learned that Harry has a genetic deficiency called Velo-Cardio-Facial Syndrome (VCFS). Medicine discovered VCFS only about 15 years ago, and learned to confirm it with blood tests only about two years ago. Information about VCFS is still pretty spare, and limited mostly to technical articles in genetic journals. If anyone in the St. John's community knows about VCFS or knows of any support groups for it, please let us know.

Classmates finding themselves in the Baltimore-Washington area: please get in touch. We're at: 135 South Potomac St., Baltimore, MD 21224-2252.

Phone (410)522-2665; Fax (410)522-2033; E-mail 71071.613@compuserve.com. ■

### HOMESCHOOL CONT. FROM PAGE 13

For her science education, Emily took summer and weekend courses for gifted high school students at a nearby college. "It wasn't like regular school," she said. "There weren't grades. The majority of the kids were there because they really wanted to do the work."

Her enjoyment of science continues at St. John's, where the college's approach matches her learning style. "The way we go about it here requires a lot less rote memorization and a lot more explanation, which really helps me. I always want to know why I'm doing something."

She said this approach is what drew her to the college. "I mainly chose St. John's because of the conversations," she said. "That's really been the way I've learned. I'd read something and then I'd talk about it with my mom."

But, although the college's emphasis on conversation dovetails with her home

schooling experience, the all-required program is in direct contrast to her earlier education, where she determined her own curriculum. This contrast has never bothered Emily. "Another reason I chose St. John's was that I liked the idea of trying a little regimentation after eighteen years of having to do it all myself. It's nice to have structure every once in a while. And St. John's has a lot of freedom within that structure. You can do a lot outside of class."

Now a senior preparing to graduate, Emily plans to enter museum studies. She has applied to the Winterthur Program in Early American Material Culture, and is exploring several possibilities for internships.

### STUDENT PROFILE: MARY CATHERINE FORD

by Ben Zebley, A98

Many students applying to St. John's come from unique academic situations.

Some have been at the top of their class, earning straight A's and astronomically high standardized test scores. Some, although intelligent, lag behind the others, unmotivated or unchallenged by the traditional educational systems. Very few take the initiative to change how their education is progressing. However, that is just what Mary Catherine Ford (a January freshman in Annapolis) decided to do after years of dissatisfaction with traditional schools.

Ms. Ford claims her high school was "boring and a waste of time." After transferring between several different schools, she decided to take personal responsibility for her academic pursuits.

After reading a newspaper ad for a homeschooling program, Ms. Ford and her father decided this would be a great substitute for a traditional high school education. In addition, the cost of the homeschooling program was substantially less than the tuition at her parochial school. She used the Seton Home Study School materials.

Ms. Ford taught herself about literature, grammar, history, American government, and even studied several languages. Although she did not have a laboratory available for her use, Ms. Ford was able to study basic biology at home, as well. In addition, because she was enrolled in a Catholic-run program, she was able to continue her study of religion.

Ms. Ford's academic performance drastically improved with homeschooling. She was motivated to read and formulate ideas about her readings.

Many aspects of Ms. Ford's homeschooling experience parallel the St. John's program. Both experiences promote self-reliance in a challenging environment, and both encourage students to think about what they read. In fact, Ms. Ford applied only to St. John's. "After I read about St. John's...I knew it was the place for me," she said.

### STUDENT PROFILE: CHRISTY MCELROY

by Susan Bordan

Christy McElroy, A97, and her sister Charissa (who is currently applying to St. John's) began their education in a small private school. But by the time Christy reached third grade, the McElroy family had grown to five children; the cost of private school became prohibitive. The family explored the public school system and found it incompatible with their fundamentalist Christian beliefs. They decided to homeschool their children. What at first looked like a financial decision had become a religious necessity.

When Christy and Charissa were young, their parents designed their studies.

"We've never used anyone's curriculum," Charissa said. "We have this big laundry room full of resource materials, textbooks and workbooks, on subjects from art to math and everything in between."

