

REPORTER

Court ruling favorable to college on California property

BY NANCY OSIUS

In a series of rulings handed down July 13, Superior Court of California Judge John Anton validated the claim of St. John's College to 800 acres of valuable California property on the Monterey-Salinas Highway near the California coastline and gave the college four extra years to construct an educational facility on it. The property was deeded nearly 20 years ago to the college by Herman, Andrew and Agnes Marks.

The judicial ruling brought to an abrupt end a court case for which the jury had been selected, and also ended, pending appeal, four years of jockeying that pitted the college both against the Marks heirs, who were the plaintiffs, and the state of California. The state will be the contingent beneficiary if the college fails to implement plans to use the land for educational purposes by its new 1997 deadline.

In the California suit filed in 1984, the Marks heirs charged that the college had exercised undue influence over the elderly Marks siblings, that Herman Marks was mentally incompetent in his later years, and also that the college had been guilty of misrepresentation of its intentions. President Emeritus Richard D. Weigle,

whose efforts were instrumental in bringing the Santa Fe campus into being, had in 1960 visited areas in California as well as New Mexico, examining the possibility of both sites for a western campus. Although Santa Fe was selected for the new campus, Dr. Weigle's visit led to an initial gift to the college from the Marks family of 20 acres of California land. In 1973, the family gave the college another gift of 760 acres next to Toro Canyon, about 10 miles east of Monterey.

See p.4 for perspectives on the court settlement and its implications written by Mr. Kelso and Board member Robert Goldwin, A '50.

In 1980, the family gave the college 400 more acres of income-producing property, known as the Greenfield property, to help pay the taxes on the Toro property and to produce income for the future college. Herman Marks, the last of the siblings, died in 1982.

Since 1984, the adversaries repeatedly tried to reach an out-of-court settlement. These attempts continued after the case came to trial July 10. Following a full day

of testimony by Dr. Weigle, the litigants on July 12 reached accord on a settlement proposal, an agreement that entailed swapping some Marks heirs' land adjacent to the college Toro Canyon property for some of the Greenfield income-producing property, in what was designed as a tax-free exchange of like properties, as well as a cash payment by the college to the heirs.

Specifically, the settlement proposal required the Marks' heirs to release all claims against the college in exchange for the following: a swap of 57 acres they possess at Toro Canyon for 115 acres of college-owned Greenfield property, the total value of each parcel estimated at \$463,440; the college to pay the estate an additional \$187,095 immediately; and the college to take on mortgages for the 57 acres to the approximate amount of \$174,465, making the total consideration to be paid by the college \$825,000.

No funds to implement the agreement will come from the operating budget of either campus.

On July 12, the court made a series of rulings binding on the state of California, extending to 1997 the deadline for construction of facilities by the college, requiring that \$400,000, adjusted for in-

flation, be invested by that date in buildings for the facility, and allowing the college to sell the income-producing Greenfield property to raise funds.

Subject to approval by the College Board of Visitors and Governors, college attorney Nancy Tostevin of the Monterey and San Jose firm of Hoge, Fenton, Jones and Appel, accepted the court's provisions and the earlier settlement proposal.

The Board, meeting on the Santa Fe campus, gave its approval to the settlement on July 14. Dr. Weigle, entering the meeting room shortly afterwards, received a standing ovation.

Thomas M. Carnes, Board member and San Francisco attorney who had acted as liaison between the college and the law firm, said the settlement allows the college to "put aside the uncertainties of

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Board endorses comprehensive advancement plan

Resounding approval was given by assembled members at the July Board of Visitors and Governors meeting to a comprehensive Advancement Plan which set forth a long range strategy to help guide the college in its broad decisions for the next 10 years.

Presented by the two Vice Presidents for Advancement, Jeffrey Bishop of Annapolis and Jeffrey Morgan of Santa Fe, the plan was organized into sequential steps designed to identify the needs of the college that must be satisfied in order "for St. John's not only to do better what it already does, but also to position itself for future opportunities," according to Mr. Bishop.

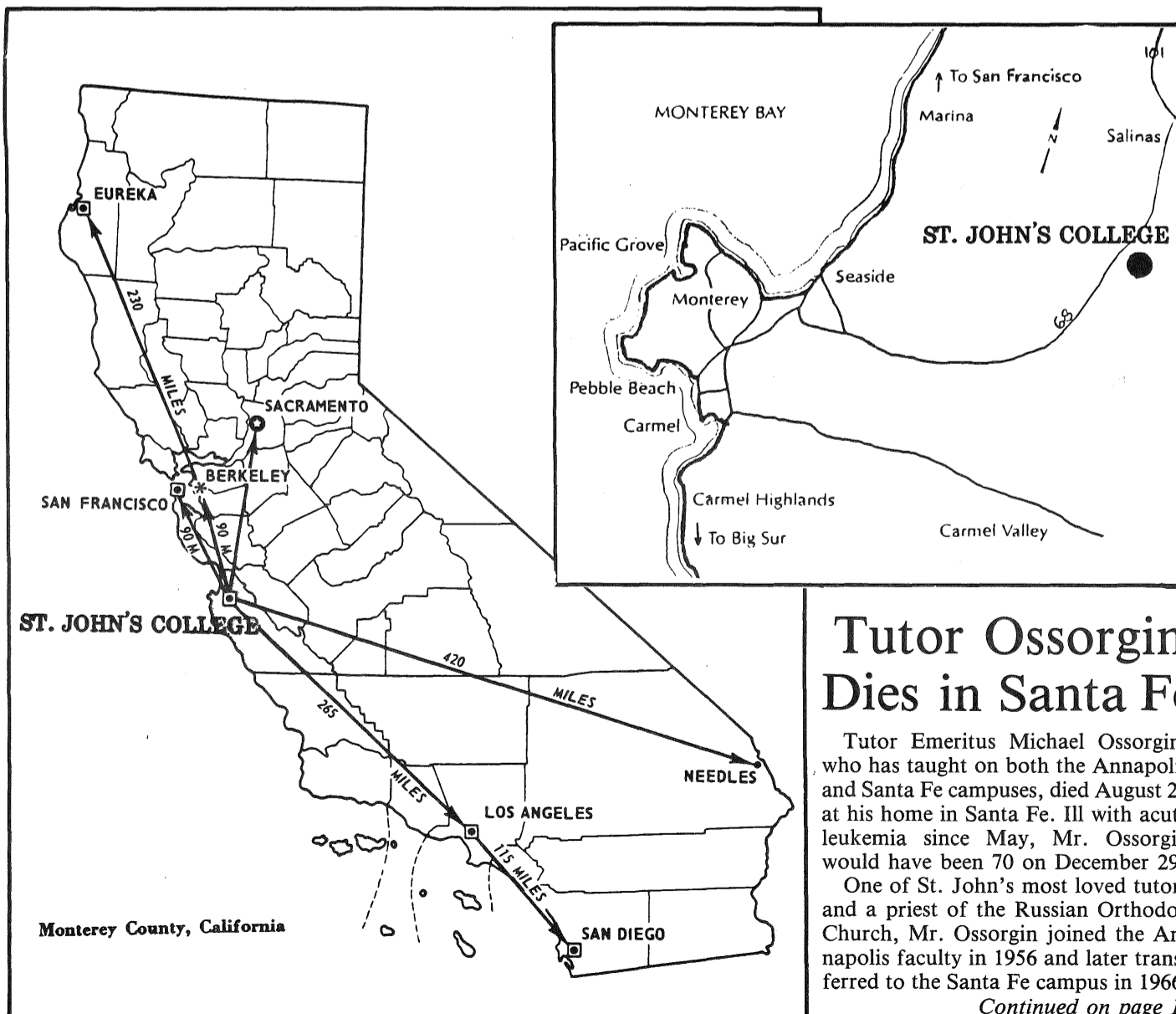
Undoubtedly, coming out of the process will be the identification of needs that can be satisfied only with a major investment of funds, he said. "We predict that a major fund-raising campaign will be launched within the next three years."

The long-range planning exercise outlined before the Board will involve that body, the entire college community, alumni, and parents and friends of the college.

The first step to be taken will be a Needs Inventory, an identification of needs through interviews and other means, an assessment of the importance of each in an overall scheme, and finally, a list of priorities. A strategic plan will emerge from this inventory that outlines what means can be satisfied in what way over what time period.

For example, Mr. Bishop said, in an evaluation of faculty needs, the enquiry

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Tutor Ossorgin Dies in Santa Fe

Tutor Emeritus Michael Ossorgin, who has taught on both the Annapolis and Santa Fe campuses, died August 27 at his home in Santa Fe. Ill with acute leukemia since May, Mr. Ossorgin would have been 70 on December 29.

One of St. John's most loved tutors and a priest of the Russian Orthodox Church, Mr. Ossorgin joined the Annapolis faculty in 1956 and later transferred to the Santa Fe campus in 1966.

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Alumni East

1921

Cited as a "link to the hospital's legendary founding physicians," **Dr. Thomas B. Turner**, associated with the Johns Hopkins Medical Institutions for 62 years, and dean of the medical school from 1957-1968, received a handsome accolade in a prominent story in the Baltimore Sunday Sun on June 4. On the occasion of the Johns Hopkins medical facility's celebration of its 100th birthday, Dr. Turner is quoted as saying, "I've known virtually anyone of any prominence at all that's ever been connected with the Hopkins medical institution." He added, "It's just a matter of age. But most of them have been my friends." As Dean Emeritus, he still comes to his office every day. "Retirement is an idea he once toyed with and discarded," comments the interviewer.

1938

Louis Bachman, Jr., is assistant director of purchasing services for the city of Palo Alto, CA. He and his wife have two daughters, three granddaughters, and three grandsons.

ATTENTION, MEMBERS OF THE CLASS OF 1939 AND THE "GALLOPING GOOSE EGGS"!

Homecoming is our big chance to get together, see one another and reminisce about the "Gallop-ing Goose Eggs." President Dyal will join us for the Friday night dinner, hosted by the college.

1964

Mary Biggar Main, widow of tutor Al Main, who has been receiving considerable recognition as a psychologist for her studies of children, is quoted (on p. 99) in the best-seller *Solitude: A Return to the Self*, by British psychiatrist Anthony Storr.

1967

Ian Harris, University of Wisconsin-Milwaukee associate professor, Community Education, has written a book *Peace Education* that the publisher, McFarland and Co., Inc., describes as a "tool for teachers, church leaders, community activists and concerned citizens interested in using educational strategies to create a peaceful world." The book is suggested for use in college-level peace studies courses by elementary and secondary teachers, church leaders and community activists. In addition, he is one of two editors of a work published by Greenwood Press, Inc., of Westport, Conn., called *Experiential Education for Community Development*. The book contains 20 essays illustrating teaching strategies that can be incorporated into community-based practicums and internships. The book provides useful techniques for community problem-solving and ways in which groups can learn to work together more effectively.

Nancy Osius, editor; Donna Boetig, assistant editor; Wye Allanbrook, John Christensen, Benjamin Miller, J. Winfree Smith, and Elliott Zuckerman, advisory board.

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1972

Matthew T. Mallory has moved to Brussels to take the position of U.S. Representative to the NATO Military Budget Committee. He will be happy to see any classmates who are in Brussels and can be reached with the U.S. Mission to NATO at USNATO Box 63, APO New York, NY 09667-5382.

Several alumni from various classes are attempting to organize a Gay and Lesbian chapter to the Alumni Association. Please contact David Woolwine, Hamilton College Sociology Department, Clinton, NY 13323.

1975

Eugene Kelly has been promoted to art director at Campbell-Mithun-Esty in Minneapolis. He joined the agency in 1985.

1973

Eric O. Springsted, president of the American Weil Society, presided over the group's annual meeting in Santa Fe in April. The topic was Simone Weil's ideas about education. The conference included a seminar of St. John's students on "School Studies." Apparently, the society was so much impressed with the seminar that it decided to have seminar session in future meetings.

1974

Sculptor **Patrick Simpson** recently held a one-man show in the Sena Galleries East in Santa Fe, presenting once more his sculpture of boats. "Most of Simpson's boat sculptures are bronze castings, with two of cast aluminum and three major pieces which strikingly juxtapose bronze with wood," writes Santa Fe tutor Bill Darkey in a review of the show. "Simpson's work reveals in the gesture of every line and surface his love of boats, and his awareness of the equal mysteries of their making and of their life both on the water and in the human imagination. It displays too his deep

Class of 1969

In the next few issues we will be reporting the news of alumni members of both Annapolis and Santa Fe campuses who are celebrating their 20 year reunion.

Avron Alberts of Cambridge, MA, is a Unitarian Universalist minister. He lost 140 pounds through a food addiction program, and is now working for Harvard Divinity School. **Meredith Anthony** of New York City earned an MA from Johns Hopkins Writing Seminars. She writes Hitchcock-style thriller films and produces industrial film projects (to pay the rent). Her short film, *Ladykiller*, won several awards and played at many film festivals in the U.S. and abroad. **Joseph Preston Baratta** of Cambridge, MA, lived in Israel, traveled to Europe where he worked as a technical writer in the computer industry, then returned to the states and became involved in the anti-war movement. He earned a PhD from Boston University, writing a history of the World Federalist movement. He taught at the college level, and recently worked as a United Nations representative of the World Association of World Federalists. **James F. Bartram** of Petaluma, CA, studied instrument building at the University Without Walls program at Roger Williams College in Bristol, RI, crafting a copy of a 17th century Italian harpsichord for his senior thesis. He then produced 400 recorders over the next 10 years in New England. Next, he worked as a microcomputer systems consultant and eventually began designing and programming software applications. He wrote a graphics editing program that's still being sold. **Mark Bernstein** of Philadelphia, PA, practiced law privately until he was appointed to the Bench of Court of Common Pleas of Philadelphia County in 1987. He has been active in several civic activities, including the U.S. Service Academy Selection Committee for the Second Congressional District, Philadelphia Lawyers Against Apartheid, and the Sudden Infant Death Resource Center Advisory Council. **Dorie Brodie Baker** of New Haven, CT, is married and the mother of four. She hit a home run in a baseball game in Aix-en-Provence, nursed her daughter in the Roman Coliseum in Arles, wrote a novel and read all of *Ulysses*. **Diana G. Browning** of Titusville, PA, earned an MAT in English from Johns Hopkins, earned an MA in Greek from Case Western Reserve University, and a PhD in Classics from Princeton. She's now teaching Classics and English at the University of Pittsburgh at Titusville. **Robert J. Chassell** of Stockbridge, MA, is working as corporate treasurer for the Free Software Foundation, a small non-profit organization that creates and distributes freely-distributable software. He's also a commercial, instrument rated flight instructor, and just bought a small airplane. **Daniel Cleavinger** of Espanola, NM, is a lawyer specializing in personal injury cases. He's interested in eastern religion, particularly Siddha Yoga and in transpersonal psychology. **Jeff Cothran** of Houston, TX, lived in a Christian commune, started an electrical contracting business, and bought a very old house in the woods five minutes from downtown. He sings in the church choir and volunteers with AIDS victims. **Jamie Cromartie** of Pomona, NJ, earned his PhD in ecology from Cornell University. He was director of the Stockton Center for Environmental Research and was an Environmental Protection Agency fellow and a Congressional Science Fellow in Washington, DC. He is now an associate professor of environmental studies at Stockton State College in New Jersey. **Mariam Cohen, M.D.**, of Scottsdale, AZ, began as a medical writer and decided if she could write about it she could do it. She started a graduate program in psychology, detoured briefly into obstetrics, and ended up in psychiatry. Dr. Cohen has a private practice in Phoenix, and is mid-way in training in psychoanalysis. **Dennis D'Asar** of New Baltimore, NY, plays the guitar and writes his own songs. He and his wife, Sallie Perry, who is the New York State Coordinator for the National Center on Child Abuse and Neglect, are raising golden retrievers and restoring a Victorian house.

Alumni West

feeling for the nature and integrity of the sculptor's materials and craft. In this show we see fine intelligence, imagination and craftsmanship at work together."

1975

Jonathan M. Teague of Muir Beach, CA, married Kristin Shannon on May 19.

1980

Stephen Crampton has been appointed an associate at the Santa Fe office of the Albuquerque law firm of Poole, Tinnin, and Martin.

1983

After three and a half years of study, **Eugene H. Adam** left Columbia University in May with a BA, after majoring in Greek and Latin, to which the "still strong influence of my one year at St. John's" had directed him, he said. "Columbia, for its part, led me to do some work in linguistics, and a little dabbling in symbolic logic." On hand to help him celebrate were **Stephen Kennedy** and **Tina Clark, SF '82**. (Stephen is working on a computer program for financial analysis in Dallas, "and also rushing to finish a string quartet by Halloween.") Eugene Adam has relocated to Berkeley, CA, where he works for a San Francisco law firm and tries "to think of many reasons not to take the LSAT"

1984

David Fayon Gross and **Catherine Gross** (David is a lawyer in San Francisco and Kate does free-lance work for book publishers) have two children ages 7 and 4.

Wendy T. Harnwell resides in Mesilla, New Mexico, and is still the owner and operator of a restaurant in Las Cruces. She is applying to art school, she has one dog, four cats and loves visitors.

1985

Michael D. Strong and **Mally (Mechau) Strong**, (SF '84) are living in Chicago where Michael is beginning a dissertation on ethics and economic theory. Mally works part-time for the U. of C. Lab. school. Homer Valentine Strong was born on 6/25/88 and is doing well!

Mary Scott Wallace, in Annapolis on a recent trip, reported that she is physics editor of the University of Chicago Press.

1986

Kevin Heyburn is entering his second year as a Peace Corps volunteer in Kenya where he teaches math in a rural high school located in the foothills of Mt. Kenya. Although he lacks both electricity and running water, he writes that he is "very happy with my life here. I love the beauty of the surrounding countryside, enjoy the friendship of my Kenyan neighbors and fellow Peace Corps volunteers, and I have learned a lot about African traditions and culture." He recommends the Peace Corps experience to anyone at St. John's, including members of the faculty and staff.

1987

Dan Grossberg and **Jeanie Redus** proudly announce the birth of their son Nemo on April 6. According to Jeanie, the three of them are avoiding employment and plotting their escape from Oakland, CA, to an organic farm.

Robin Eileen (Davis) Miller is married to classmate **Marshall Allan Miller** and they are living in Merced, California. Their first child, Hillary Owen Miller, was born September 21, 1988.

Great Issues

Ethics forum set for Nov. 4

"Ethics and Business," the third in the Great Issues series on ethics, will be held Saturday morning, November 4, on the Annapolis campus.

Following the format which brought participants in unprecedented numbers to the campus in November, 1988, and last April for forums on "Ethics and Politics" and "Ethics and Journalism," the November meeting will again bring the best aspects of the college seminar approach to a wide audience.

Registration will begin in the Francis Scott Key Auditorium at 9 a.m. with a 45-minute keynote speech following at 9:30 in the auditorium. A question period will be held before a refreshments break at 10:40 a.m. From 11 a.m. to 12:30, participants will meet for seminar discussions to be co-led by members of the business community and college tutors. A second speaker will address guests during the luncheon period, which begins at 12:30 p.m.

Both speakers will be named later this month.

The series, which brought former

Attorney General Elliot Richardson to the campus last fall, and journalists Fred Barnes of *The New Republic* and Richard Harwood of *The Washington Post* to the spring meeting, is hosted by the Friends of St. John's and the Continuing Education program of the college.

William Brill is chairman of the Great Issues series and Nancy Hammond is president of the Friends.