But for the McElroys, as for most homeschoolers, education is not limited to books. "The emphasis was to be well-rounded," Christy says. "Over the years we did so many social things. We were involved in several church groups, setting up and performing musical programs. As some of the oldest students still in homeschooling, we were asked to offer courses to other homeschoolers. I was in a ballet company for several years. We did Girl Scouts. People may say that we're sheltered, but we didn't just stay at home and study."

One aspect of their education that Christy and Charissa are often called upon to explain is its religious emphasis. "People look at me and think I've been brainwashed, just like they think I've been sheltered," Christy said. "But I've had a specific education in a belief system. When I read the authors at St. John's who have another belief system, I have something to compare it with. If you have an idea of what justice is like according to the Bible, it's easier to understand justice according to Aristotle, because you can say 'it's not like the Bible because it's like this, but it is like the Bible because it's like this.'"

Charissa agrees that her education not only has not closed her mind, but also makes a good fit with St. John's. "St. John's is a natural extension of homeschooling in three ways," she said, "in method of education, the actual things learned, and the quality of education."

"The similarity of method is perhaps the most striking thing," Christy said. "The discussion method can be considered the primary thing that is different about St. John's. They study the great thinkers in other programs at other colleges, but not like we do here. In our home, discussion was fundamental to our learning. We would have oral tests all the time and constantly be asked about our studies during dinner."

Even with Christy now attending college, the sisters continue discussing their studies together. Although Charissa is studying under the aegis of her school district in Pennsylvania, she lives in Annapolis with Christy. The sisters review Charissa's work and discuss what each is learning. "Homeschooling doesn't necessarily have to involve parents," Christy points out.

"It's kind of like St. John's," Charissa says, "because you have to be interested in your own education and be responsible for your own learning." ■



## LOGOI OF THE MYTHOI

Were duels once held in the hallways of Pinkney? Is Mellon Hall earthquake-proof? Was Mr. Kaplan really a taxi driver in New York who was discovered by two tutors discussing philosophy in the back seat of his cab? Did Mr. Lenkowski really make a killing in the stock market?

A school that is nearly 300 years old must have accumulated a number of myths and legends. Let us hear from you alumni—what were the stories of your era? The ace reporters in Annapolis will try to figure out if there is any truth to them.

Send in the fullest version of the story you'd like to find out about, complete with names, places, dates, sources. Get it to us via any means of communication: write The Reporter, Box 2800, Annapolis, MD 21404; call (410)626-2539; fax The Reporter (410)263-4828; we'll even be on the lookout for carrier pigeons and bottles with messages floating in College Creek.

## COLLEGE OFFICIALS SERVE COUNTY

President Chris Nelson and Vice President for Advancement Jeff Bishop are both serving on the transition team for John Gary, the newly elected county executive for Anne Arundel County. Mr. Nelson co-chairs the group that is reviewing Anne Arundel Community College. Mr. Bishop chairs the Committee on Social Services.

"The department deals with income maintenance, child abuse and neglect, homelessness, dependent care, and other issues," said Mr. Bishop. "After studying how the department is organized and how services are delivered, we will be making recommendations about how to improve efficiency and delivery." Most of what the department does is mandated by the federal government and funded by the states, and Mr. Bishop said the county handles its role well.

"Since we spend time here at St. John's discussing man's responsibility to his community, I think it's important for the college to serve as an example of community involvement," he said.

## JOHNNY MORONIC'S SENIOR ESSAY HAILED AS MASTERPIECE

BY SUSAN BORDEN

*A*mong the 80 essays submitted to Miss Brann at the annual senior essay writing party this year was a work that revealed such depth of understanding and passion of thought that, although its author is not a currently enrolled student, it was accepted immediately.

The essay, aptly titled "As Any Reader Can Clearly See" was written by Johnny Moronic, a newcomer to the St. John's community, yet clearly a thinker whose piercing insights and unique vision rank him among the greatest essayists ever to ring the bell atop McDowell Hall.

Indeed, some faculty members say, not since Johnny Quest Moron has the college seen the likes of an essay such as Mr. Moronic's. Johnny Quest Moron, you'll remember, is the author of a 1981 senior essay intriguingly titled "Johnny Moron's Senior Essay."

Mr. Moron's work, so subtle in its design, yet so cunning in its structure, appears to the uneducated eye as a collection of random musings by an assortment of amateur thinkers, almost as if several seniors had nothing better to do during the essay writing period than contribute a page or two of incoherent ramblings to a joke essay. But, those who know better say this haphazard appearance reveals the genius of the work. The seeming incoherence satisfies the casual reader, while masking the essay's esoteric teachings that only the dedicated student will work to decipher.

Imagine the genius of a mind that brings us a sentence such as: "And if we take it as a line and bring it to a cube so that it can be perceived, we have the distance between tragedies, and it has been shown that Wagner's opera is five hundred thirty one thousand, four hundred forty one times more tragic than the World Spirit." Indeed, Mr. Moron's idiocy is transcended only by the depth of his underlying profundity.

But while Mr. Moron's 1981 essay was a masterpiece of encrypted wisdom, Mr. Moronic's 1995 essay is the very eidos of clarity. Consider its opening sentence, which plainly describes the condition of modern man: "Since all of the paralogisms of practical reason are ampliative, there can be no doubt that our knowledge, then, abstracts from all content of a priori knowledge; certainly, the architectonic of natural reason teaches us nothing whatsoever regarding the content of the Antinomies." Contemplate the wisdom of the final page which treats the reader to the elegant beauty of simple truths laid bare: "We can deduce

that space teaches us nothing whatsoever regarding the content of our sense perceptions; however, the discipline of human reason proves the validity of, however, the Ideal of practical reason."

Yet not all are happy with Mr. Moronic's intellectual mastery. There are rumors within the senior class that Mr. Moronic did not write the essay by himself. Some have gone so far as to charge that Mr. Moronic's essay was, in fact, written by a Kant-generating computer program. But others suggest that those making the accusations are resentful of the fact that Mr. Moronic's work is obviously a shoo-in for the essay prize.

Senior Zena Hitz, far from casting aspersions on the essay's genesis, had nothing but praise for the work and its author. "I don't think the school will see anything like it for a long time," she said. "Mr. Moronic has really broken new ground. In fact, I wouldn't be

surprised if his essay were put on the program. It's far more lucid than much of what we read."

Mr. Moronic agreed. "The essay is perhaps better than Kant," he said. "I've obtained and perfected the form that he sought."

## MOVIE MOGUL IN THE MAKING

BY BARBARA GOYETTE

Annapolis junior Alex Bowles loves film; his student-run production company is already working on a St. John's movie.

*F*ilm has its own language," said Alex Bowles, a junior on the Annapolis campus, "so that if you see more films and those of a better quality, you will understand the medium better." In his role as Film Archon, Alex is the chief cheese of the committee that chooses and shows the weekend films at the college. He said he picks movies that he's always wanted to see as well as those he's always loved. The result is one of the campus's most popular diversions—and one shared by the Annapolis community, since "townies" fill half the seats at every showing.

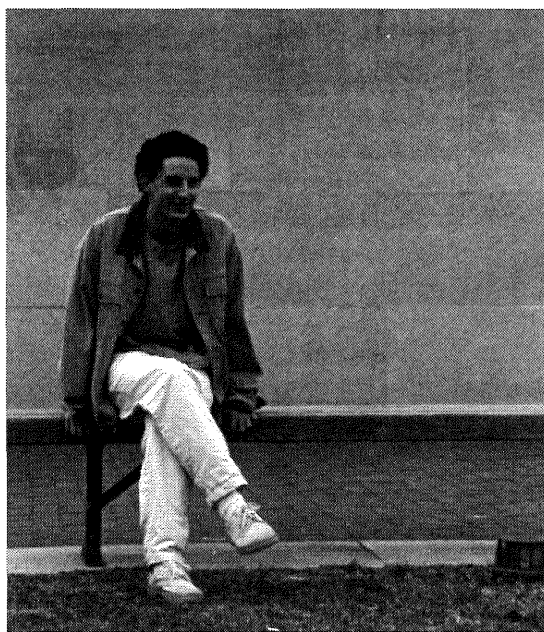
Alex, who grew up in San Francisco, traces his interest in film to a strong interest in painting. "That's what I was best at in high

school, what I put the most serious consistent effort into," he said. He didn't realize that film would become his passion until he took a year off between high school and college to travel and sort things through. After deferring his enrollment at St. John's he spent three months in Africa and seven months traveling around the Mediterranean. "I just woke up one morning and was in bed thinking about where I should have breakfast, when it occurred to me that I wanted to be involved in making films," he said.