Arrangements for the series are made by the Advancement Office, under Vice President for Advancement Jeffrey Bishop. Individuals, businesses and corporations have provided sponsorship for previous programs.

A number of parents are expected to be participants in November, since Parents' Weekend this year falls on November 4-5.

Future Great Issues programs are "Ethics and Medicine" next spring, followed by "Ethics and Law," "Ethics and Religion," and "Ethics and Education."

For further information, call 263-2371, ext. 230.



Pamela A. Kraus Keith Harvey photo

Descartes study

Kraus gets grant to study Descartes

Annapolis tutor Pamela A. Kraus recently received a \$27,500 fellowship from the National Endowment for the Humanities to study 17th-century philosopher and mathematician Rene Descartes.

Ms. Kraus will use the one year leave of absence from St. John's to complete research on Descartes' philosophy of human nature that will combine the conflicting interpretations of his philosophy on the nature of humanity.

"There are two interpretations of his

philosophy, one in which Descartes drew a distinction between body and soul and another where there is a real union of the two," Ms. Kraus says. "It's hard to mesh them, but I think I've found a way to bridge the gap."

She began to consider her topic after presenting a paper on Descartes last year in San Jose, California.

Ms. Kraus plans to spend many of her days writing at the Library of Congress, a few blocks from her Washington, D.C. home that she shares with her husband, Richard Kennington, a philosophy professor at Catholic University. She may even travel to Paris to perform research at the Bibliotheque Nationale, the French national library.

"Writing is often slow and can be painful," she says. "But from it I can learn expressions of my own thoughts that I never would have uncovered by speaking. For instance, most recently I was working on a paper for a conference and I saw in the thesis more consequences than I realized before."

Though Ms. Kraus does not plan to lecture specifically on her research when she returns to St. John's, she says her future students will profit indirectly from her endowment. "Anytime a tutor deepens his thoughts on a subject his students benefit. My year will, hopefully, allow me to better help my students articulate their thoughts and respond to their needs," she says.

Ms. Kraus is particularly grateful for the grant because it will allow her more time to read. "I love to read good writing, important works, not just Descartes. That's why I'm a teacher."

Ms. Kraus who has been a tutor at the college for four years, received her doctorate from Catholic University of America.

Work continues on McDowell

By DONNA BOETIG

Students returning to St. John's College in Annapolis this fall will again be greeted with temporary arrangements in class schedules and campus life, but with the promise that when their campus landmark, McDowell Hall, is returned to them, they will feel, within its walls, the warmth of an old friend.

"Anyone who's been familiar with McDowell before it was renovated, will, when it's finished, sense its freshness and cleanliness, but will quickly feel right at home in it," said Alan Weller of Weller, Fishback, and Bohl, the Annapolis architectural firm that is overseeing the project.

With this in mind, as the building's interior was dissected piece-by-piece, project architect Charles Bohl listened to each board, brick and nail speak of McDowell's history of grandeur. Built as the official mansion of Thomas Bladen, colonial governor of Maryland, it was an immense, ambitious building that reflected the importance of Annapolis and the colony of Maryland, Mr. Bohl said.

As the summer ends, construction continues. On the third floor, new oak flooring is being laid and walls are being painted. Original slate boards have been cleaned and hung, and new steel ones (in the absence of available slate) have been added in some rooms. New steel frame floor structures supporting the oak flooring have been installed on the second and third floors. Over the faculty lounge 1740 floor structure will be exposed. The 1790-1810 flooring directly above remains, but it will not be visible. The railing around the third floor balcony has been refinished and reinforced. The staircase on the east side has been rebuilt with new treads and risers and the remaining parts refinished. Both the old and the new blend. The obscure wire glass windows above the first floor

landing, part of the character of the McDowell, will stay.

The third floor walls, thinner than those below, provide further evidence that this part of the structure was added later.

Also, eight-by-10 inch sill plates were discovered on the ceiling of the second floor. These, typical of the older masonry construction, are believed to have been there since the 1790's.

McDowell's baths are refurbished and about a fourth of the kitchen is new.

The chimneys, more fragile than the architects expected, were badly weathered and their masonry needed reappointing and their interior relining. Because of safety concerns, there will be only one working fireplace in the lounge on the ground floor. The other fireplaces' openings and trim will be retained but their flues sealed.

The Great Hall, which in 1744 was divided evenly from front to back into

two rooms, will remain intact. Originally, the room on the back, or the water side, was a two-story space, with a gallery around the second floor. The Great Hall's front room was a single story with another room above it. Floor framing, still intact under an existing stair hall, revealed an original staircase from the first floor to the basement in the east stair hall.

Under the west porch on the basement level, an early window or door was uncovered.

A new staircase in the Great Hall, in addition to the staircase on the East side, will meet fire codes and allow the fire escape on the outside to be removed.

Trenches have been dug across the front campus for the installation of the

underground fire protection sprinkler system and a new storm drain.

A new concealed air conditioning system will be provided, along with a complete electrical system that will improve lighting. With the addition of a chair lift from the ground floor to the Great Hall, the first floor will be accessible to the handicapped.

"Despite two fires, it's amazing how much original material has survived," Mr. Bohl said. Many of the early timbers and floor boards in the northwest corners of the first and second floors have remained. Long-ago insulation, consisting of dust, wood chips, and "junk material," placed between the ceiling and the floor to isolate noise, remains.

"Decade of the 80's" immense success

Warren Spector, A '81, has followed his highly successful 1987 alumni giving challenge to his 1981 classmates with an even more dramatic challenge to the rest of the young alumni of the decade of the 80's.

In his most recent effort to extend donor participation and to provide long-term dividends to the college, Mr. Spector offered to make a gift to the college of \$10,000 if 250 of these alumni contributed to the 1989-90 Annual Fund. He also offered \$10,000 if their contributions totalled \$20,000. As a point of reference, in 1987-88, 129 donors in these classes had contributed \$6,564.77.

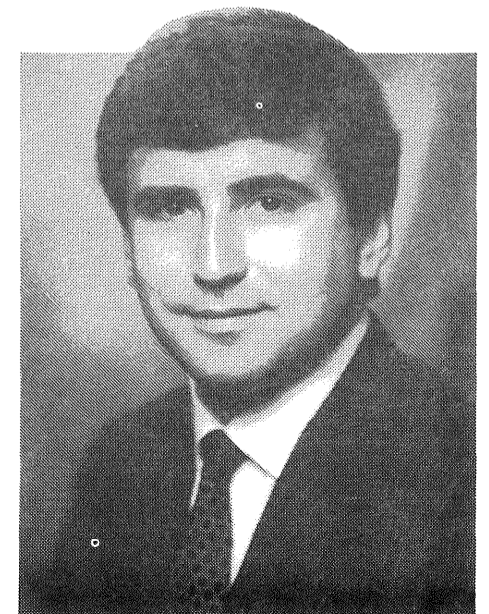
At the end of the 1988-89 fiscal year, 319 alumni from the classes of 1980 and 1982-89 had given \$20,062.91.

A breakdown follows:

- The class of 1985 had the largest increase in donors: from 6 to 43.
- The class of 1987 had the largest increase in dollars: from \$327 to \$3,577.50.
- The class of 1984 had the largest number of donors: 47.
- The class of 1988 had 29 contributors.
- The class of 1989 had 16 contributors.

Including the class of 1981 and Mr. Spector's gifts, the entire decade of the 80's gave a total of \$42,021.91, not including corporate matching gifts.

In his previous challenge, Mr. Spector had specified that if 50 of his 1981 classmates would give a total of \$5,000, he would contribute \$10,000 to the college. The class increased their giving from 22 donors to 54, and from \$2,250 to \$5,075.



Warren Spector

Perspectives

(The following "dialogue" between Board of Visitors and Governors Chairman Scoot Kelso and Co-chairman, California Committee, Robert Goldwin, A '50, is intended to raise and examine some of the issues about the acquisition of the California property that will be on the minds of many members of the college community.)

SCOTT KELSO: Our third campus possibility

With the settlement of our land ownership lawsuit in Monterey County, California, gaining court approval on July 14, 1989, a long-standing dispute between the heirs of Herman, Andrew and Agnes Marks (the Krygers) and St. John's College finally ended. This very satisfactory conclusion offers for the first time a practical possibility that the College will be able to open a Monterey campus in the 1990's. Herman Marks, along with his brother and sister, donated the largest part of this disputed property to St. John's in 1973 to become its West Coast campus. President Emeritus Weigle received the gift.

This ending of one chapter and beginning of another seems to me an appropriate moment to try to put both the opportunity presented and the likely effort required to take advantage of it into a fresh perspective of sorts. To reopen the study process under these now changed circumstances, the Board and Faculty California Property Committees will meet together from 1:15-3:30 p.m. on Friday, October 20, 1989, in the Conversation Room of Mellon Hall on the Annapolis campus. Following this meeting there will be an open meeting for all board and faculty members from 3:30-5:00 p.m.

This court approved settlement significantly revises our Monterey campus site possibilities. Before the settlement, St. John's owned 400 acres of farmland adjoining the Kryger farm south of Salinas, California, and 760 acres of Toro Area hill country fronting on the Monterey-Salinas highway adjacent to the Krygers' 57.9-acre homestead. As part of the settlement, we exchanged 115.8 acres of our farmland for the Kryger homestead.

The exceptional importance to us of this exchange is that the 57.9 Toro Area acres we obtained fill out our narrow frontage on the Monterey-Salinas highway in such a way that we now have an excellent potential lower campus site at the highway entrance to this property in addition to a beautiful upper site about a mile into the hills on these Toro Area acres, each site being adequate for facilities for 400 students. Besides this, we now have a right to lease either of these sites to any other educational institution of our choosing, and the improved frontage gives us a much more practical roadway route from the highway entrance past the lower site to the upper site. It may also now be practical to develop faculty housing along this winding road.