So why would a student talented at painting and considering a career in film choose a college like St. John's? "I was brought up in a house full of books, not being allowed to watch much TV. The idea of reading these books for four years really appealed to me," he said. "I also liked the idea of not having to sit through lectures." The stuff of drama, he noted, hasn't changed, and at St. John's he can concentrate on reading and discussing the foundations of drama, literature and philosophy.

He continues his interest in art, not by painting (he hasn't picked up a brush in four years) but by working as a student aide at the Mitchell Gallery. When he led tours of the Rembrandt exhibit this fall, he found that the 45 minutes allotted for the tour was always over too quickly. "There was so much to talk about in the pictures; every time I looked at them, I found more," he said.

CONT. ON PAGE 23



Alex Bowles

## OBITUARIES AND MEMORIAM...

## ROY ARMSTRONG

Roy Armstrong, who served for 27 years at St. John's in Annapolis, died in January. Mr. Armstrong retired as director of laboratories in 1992; he began working for the college in 1965.

Born in Halifax, Nova Scotia, he received a degree in electronics from the National Radio Institute. In the 1940s he played guitar with country music star Hank Snow and his band.

Mr. Armstrong lived in Edgewater, Md., and was interested in computers and electronics. He is survived by his wife, Hilda Mae Snow Armstrong; one son; and three daughters.

## IN MEMORIAM: JOHN SILVER

How strange to read the obituary of a friend, especially when the words speak so little of the friend I knew. Hidden between the articles recounting the achievements of other now dead, the few lines spoke the barest facts of the case: he died, he was buried. A young man, he had so little time to accomplish what he had hoped for the world around him, let alone what he dreamed for himself.

I cannot now describe the kind of person that John had been, the traits which I admired in my friend, and the weaknesses which made us both laugh when we would discuss ourselves. I have come to recognize a kind of memory disorder in myself which prevents such recollections. Yet I cannot forget what I felt toward John, the friendship I continue to feel.

I care nothing when I hear of the deaths of other talented or important people. No Kennedy assassination, no Crucifixion could affect me more than the death of my friend, John. It is the persistence of friendship without my friend which causes me pain. Perhaps that is all that survives death. If so, what a legacy you've left me, John.

*Did you know, John, that day  
when you drove to the shore,  
you drove to the shallow edge of life?*

*Did you know, when you swam out,  
you swam away from all of us,  
beyond the range of our arms  
(yet not beyond our love)?*

*Did you know, years before,  
when we would sit lazily late  
in my near empty dormitory room,  
talking of past and endless future,  
the talk of life-loving youth,  
did you know, even then,  
that all that would soon remain  
of everything great within you  
would exist only within the hearts  
and long memories of true friends?*

*Surely every moment you lived,  
unknowing, knew its value.*

*I float now beyond your life's horizon  
with the luxury of days or years,  
perhaps, which you will never know,  
gathering what the waves have spared.  
Within me I carry your easy smile  
beneath my secret bitterness.  
Your friendship I still feel  
and share again as best I can.*

*Do my tears add to your endless ocean?  
No, let them buoy you onward  
for as long as my life carries  
within it what you chose to give.*

-Mark Ressler, A89

## RAYMOND FREDERICK DEVANTIER JR., SGI93

Raymond Frederick DeVantier Jr. died in an automobile accident November 30, 1994. Mr. DeVantier was a long-term substitute teacher and night school teacher at Santa Fe High School. He was deeply involved in the education of children and will be

greatly missed by his students, colleagues, and friends.

Mr. DeVantier was born on April 28, 1952 in Bethlehem, Pa. He graduated from Windham College in Vermont, earned a master's degree from the St. John's Graduate Institute in Santa Fe, and pursued graduate study at the University of Chicago.

He is survived by his parents, Mr. and Mrs. Raymond DeVantier of Bethlehem, Pa.; two sisters: Ellen Desnoyers of Syracuse, Ny. and Andrea Whitney of Cranston, Ri.; his grandmother, Ellwood Gordon of Moscow, Pa.; and an aunt, Jeanne Gordon, also of Moscow.

Contributions to the Raymond F. DeVantier Memorial Scholarship Fund may be sent to Santa Fe High School, 2100 Yucca Road, Santa Fe, NM 87501.

## LAVERA LEVERETT, SGI70

LaVera Leverett, known by her married name, LaVera Loyd, died in February of Alzheimer's Disease. Born in 1926 in Clarksville, Tx., Ms. Leverett earned her Associate of Arts degree from Southern Methodist University. She moved to New Mexico in 1949, where she taught school in Rutheron, a small ranching community. In 1960, Ms. Leverett and her husband moved to Santa Fe. She earned her bachelor's degree from the College of Santa Fe in 1965 and later completed her master's degree at the St. John's Graduate Institute and her Ph.D. at the University of Colorado. A life-long educator, Ms. Leverett taught English at Santa Fe High School from 1966 to 1976. In 1978, after completing her doctorate, she returned to Santa Fe High as an assistant principal, a position she held until her retirement in 1988.

She was a founding member of the Santa Fe chapter of the National Organization for Women, was active in the local Democratic Women's Organization, and served on the local draft board and on the city drunken driving task force.

She is survived by her sons Lannis and Richard Loyd and daughters Lori Ann Gallegos and R. Gail Morozoff; three grandchildren, five sisters, two brothers and numerous nieces and nephews.

## RALPH C. DAVIS, A38

Ralph Cresap Davis, a retired attorney and law professor, died in February. Mr. Davis was former chairman of the Maryland Humanities Council. He began his law practice in Annapolis in 1949 and served as counsel to St. John's, the Naval Institute, Historic Annapolis, the Key School, and the Annapolis Housing Authority before moving to Smithsburg in 1968.

The Rev. John McDowell Leavitt, president of St. John's from 1881 to 1883, was Mr. Davis' great-grandfather. Mr. Davis received his law degree from the University of Maryland School of Law in 1949 and his master of law degree from Georgetown University in 1962. He served as a lieutenant in the Navy from 1942 to 1946 and fought at Okinawa.

While he lived in Annapolis, Mr. Davis was the organizing counsel and member of the board of trustees of Historic Annapolis and the Key School. He served on major standing committees of the Anne Arundel County Bar Association and headed the 1958 special committee that recommended the creation of the county Law Department. He was also a founding member of the Annapolis Unitarian Universalist Church.

From 1961 to 1968 he was the supervising trial attorney for the Office of the Solicitor of the U.S. Department of Labor. After moving to Washington County in 1968, he taught business law and management at Frederick Community College and at Mount St. Mary's College in Emmitsburg, the Mont Alto campus of Penn State and at Anne Arundel Community College.

He served on the Maryland Humanities Council, an affiliate of the National Endowment for the Humanities, from 1981 to 1989. He was also a founding member of the Ocean World Institute.

He is survived by his wife, Emma Lou Davis; three daughters; one step-son; and four grandchildren.

## MOGUL CONT. FROM PAGE 22

In addition to promoting the films and art gallery exhibits among his fellow students, Alex is starting a production company so that students can make films. "When I took over as Film Archon it was just a matter of running the theater on weekends," he said. "I want to set up a group and actually make some short films so that people here get a real sense of what's involved." He said he hopes to raise enough money showing movies to get some basic equipment like editing decks, monitors, a camera, a simple lighting kit and a shotgun microphone.

This spring Alex has started a filmmaking project using borrowed equipment and the expertise he picked up working last summer in film production in San Francisco. About 20 students are interested in the project, which will be a 40-minute film called "Surviving Desire, an academic romance." Each student participating in the film will get a sense of the whole production process, working through all the steps from directing to camera work to editing—a very St. John's-like approach to learning.