To appreciate properly the rarity of our situation one must understand how little of California's vastness can be developed. Terrain, geological and soil conditions, the availability of water and setasides are extremely restrictive. From a conservationist viewpoint, much or most of this is almost surely desirable. The upshot for us, though, is that we now find ourselves in possession of a very scarce asset: a beautiful college campus site, already properly zoned, nicely dimensioned since our property exchange with the Krygers, and located in one of the most dynamic areas of the world.

The excitement that has attended our settlement of this lawsuit stems in large measure from the exceptionally inviting attributes of the state of California and our remaining adequate financial strength that allows us to continue seriously considering the opportunity. Let me comment briefly on the latter first: After the settlement, we were left with an 818-acre Monterey campus containing two small college building sites and have available for its promotion and development \$1.4 million in net farmland and cash assets which can be used only for these purposes.

California is a dynamic state significantly different from all others. With 28 million inhabitants, it is the most populous in the nation, still burgeoning, extremely productive and exceptionally wealthy. Its gross state product exceeds the gross national product of all but six nations. Our area of primary interest, from San Francisco to Los Angeles, is roughly the equivalent of Philadelphia to Raleigh, N.C. It is difficult for me to imagine a more promising place for us to be. Also, I believe that within a very few years a Monterey campus will have more applicants for enrollment than Santa Fe has now and considerably less competition involving acceptance than Annapolis has ever had. There is no scarcity of people, no Ivy League and only one Stanford along the California Pacific Coast.

Another factor in my personal optimism concerning the success of a California campus is the fact that the court granted us four additional years, until January, 1997, to provide the necessary facilities for a campus. This means that we can take a very deliberate approach to planning and fund raising including, if we choose, establishing a policy from the outset that a certain percentage of the money required must be pledged or in hand before we commit contractually to construction. Such a deliberate approach might include a timetable somewhat as follows:

- (1) By April, 1990: Approve an architectural master plan.
- (2) During 1990, 1991 and 1992: Raise preliminary funds.
- (3) By January, 1991: Decide on an educational plan to be implemented by the fall of 1995.
- (4) By January, 1993: Award construction contracts.
- (5) During 1993, 1994 and 1995: Raise final funds.

This schedule, if adopted, would provide our faculty with fifteen months, from October, 1989, until January, 1991, to develop an educational plan and more than four additional years to complete its implementation, per (3) above. It would also allow us to plan our fund raising in two stages, preliminary and final, per (2) and (5) above, over a period of six years.

The preliminary stage of fund raising, 1990-1992, might quite reasonably be restricted to the pursuit of very large gifts in California, say, those of seven and eight figures, those extremely few that actually determine how far and how fast we can progress thereafter. The goal here would be to approach only California-based foundations and individual Californians identified as possessing eight and nine figure fortunes. The final stage of fund raising, 1993-1995, would then be devoted to a vigorous public campaign aimed at gifts of all sizes.

The success we achieve during this first three-year stage of fund raising from the largest donors will probably bring in half or more of all the money we can expect to receive during the entire six-year period, 1990-1995. Clearly this should enable us to settle by December, 1992 before letting any construction contracts all remaining questions about what to build first, how far actually to go in constructing a number of campus buildings and how much to put into endowment. I will speculate now that we will eventually choose a total goal of approximately \$50 million for the entire college project, half to build and start a campus and half for endowment. Achieving such a goal would put the new Monterey campus on just about the same footing that Annapolis is now.

The large size of this goal pretty well dictates the strategy required for a preliminary, three-year campaign. We can hardly afford to pursue donors — foundations, corporations or individuals — that are not in a net worth position to give us at least \$1 million during this state of our fund raising. Of greatest importance, we need to find those very few, anchor benefactors during the first year or so each of whom can give us several million dollars, because these people and the size of their gifts have a decisive influence on all who follow.

To guide or manage this preliminary campaign, I suspect we will eventually decide to seek out a professionally prestigious public relations and fund raising group already well known in California, perhaps one that has previously worked for Stanford, U.S.C. or one of the Claremont group. Also I can imagine that some organization like "The Committee To Bring St. John's College To California" will soon be established by a number of the prominent leaders in Monterey County,

possibly this year but almost certainly by mid-1990, designed to grow quickly into a statewide St. John's support group made up of a great many other of the wealthiest and most influential people in California.

Behind this speculation is my conviction that raising this much money has to become a Californians' project for California. Certainly some of us on the Board of Visitors and Governors will help them get started, and we will definitely retain the right to approve or disapprove all written materials to be sent out describing St. John's College, just as we will almost certainly choose and pay for the services of the professional fund raising firm brought in to manage the effort. Even so, I am satisfied that a goal of \$50 million will never be reached unless we are able to hand over, in 1990 or very early 1991, the basic responsibility for the preliminary campaign to a committed group of "movers" and "shakers" from California. Only major California philanthropists can marshal and persuade a large number of their peers to join in such an effort.

... we now find ourselves in possession of a very scarce asset: a beautiful college campus site, already properly zoned, nicely dimensioned . . . and located in one of the most dynamic areas of the world.'

I believe that our own fund raising efforts for Monterey after 1990 — considering 1990 as a start-up year — can be restricted to rather modest contact and monitoring work carried out by members of the Board California Property Committee along with the two vice chairs of our board and myself, with only some occasional speechmaking at their choosing by our two presidents. Furthermore, I am not concerned that this project might divert some gifts from a few of our board members, because we can make it clear to all of our members from the outset that we do not want this to happen — that this preliminary campaign has to become the Californians' project. Nor am I worried that this endeavor will divert board energies in any significant way; on the contrary, I think the excitement of becoming a "national" college, taking our uniqueness and its greatness west to California, will galvanize energies, not dissipate them. To me this is not a zero sum game.

With all of this, though, we have to face and consider very carefully the timing of the joint fund raising campaign planned for Annapolis and Santa Fe. Our advancement offices just started in July the crucial two-year preparatory period that almost always precedes the announcement of a public campaign, a period during which the campaign staff normally expects to raise 33%-40% of their total goal from a comparatively small number of most loyal backers. It is imperative that we do nothing in California to harm or detract from this initiative.

I believe that we can avoid any significant conflict between our preliminary campaign in California in 1990, 1991 and 1992, and the two-year pre-campaign build-up for Annapolis and Santa Fe set for July, 1989-July, 1991, even though these overlap in their duration. First, we can decide to restrict fund raising activities for Monterey to California itself. Second, Annapolis and Santa Fe can reserve the exclusive right to contact California donors and prospects from whom they have received gifts or to whom they have submitted written proposals during the last five years. Third, we can establish a three person screening subcommittee of board members to go over prospect lists of both fund raising efforts in order to prevent duplication.

There is, however, probably an even more telling point to be made here. Even if we had the most vigorous preliminary campaign effort imaginable going on in California and the most aggressive campaign ever contemplated by St. John's already started in Annapolis and Santa Fe, I am pretty confident that their paths would not cross more than a dozen times a year in California — and even on these infrequent occasions our three-person subcommittee would be able to make a deciding call. What's more, we already deal very effectively with inter-campus competition in fund raising. Just last year Vice Presidents for Advancement Bishop and Morgan worked out a data bank sharing arrangement, and I have not heard of a single instance of conflict about fund raising since. I think we now have very competent and cooperative advancement staffs. However, in order to prevent even the appearance of any conflict of interest, I suspect that these staffs should have nothing to do with fund raising for Monterey.

Our real, hard-core problem in fund raising has little to do with intercollegiate and even less with inter-campus competition, in my opinion. It is simply that we are hardly known. Now that we have a ripe situation in California to talk about and sufficient money in the bank (money committed exclusively to Monterey) to get our message out properly — in good taste and with professional help — I think we finally have a chance to tell the St. John's story in a far bolder and more deliberate way. There is no reason that I know of now not to reach out to several thousand new potential major donors and a great many more potential liberal arts college applicants in California over the next three years, talking always primarily about the lasting benefits of our Great Books education.

I believe this new broad contact possibility can contribute powerfully to our being able to go into California successfully with a third campus. Fortunately, we also have an additional measure of security now — since the court allowed us a four-year extension of time — making it possible for us to tailor all of our construction commitments to a portion of the money actually already raised (including pledged) at the particular times of deciding. It seems to me this will let our California Property Committees plan thoroughly and boldly while remaining financially conservative, realizing that by the end of the three-year preliminary fund raising period every dollar spent on contact should be returned to us multiplied.

In this attempt to forge a beginning perspective, I have speculated generally and primarily on matters of promotion and finance, properly leaving for others who are qualified and our appropriate committees the more difficult tasks of specific planning and educational policy making. Still, I believe the timetable I have proposed makes it possible for both efforts to progress together quite deliberately. In summary, for reasons I have already given, I think this Monterey campus possibility is not only a rare and marvelous one but also a safe one. Furthermore, I think Robert Hutchins, Scott Buchanan and Stringfellow Barr would heartily approve of this.

ROBERT GOLDWIN: Now it is time to deliberate

The California property has been on the agenda of meetings of the Board of Visitors and Governors for more than a decade. Throughout that time there has always been a sense of uneasiness, expressed again and again by one Board member or another, about the consequences if we should succeed in acquiring the property. The uneasiness stemmed from the uncertainty of the answer to one paramount question: If we get the property, what will we do with it?

On the one hand, it was said that it was an unusually valuable asset, "worth millions of dollars," that the College could not afford to pass up; on the other hand, it could not be sold, it could only be developed at considerable cost to the College. Under the terms of the will, the property could be retained only if it were used as the site of some sort of "St. John's style" educational project. In short, throughout the decade and more of the struggle to acquire the property, there was always a sense that it was a "good thing," but it was not always clear what this "good thing" was good for.