Alex is working with Justin Burke, A 87, a director of Archive Films in New York, to set up a database of alumni in film production. Putting a list on the Internet, will encourage communication between current students and alumni already established in the field.

Although Alex will take next year off from school to work on a film he's writing, St. John's will be very much a part of his script. "Being immersed in the books for the last three years has had an effect—the ideas are bound to be reflected in what I do," he said. "What you learn here is central to making good drama. You have to learn how to think in order to write—and what's on the screen has to make sense."

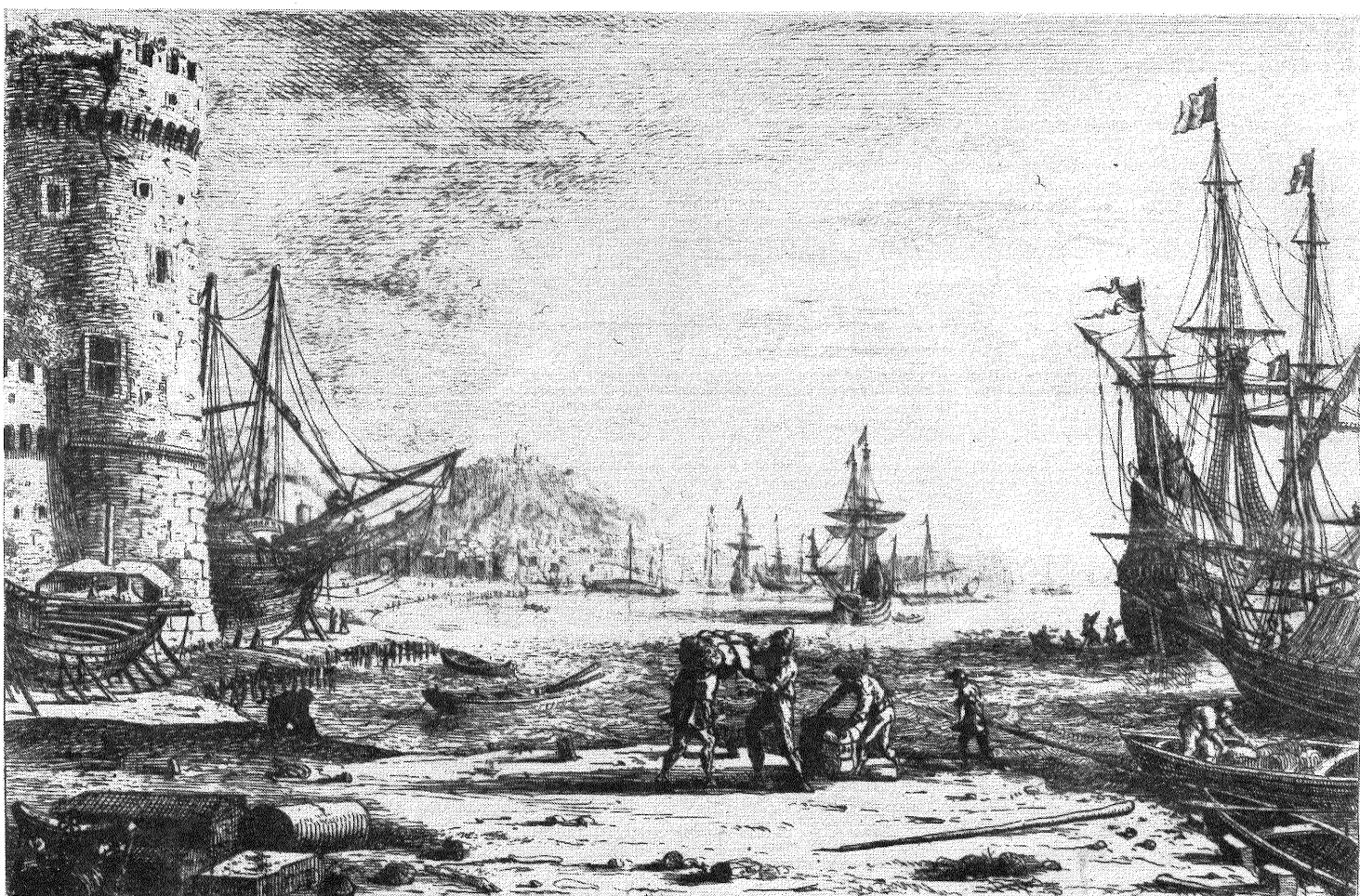
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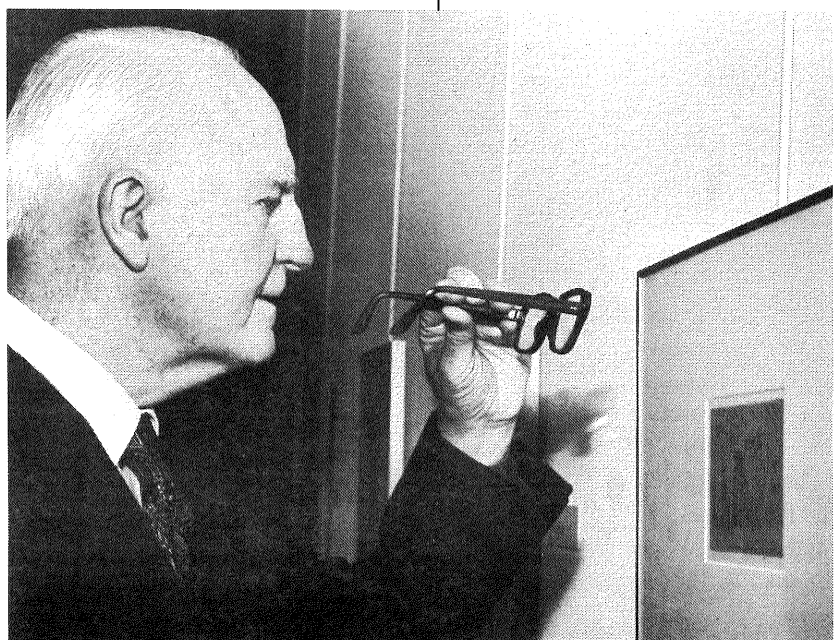
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ART...

## RENAISSANCE AND BAROQUE PRINTS AT THE MITCHELL GALLERY



Jim Barrett of Annapolis finds his specs make viewing the details easier. He's looking at one of the prints in the Whistler exhibit in January.  
Photo by Keith Harvey



Capping off a banner year at the Mitchell Gallery will be an exhibit of 169 prints by artists like Albrecht Altdorfer, Durer, Rembrandt, Anthony Van Dyck, Stephano della Bella and Claude le Lorrain. The exhibit, called "Masterpieces of

Renaissance and Baroque Printmaking," concludes the focus on prints begun in September with the Rembrandt exhibit and continued through the winter with a display of Whistler's etchings. "Masterpieces" runs April 7 through May 21.

The "Masterpieces" exhibit chronicles the development of printmaking in Europe from its beginnings in the fifteenth century to the seventeenth century. With artists from both northern Europe and Italy represented, the exhibit also points up the ways printmaking was prac-

Claude Gellée (Le Lorrain) French, 1600-1682, Harbor with Large Tower, ca. 1640, Etching, 4 15/16 x 7 7/16 inches. Bayly Art Museum, 1986.5

ticed in different locations.

From the early sixteenth century onward, artists travelled, spreading their own styles and techniques while studying new ones. Northern artists, including Hendrick Goltzius and Albrecht Durer, made the trip to Italy frequently; it was less common for Italians to journey outside their own country, but exceptions included Jacopo de Barbari and the Italians working at Fontainebleau.

In contrast to painting and architecture, advances in printmaking techniques often began in northern Europe rather than in Italy. Engraving, drypoint, chiaroscuro woodcut, and other refinements were first developed by northern artists. Durer in particular was admired by Italian artists and collectors.

Many of the prints in the exhibit illustrate scenes from mythology, ancient history or the Bible, giving them a strong relevance to the works read in the St. John's program.

Works in the exhibit are from the collections of the Bayly Art Museum of the University of Virginia in Charlottesville and Mrs. Gertrude Weber. It is organized by the Trust for Museum Exhibitions in Washington, D.C.