In the discussions, there were those who expressed the hope that the court might allow the College, at some time in the future, to sell all or some of the property, in exchange for some minimal compliance with the literal terms of the will, perhaps one small building to house some educational activity, either by St. John's or some other educational organization, for instance a language institute.

At other times it was suggested that the activity could be a graduate institute or a center for advanced study of the liberal arts. Infrequently it was suggested that the property be used to establish a third undergraduate campus.

But without fail, at every Board meeting, whenever some new step had to be taken by vote of the Board to further the legal efforts to acquire the property, it was stated in unequivocal terms, that the Board was not committing itself to anything. All we were doing, we told ourselves, was

Continued on page 6

Stag Leap Wine Cellars

Underneath the bough: A jug of wine, a book of verses

By NANCY OSIUS

There might be better circumstances for holding a seminar than sitting with an open book under the overhanging branches of spreading live oak trees of a Napa Valley winery, a poem of Robinson Jeffers spread out before you, an empty glass of California Chardonnay at your side, along with perhaps, a few crumbs of sour dough bread and some crumpled luncheon papers.

If there are better circumstances, they may be just a few yards away in one or another of the rooms of the winery office building where some people are talking about Huckleberry Finn with Santa Fe President John Agresto, or the room next to it where yet others are examining *Chaos*, *Making a New Science* with Michael David, SF '88, and Mark Middlebrook, A '83.

Alumni participants have been responding each July for four or five years to these idyllic circumstances, returning yearly in ever-growing numbers, like migratory birds, to the sun-drenched valley, while the rest of us watch from a yearning distance and summon up imagined scenes like the one above.

Says Middlebrook, president of the Alumni Association of Northern California, "It is something we look forward to all year long. We have about 80 people coming this year. We actually had tutors putting in surreptitious requests to be invited."

Little wonder.

The host at these proceedings, Warren Winiarski, A '52, was reflecting recently on the phenomenon of the Stag's Leap picnic and seminar. "Although it only lasts one afternoon, the discussion provides material for thinking that goes on long afterward. It's stimulating, of course, and refreshing," he commented. As its newest member, he was attending the Board of Visitors and Governors summer meeting on the Santa Fe campus.

An academic man turned vintner is unexpected enough, but further, to have attained a position of eminence almost immediately in the explosion of new wines and wineries of the 1970's — everybody liked this scenario, but how in the world did it happen?

Winiarski, tranquil and unhurried over lunch in the noisy Peterson Center dining room, was willing to retrace some of these steps.

The first of them was surely the extraordinary decision to leave the University of Chicago, where he had taught for 10 years in the Basic Program of the University College. He was studying at the time on the Committee on Social Thought, an interdepartmental group that bridged the gap between many disciplines. Other teachers who taught in the Basic Program were fellow alumnus Robert Goldwin, A '50, George Anastaplo, father of four St. John's graduates, and the redoubtable Allan Bloom of *The Closing of the American Mind*.

As Winiarski described it, he and his wife Barbara, A '55, parents at that time of two children (Kasia, A '84, and Stephen) were thinking of a family enterprise. At one point they visited the Rio Grande Valley and thought about growing apples. But it was to be California and grape growing.

"Given all the circumstances, and quite a lot of uncertainty at the other end, I regard the decision as one of imprudence," he admitted, smiling.

The year was 1964. There were only about 10 wineries in the Napa Valley and 8,000 acres under cultivation. Neither Winiarski nor anyone else anticipated the phenomenal growth in the industry that 25



Warren Winiarski

years later would bring the number of wineries to about 200 and the acreage under cultivation to 30,000.

In the beginning was a period of "voluntary indentured servitude" for Winiarski as he submitted to a period of apprenticeship, first in a very small winery, and then in the Robert Mondavi winery in its beginning stages.

"All the time I was reading and taking short courses, two or three day seminars, making observations, directing questions at people doing farming and grape-growing.

"St. John's was very important to that. You see, this was very technical material and I didn't have a technical or scientific background as such. But I was always interested in plants. I was interested in the biology that was in the reading at St. John's and in the lab work. The St. John's training made it possible for me to acquire the scientific and practical discipline more or less on my own."

Here he emphasized a key observation. "I had the notion early that California was

"The St. John's training made it possible for me to acquire the scientific and practical discipline more or less on my own."

not making the best use of the grape-growing environment. There was a potential that was not being fully explored, or being brought to mature completion.

During his apprenticeship period, he conducted what he called "regional investigations," tasting wines from different areas in order to determine regional identities before these flavors and qualities were lost in the blends.

"What makes a wine what it is? The soil obviously, soil and climate together, and the grape variety makes a difference and the man makes the difference. I call it the three G's: the grapes, the ground and the guy."

One day he tasted a wine made by one of the growers of the Cabernet Sauvignon grape, which immediately struck him "as fulfilling all the potential for this grape variety in the Napa Valley."

It was a culminating moment, a modern day rendering of Joseph Smith's utterance at the site for Salt Lake City: "This is the place."

The year was 1969. Winiarski's accumulated experience and skills had already brought him a reputation. Within the year, he was able to establish a limited partnership which purchased 50 acres of the land

adjacent to that which had produced the admired Cabernet grape. The first crop was harvested in 1972; the first commercial crop in 1973.

By this time, there were major indicators of the huge burst of growth in the wine industry that lay just ahead. When Warren and Barbara Winiarski decided that a winery would "fit into the program," there were plenty of people to come forward as investors. It was built in 1973, the year of the vineyard's first major harvest.

Wine Cellars after a prominent geographical feature, a nearby rocky promontory.

The philosopher welled up in Winiarski at unexpected moments, as when he recounted his early perception of the California wine scene and what he called the styling of the wine.

"Some of the efforts to render these grapes struck me as inappropriate. 'Rendering' is the whole process of transferring grapes to wine, what you do with skins and

juice; there are certain things you do to them and certain things you don't do. The sphere of 'more' or 'less' is very important. You know, it is like tightening a musical instrument: you turn too much and it's wrong, and you turn too little and it's wrong. There is a place where it is just right, and it seemed to me in these early renderings they were too little or too much. The wine people were going too far. They had exceeded the mean. So my idea was to bring back an element of moderation or harmony or balance."

His success in achieving his sought-for moderation and restraint came very early and it brought him international attention.

In 1976, Steven Spurrier, a transplanted Briton who owned one of the most respected wine shops in Paris, arranged there a blind tasting of California cabernet sauvignons and top bordeaux chateaux wines. The 1973 Stag's Leap Wine Cellars cabernet sauvignon placed first, ahead of some of the most famous French wines in the world. The story was broadcast to wine-lovers everywhere. "California defeated all Gaul," said *Time* magazine.

That spectacular success has been followed by many others, including in 1982

another Steven Spurrier-sponsored series of wine-tastings which pitted the 1978 Stag's Leap Wine Cellars Lot 2 against a variety of French and California wines. The Stag's Leap Wine Cellars wines were first each time.

The most recent honor came last June when a Texas hotel magnate paid \$55,000 for an 18-liter bottle of the 1985 Cask 23 Stag's Leap Wine Cellars Cabernet Sauvignon and two future Cask 23 releases. Cask 23 is a designation reserved for vintages of exceptional merit by the wine cellars. The bid, which came at the Ninth Annual Napa Valley Wine Auction, was the highest price ever paid at a charity wine auction in this country.

The Stag's Leap Wine Cellars wine has been served to the most powerful diners on earth. In 1985 and 1987, the wine was on the menu in Geneva at one summit conference and in the White House at another.

The modesty and restraint Winiarski counsels for wine-making are good words to characterize the man himself. The awards and the international attention were one highlight of his wine-making career, but now he wanted to talk about another, a trip in October, 1988, to an ancient center of agriculture along the tributaries of the Indus River in the remote Hunza Valley in Pakistan.

Under United States Department of Agriculture sponsorship, a team of five persons, including three horticultural experts (one financed by the winery), Winiarski himself, and a Pakistani official, made the trip. What the group sought in this ancient growing area were older generic forms of plant food, ones in danger of being erased. It was USDA policy to preserve this genetic material in agricultural depositories.

His interest was primarily practical, Winiarski explained. "All our grapes are grown on root stock. These stocks have been chosen for resistance to plant pest, but also for vigor. We know that the next great advance for California winemaking will not be in the winery but will be in the vineyard, and so we — so to speak — start sort of at the bottom. What root stocks will contribute to the best wine? We are thinking that less vigorous root stocks may make better wine."

"Our trip was for the purpose of collecting root stock material and observing the particular combinations they have in this remote area," he said, noting that as an Islamic area where there was no winemaking, wine grapes had not been selected out. "We wanted to get back to a more primordial form."

But Winiarski had a second reason, one with inherent drama. "We wanted to find if possible some of the earlier material that belongs to the wild forms of *vitis vinifera*. We don't know whether we found it, and of course we have to make some further investigation. We have some material now in quarantine that will be coming back to Davis for further study. that we could make the wine that Noah made."

It was time to conclude. Julia, SF '92, with her father's pleasant features remarkably rearranged into a pretty 23-year-old's face, had come to check on times for supper and the opera which lay ahead.

At the beginning of lunch Winiarski had shared a rather surprising bit of semantic lore. In Polish, "Winiarski" means "son of the winemaker."

What did he make of that, he was now asked.

He shrugged, with only the barest hint of fatalism.

"Curious, isn't it?" he said.



Letters to Editor

Thank you from Hale

To the Editor:

We've recently concluded the Homecoming and Alumni Summer Seminars program for 1989, which, by all accounts that I've heard, was a highly enjoyable experience for virtually everyone involved (including me). I would like to acknowledge in a public way the contributions of a number of people, without whom the summer program could not have been the success that it was:

Teri Lane Ennis, who single-handedly put together a complicated but glitch-free registration system and was a cheerful and indispensable help in all aspects of the program;

Marsha Drennon, who was always there with wisdom based on her long years at St. John's and with her unerring sense of what works at social events;

Betsy Blume, who never tired of giving straightforward, useful advice and answers to my endless questions;

Irwin and Maya Hoffman, warm and gracious hosts of the successful Homecoming Brunch;

Don Keith, Manager of the Marriott Corporation's food service at the Santa Fe campus — he and his staff outdid themselves this year with tasty food elegantly served;

Si Gormley and Barbara Lewis, Conference Center staff, and Housing Director Kathy Mizrahi, who handled logistical matters with care, patience, and good humor;

Allan Hoffman, who was there at every step with helpful advice and suggestions on behalf of the Alumni Association Board;

These people, along with other faculty, staff, alumni, and students, gave a gratifying demonstration of what can happen when people work together in a spirit of good will toward a common goal.

I'd also like to thank Harvey Goldstein, President of the Alumni Association, and all the alumni who provided me with support, advice and assistance during my year as interim Director of Alumni Activities on the Santa Fe cam-

pus. It's been fun, and I look forward to continuing to work with you in other ways.

Sincerely,
Ronald F. Hale
Director of Career Planning
Santa Fe

Waltz tradition

To the Editor:

I have never read Zelda Fitzgerald's "Save Me the Waltz" or any like novel, so this is a history as best I can recall of the rise of the Waltz tradition at McDowell Hall.

At the 25th Homecoming reunion of my class of 1962, I asked a classmate, David Benfield, if he knew who the beautiful girl was that he dated in our sophomore year and about how we had waltzed at the first party of 1959.

"Oh, Sarah--Sarah Pratt," he said and with his sinister wolfish grin. "You took her from me at the Waltz Party." David told everything and nothing. But for me, the 25 years fall away and I pictured the long red hair and the great smile of Sarah Pratt as we whirled and whirled around McDowell Hall. We danced so fast, and with our hearts pounding, whirled past ole David time and again. I had known the waltz was a fast dance, but with her we seemed to fly right off the ground! The charm and grace of the Merry Widow Waltz still goes on in my mind as I write this. Yet it is only a long lost memory of a wonderful dance.

I believe that Lenka Victorisz and Marie Fleisburg, both from Europe, were the inspiration for (the waltz party), but I claim credit as an opera buff for playing the Metropolitan broadcasts on Saturdays from a front window on the third floor of Pinkney. Fledermouse was a favorite then, and many pieces by Strauss or Berlioz would float across campus while I did laundry or read. I think McDowell Hall was just inviting us because there was really no place to have a big party but there.

We "sort of" had an 18th century group

with John Miller and Susy Miller, and Johan Benson, Barry Fisher, and Jim Forrester, who just loved to watch John draw elaborate 18th century castles and bring heavy antique furniture catalogues to dinners. But when we tried our Waltz Party in the winter, it didn't go off. I think it was near Christmas Break. Then we heard of Jerry Brenning or Tina Kaplan, I'm not sure, but they had a big sound system, and at about Eastertime in 1959, the first big Waltz occurred.

George Kunkle and little Abigail Myers and Sarah Pratt tried to show us the way to polka without crashing into people. We had lots of drinks (non-alcoholic!). We rolled up the walkway carpet and opened all the doors. Every chair was dutifully put back.

I think Robert Bart and Malcolm Wyatt were cutting a fine figure. I know that Dean Wilson and Hugh McGrath danced as did we all. I am sorry that I cannot chronicle the people as Homer did his ships, but it was a marvelous success - a sort of baptism of McDowell for St. John's women, and we all enjoyed every minute of it.

Except David never forget that I had stolen his girl for three or four dances.

Neil Potash, A '62

President names Robson

John Robson, a member of the Board of Visitors and Governors beginning in 1972, and chairman in 1983, has been appointed by the President as Deputy Secretary of the Treasury.

A lawyer who practiced in Chicago and Washington, D.C., between 1958 and 1975, he subsequently became executive vice-president and chief operating officer of G. D. Searle & Co. in Skokie, Illinois.

Among the federal jobs he has held were Chairman of the Civil Aeronautics Board from 1975-1977 and Deputy Secretary of Transportation in 1968-69. In 1966, he worked on the White House staff, dealing specifically with economic problems.

Perspectives

Continued from page 4

trying to move to a situation in which we could begin to think about whether we wanted to undertake some new educational activity. The understanding was that if the court would remove the legal obstacles, then the Board would deliberate.

"In short, now we ought to begin what we have not thus far done. We have not had one discussion in the Board about what our educational use of the property should be, if any."

In short, now we ought to begin what we have not thus far done. We have not had one discussion in the Board about what our educational use of the property should be, if any. No committee of the Board has studied the question. All of the discussions have been about real estate and legal problems. Now we are finished with those and it is time to turn to consideration of educational matters. We did not take the legal questions as a matter of course requiring no deliberation; we should not take the educational questions as settled. We cannot allow the acquisition of a piece of real estate to determine for us what we do as an educational community; we do not allow any other kind of donor to dictate to us. We should not go ahead to establish a third campus just because we have acquired land suitable for one.

We must ask ourselves some hard questions: do we want to start an undergraduate college, a graduate institute, an institute for advanced study of the liberal arts, some other kind of liberal arts innovation, or nothing at all? The last is one that should be considered seriously because there are those who contend that the College has much room for improvement in the quality of what it attempts to do now, and that expansion will have the effect of postponing indefinitely efforts to improve on what we are already committed to.

Scott Kelso is more confident than I and other Board members that fundraising for a new California campus will not interfere or compete with the major fundraising campaign about to be launched for the Annapolis and Santa Fe campuses. He also has a different assessment of the supply of good higher education in California; in addition to Stanford there is the California Institute of Technology, the University of California at Berkeley, UCLA, the Claremont Colleges, and many others. Granted that none of them is St. John's College; still it is a mistake to think that California is some sort of educational desert thirsting for the relief only we can provide. Two Roman Catholic institutions have developed undergraduate programs based on the St. John's curriculum; Californians have paid scant attention to them.

But the greatest difficulty with Mr. Kelso's "very deliberate approach" is the absence in his schedule for time to deliberate before committing ourselves to architectural planning and fundraising.

The need for deliberation is clear. Consider the first simple step, building the teaching faculty for a third campus. To start a freshman year would require at least a dozen tutors, assuming six seminars, and at least double that number the following year (not to mention a president, a dean, a treasurer, an admissions director, etc., etc.). Supposing those tutors will come from the two existing campuses, it is clear that expensive steps will have to be taken several years in advance, to appoint dozens of extra tutors in Santa Fe and Annapolis so that we have a teaching faculty capable of teaching the Program on all three campuses. A faculty growth plan would have to be deve-

loped, funded, and implemented. We would also have to consider the possible consequences for the present campuses; we cannot build a competent faculty in California by depleting the faculties in Annapolis and Santa Fe. And where will the funds for these dozens of extra tutors come from? Has the Board discussed this problem, or anything like it? The answer is no, and that is only one of scores of tasks that would have to be thought through by the faculty and by the Board before deciding that we want to start a new campus.

For these many reasons, I propose that the schedule set forth by the Chairman be revised by inserting one item at the head of it: From October 1989 to April 1991, the faculty and the Board, including all relevant committees, deliberate on this question: What, if anything, should we do with the new property in California?

The rest of the Chairman's schedule can be revised by simply adding one or two years to all of his dates, which would still enable us, if we should decide to go ahead, to meet the court's deadline of 1997. That, in my opinion, and in the opinion of many members of the Board who have spoken to me, would be more truly "a very deliberate approach to planning" our use of the California property.

MR. KELSO'S REPLY:

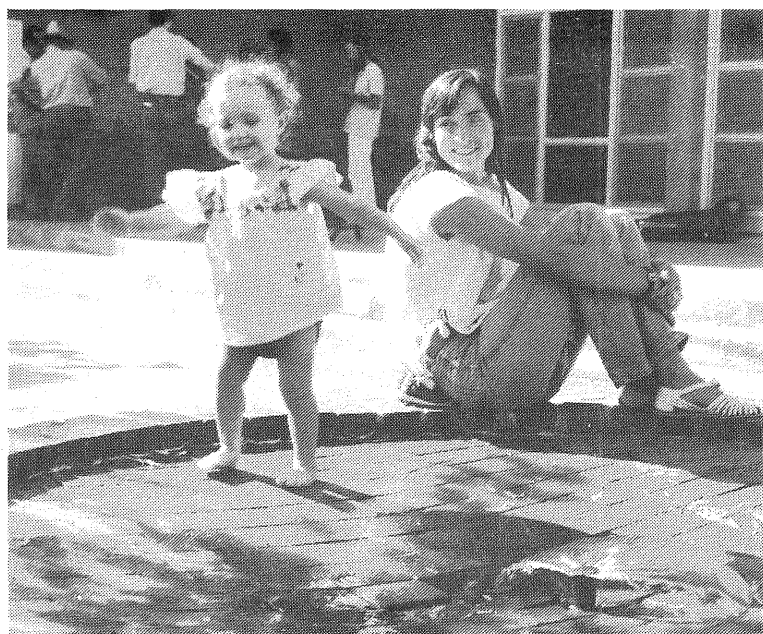
I agree fully with the title and principal thrust of Bob Goldwin's perspective paper: Now It Is Time to Deliberate. He brings up four matters, though, that call for response:

(a) I cannot imagine how the Board could have more fully complied with the understandings Mr. Goldwin mentions in his fifth paragraph, other than by denying an intent to do something of an educational nature with the property if conditions for doing so became practical, which, of course, it was never asked to do and almost certainly would never have done. The short of this long matter is that nobody, advocate or opponent, could properly propose anything until the lawsuit was resolved because we could not know what opportunity or threat we might be embracing or discarding. For the first time, now, we can deliberate about a focused situation. It really is time now to deliberate.

(b) I am entirely content to leave to our appropriate committees the issues of the possible threat of fund raising in California to our other campuses and the seriousness of competition for students on the West Coast, two issues about which I am more optimistic than Mr. Goldwin.

(c) Mr. Goldwin's most serious difficulty with my perspective piece, however, apparently has to do with the schedule I have shown. What becomes clear in studying this timetable is that, during 1990, activities (1) and (2) on my schedule begin before activity (3) — which I equate to the preliminary deliberating period he advocates — has been completed. Also, he is proposing an 18 month period for such deliberating where I have allowed 15. I am not concerned about this overlap in 1990 because there is nothing about (1) and (2) that might happen next year that cannot be reversed if plans developed in (3) so require. Furthermore, deliberating about (3) may be influenced by (1), so they should better proceed concurrently. Concerning (2), I cannot imagine how it would help us to delay this, because our success here so influences everything else we do.

(d) Concerning the major task of faculty buildup to open a third campus, I have no qualms about making the expense of this endeavor Monterey's burden. If we cannot raise the required money in California to do what properly has to be done, I would favor scaling plans back to fit the finances.

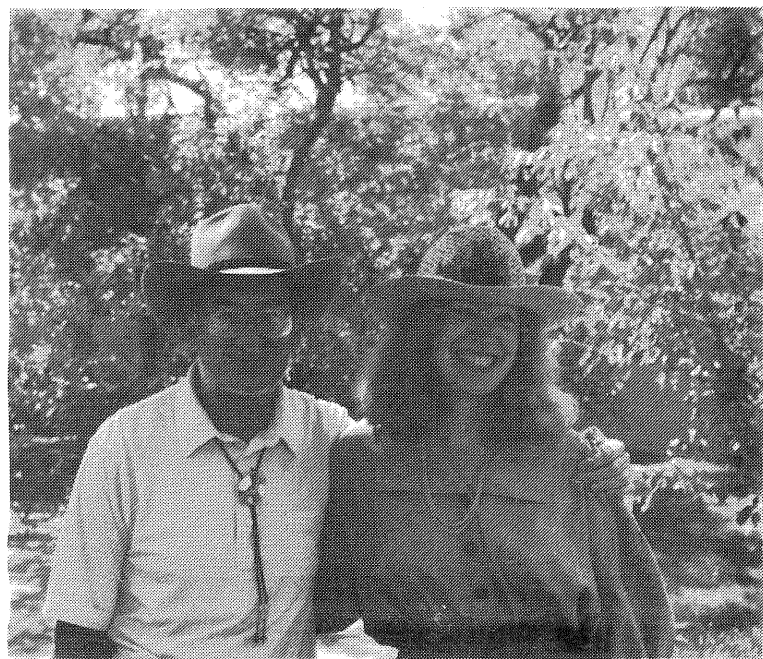


A member of the class of '10 tries out her footing while an approving mother looks on. J.W. Blagden, Jr. photo



Dean James Carey has a word with new president John Agresto at Santa Fe meeting.

J.W. Blagden, Jr. photos



Dr. Irwin Hoffman and wife Maya greet guests at their Santa Fe home.

Ron Hale photo

Homecoming events attract alumni

By NANCY OSIUS

At the culmination of a weekend of Homecoming activities in Santa Fe, former Ambassador to Canada Adolph Schmidt was given the Award of Merit at the Saturday night banquet July 15, while four other longtime friends of the college were named honorary members of the Alumni Association.

These four were Harriet Higgins, a member of the Board of Visitors and Governors since 1977, J. I. Staley, a member of the Board since 1967, Istvan Fehervary, Director of Student Activities on the Santa Fe campus since 1969, and Santa Fe tutor emeritus Stuart Boyd.

Ms. Higgins, Mr. Staley and Mr. Fehervary were able to be present and to accept their honorary memberships.

Ambassador Schmidt, a graduate of Princeton University with a Harvard MBA, and an honorary member of the St. John's College class of 1987, was associated with the Mellon National Bank and affiliated organizations for over 40 years. In his remarks about the Award of Merit winner, Harvey Goldstein, A '59, president of the Alumni Association, noted that it was Ambassador Schmidt, who, upon reading in 1940 a *Life* Magazine account of the St. John's program, was so much attracted by it that he travelled out to Annapolis to visit then President Stringfellow Barr and to attend a seminar and a tutorial. Mr. Schmidt told his friend and colleague Paul Mellon that he was thinking of taking a year off to study at the college. A week later, according to President Emeritus Richard Weigle's account in his *Recollections of a College President*, "Mellon telephoned Schmidt to say that he had obtained a copy of the *Life* article. He said that Schmidt had work to do and should remain in Pittsburgh. Mellon himself had made up his mind to enroll in St. John's."

Ambassador Schmidt has made distinguished contributions to his city of Pittsburgh, to the state of Pennsylvania and to the nation, serving on planning and development as well as cultural committees and boards. In addition to his service as Ambassador to Canada from 1969-1974, Mr. Schmidt was a wartime Army officer who served on the Allied Control Commission in Berlin after the war, and was later an official delegate to the 1959 Atlantic Congress in London and to the Atlantic Convention of NATO nations in Paris in 1962. A Board member emeritus, he served on the Board of Visitors and Governors for many years, including twice as its chairman. He was instrumental in helping to establish the Adolph W. Schmidt endowed tutorship that rotates between Annapolis and Santa Fe to be used primarily for the study of politics, economics and monetary theory. Mr. Schmidt, who could not be present, sent a message of thanks which Mr. Goldstein read to the guests.

Harriet Higgins, vice president and portfolio manager at the U.S. Trust Co., was introduced to St. John's by her father, Turley Higgins, who headed the Beneficial-Hodson Trust. A graduate of Wheaton College and the University of Georgia, she is at present vice chairman of the Board.

(Continued on page 14)

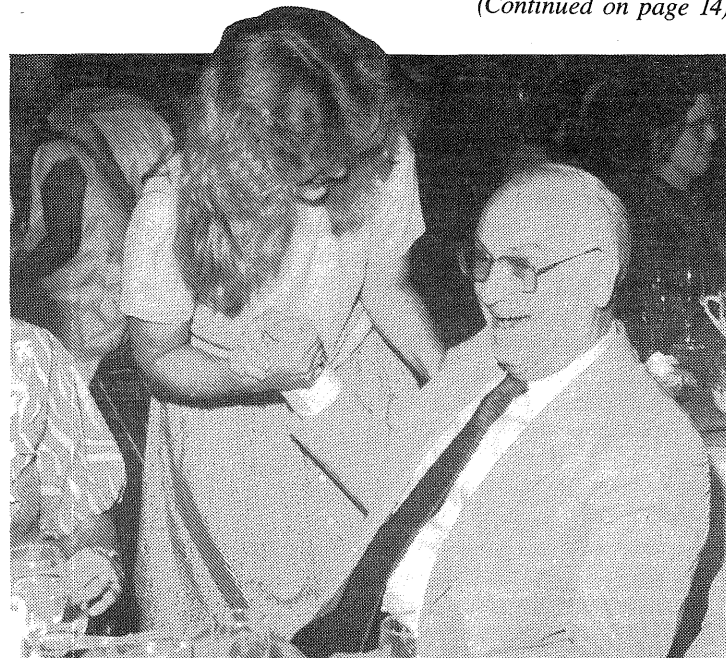


New President Agresto pauses in conversation with President Emeritus Richard C. Weigle and Mrs. Weigle.

J.W. Blagden, Jr. photo



Three new honorary alumni of the college pose with the president of the Alumni Association, Harvey Goldstein, left. They are Harriet Higgins, J.I. Staley, and Istvan Fehervary, far right. J.W. Blagden, Jr. photo



Joan Iverson, new Director of Alumni Activities at Santa Fe, greets Board Chairman Scott Kelso at the Homecoming Banquet.

J.W. Blagden, Jr. photo

On Being a Woman And Reading the Books

A woman is apt to think the great authors aren't writing about her

Two displacements pertinent to the place of women in philosophy and in language were made during philosophy's golden ages in classical Greece and enlightenment Europe. One displacement, resulting from theories about the difference between women and men, tends to be ignored; the other is not ignored at all but seems not to have anything to do with women.

The first is Aristotle's and Kant's not allowing women to enter the moral arena; the second Socrates's and Descartes's distancing themselves from the languages and beliefs of their traditions.

Books are different for women

Consider women's reading works in which they are excluded. Women and men read and discuss Aristotle and Kant, but it would not be wide of the mark to say that they read different books or read them in different ways. Men read books about themselves, women read books about men, about those capable of the highest moral virtues and the moral law, about those fitted by nature to mastery. And men read the books as themselves.

How does a woman read them? As a man.

Gender informs and complicates both the reading and the writing of texts: in supposing practical wisdom and the categorical imperative to be within her reach, for example, a woman reads herself as a man. And when she reads Aristotle's and Kant's words about women, a woman is apt to think that they are not talking about her. She is not a woman if that is what women are.

Familiar strategies of reading turn on the notion that reading is saying silently to oneself the authors' words, and when the author is a man and says "we," the woman reader leaves her gender aside and says "we" too.

Shut out by the authors' language

There are different strategies of reading, however, and they tend to engender different stories of nature. One can take what an author says about the sexes to be as important for the whole of his thought as what he says about anything else. One can read as a woman, confronting the fact that Aristotle and Kant are talking about her and that this is what they say. Their language shuts her out.

Excluded from the moral, a woman is excluded from mastery of the merely natural in herself, for this is what morality is. Excluded from mastery, she is excluded from the master's language, from the patriarch's language, where language is patriarchal insofar as it regards authors as fathers, begetters of meanings, and tries to assure the legitimacy of meaning by prohibiting illegitimate interpretations. Neither the language nor the morality of patriarchy is hers, for she is not a patriarch.

Is she exempt from male morality?

Excluded from morality, is she exempt from it and free to find her own way to act, to speak, to write: Or should she take the place in the shadows cast by the natural light of reason in its practical use, assigned her by those who claim women incapable of ruling reason and deep understanding? But the voice that puts her in shadow is not hers. Should she claim the sun, claim the right to reason, claim to be a patriarch? But she is not a patriarch, she can at best imitate one. And here lies a way to cheat, trick, evade, avoid mastery by the master's language: the woman like an actor says words that are not hers. Speaking the only languages there are, the ones she was born into, she nonetheless remains elsewhere. The trickery is necessary because if she speaks a tongue that is utterly new she cannot be heard and if she speaks the father tongue she complies with its exclusion of her.

"To play with mimesis is... to 'bring out' by an effect of playful repetition what was to remain hidden: the recovery of a possible operation of the feminine in language. It is also to unveil the fact that if women mime so well they are not simply reabsorbed in this function. They also remain elsewhere" -- Luce Irigaray (Emphases added.)

What might be the operation of the feminine in language? Kant's feminine works where words charm and seduce, bewitch and fascinate other words and where, finally, language compels in users not by reason but "by a secret magic with which she makes our passion inclined to judgments favorable to her." Aristotle's female is there in the materiality of language, in material words in thrall not to meanings of a different stuff from words that mean, but to other material words.

How might one bring out what was to remain hidden? The way that Socrates handles the charge about the gods breathes the hint of an answer. He neither acknowledges that he replaces the storied gods of Athens with other divine things nor names the replacements. How could he name them in the same language? The sense of "divine" has shifted utterly. Socrates enters the discourse of the ordinary Athenian only to turn it on its head: he tricks, avoids, evades the accusers' questions. Questions couched in the language of Athens are answered in the different language of the man who asked to be regarded as a stranger: "... appearing now for the first time in a court of law, I am quite a stranger to the language of the place; and therefore I would have you regard me as if I were really a stranger." (Apology)

A stranger to the language, he will speak the tongue native to another place, not to Athens. Two languages, then, one a mirror of the other, and in the mirror world that is the Apology everything changes into its opposite and back again. Reversal rules. Socrates corrupts and benefits the young; the state inflicts the greatest evil upon Socrates and harms him not at all.

Listening but remaining elsewhere

In effecting a profound dislocation between the languages, in playing with mimesis, Socrates enacts the dislocation that occurs when one reads as a woman the



words that women are not moral, not rational, not human. Reading these words, one need not be co-opted by them: one can do as Socrates did and remain elsewhere.

Descartes wants to inherit nothing, no beliefs, from the past lest they turn out to be false but he finds it difficult in the extreme not insensibly to slip back into the old beliefs, to vacillate between habitual acceptance and the effort to suspend belief. During the empty time when he has managed to shake himself free from inherited beliefs and has not yet refined a mechanism for generating new ones, he is nowhere, at sea, lost in a dream:

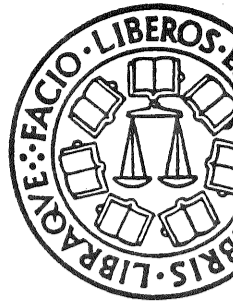
"I am like a slave who, enjoying an imaginary liberty during sleep, begins to suspect that this liberty is only a dream; he fears to wake up and conspires with his pleasant illusions to retain them longer... I feel as though I were suddenly thrown into deep water, being so disconcerted that I can neither plant my feet on the bottom nor swim on the surface." (Meditations)

He finds it difficult but not impossible to refuse to inherit the beliefs of his time, and the purity and strength of his desire for a set of beliefs not vulnerable to time, works to allay the difficulty of refusing.

We can win the game of remapping concepts

Because it is difficult to refuse to inherit the language into which they were born, to refuse its accents, its emphases, because it is difficult to negotiate the necessary awkwardness that disables one who balances one foot on the conceptual map and the other in its margins, women may find it difficult to locate themselves on the map. But it is not impossible to negotiate the awkwardness. The purity and strength of their desire to be something in their own right enables them to

ST.
JOHN'S
COLLEGE



New York:
Lovejoy Duryea



Santa Fe:
John Pollack

Juicy Readings Elegant Food

If the great conversation is to be a lifetime pursuit for each St. Johnny, a well organized cadre of alumni in the same city may be the only way to keep the dialectic alive. Nine local alumni chapters are active now, but their leaders fret that their odds of surviving St. Johnnies' apathy and shyness aren't wonderfully great.

Building more and stronger chapters was the topic last month when the presidents of nine local chapters met in Santa Fe with the Alumni Association board.

They seemed to agree, hearteningly, that devotion to the holy rites of seminar is the attraction that brings almost all successful alumni gatherings together. Devotion to the grape is perhaps a weaker draw for alumni than for undergraduates, while elegant food, an indulgence to which undergraduates typically are unaccustomed, is a greater attraction for the mature, at least on the coasts.

"New York alums want elegance," said Lovejoy Duryea, president of the 100-strong New York City area chapter.

"Dinner at the Princeton Club and coffee and petit fours in the seminar rooms. People complain if anything's left out."

The luxuries draw older alumni but Mrs. Duryea worries that the costs are keeping younger alumni away. Dinners cost \$30 each and seminar rooms with coffee and sweets are \$10 a person. The New York chapter has hardly any young members, she observes, even though 400 alumni live in or near Manhattan.

At the modest end of the spectrum, pot luck dinners



Seattle:
John Ross



Philadelphia:
Jim Schweidel

play the deadly serious game of conceptual remapping, deadly because victory in the game spells defeat for the maps by which we steer and because once we begin to play we can neither trust the maps we have nor stop the game.

-- Mary Bittner Goldstein, A'58
April 1989

(Professor Goldstein teaches philosophy at Brooklyn College.)

ALUMNI ASSOCIATION NEWS



Los Angeles:
Jerrold Caplin



San Francisco:
Mark Middlebrook

s, Top Tutors, Attract Alumni

in Alvin Aronson's apartment are the rule in Boston. Aronson has five seminars a year for as few as three or as many as 25 alumni. The Boston group has no dues or fees.

"It would be the end of our association," Aronson says.

All agreed that big wheels from either campus, especially fondly remembered tutors, are the best draw.

"Barbara Leonard did *Lives of a Cell* and that was very successful," Aronson said. "She has a big following."

The college alumni office will arrange tutor visits for alumni groups anywhere in the country.

The Los Angeles chapter varies its activities with field trips, movies and musicals. A dozen members toured the Getty Museum this year with a curator, and Annapolis tutor Elliot Zuckerman visited to play and discuss works for the piano. For some reason the Los Angeles chapter seems to attract only older Annapolis alumni -- and few young or Santa Fe grads -- according to President Jerrold Caplin.

Most successful chapters have a core of half a dozen members who keep things going. Often they're alumni close in age from the same campus, and the test of their success is whether they can involve other alumni who aren't members of their ready-made social group.

The larger chapters find it's essential to have one member willing to maintain an up-to-date mailing list of area alumni, and someone to send out a newsletter or make phone calls promoting chapter events.

Philosopher kings are in short supply among the chapters, their leaders admit. Chapters tend either to be dominated by one person or an oligarchy that eventually "burns out," or else have no strong leadership at all.

"I followed someone strong who went on to be a board officer (Jonathan Zavin, who now also serves as an alumni representative to the Board of Visitors and Governors) and others left," said Mrs. Duryea. "I had to rebuild the core group in New York."

Mrs. Duryea herself is an activist who personally calls lists of members to urge good attendance at events. She also hosts events on behalf of the college, such as receptions for prospective students and parents each year.

Chris Nelson, treasurer of the Alumni Association, presented an updated manual on how to form a legal not-for-profit local alumni chapter. The manual describes the services available from St. John's and provides all the forms needed for IRS applications.

Plea to All

There is nothing more worthless than used and unwanted computer hardware -- unless you are the college. Any or all pieces are welcomed by both students and the administration, and compatibility with existing system isn't necessary. If you donate your old equipment it is fully deductible as a charitable gift and would be put to good use **immediately**. Thank you in advance.

How to get 70 St. Johnnies in one place at one time

Maybe it's because the air and temperature and the light in the Napa Valley nearly match the atmosphere of the Argive Plain, though rows of grapevines take the place of olive groves, that St. Johnnies seem to recluster most willingly in the vicinity of San Francisco.

Or maybe free wine is the secret.

Whatever the reason, the San Francisco alumni chapter is probably the most active of all. President Mark Middlebrook, A'75, concedes that having a generous vineyard-owning alumnus is a big draw. Warren and Barbara Winarski (profiled elsewhere in this edition of the Reporter) own one of the most admired California wineries, Stag's Leap, which has been the site of several annual get-togethers of the San Francisco chapter.

This year's outing drew 70 people.

Besides the spectacular scenery and libations the San Franciscans provided themselves with several other key ingredients of a successful St. John's outing: a good variety of seminar readings, a big wheel or two from the campuses (in this case, Santa Fe's new president, John Agresto and Annapolis Alumni Director Betsy Blume) and an enticing newsletter to get the word around.

The readings were *The Adventures of Huckleberry Finn*, led by President Agresto, *Chaos, Making*

of a New Science, led by Mr. Middlebrook and Michael David; *Gorgias*, led by Ms Blume; *Habits of the Heart*, led by George Elias, and "Roan Stallion" and "Poetry," led by Laird Durley.

The winery staff also led tours.

During the rest of the year the chapter sponsors both seminar and social gatherings, which President Middlebrook says tend to draw distinct groups of people. He believes a chapter needs to recognize the differing interests of alumni by planning a variety of activities. The chapter's "purely social" pot luck meeting in beautiful Sausalito draws a different crowd from the group's seminars, for instance.

The seminar schedule frankly reflects the tastes and interests of the group that meets.

"Six to twelve people meet monthly," Middlebrook reports. "We tend to read a lot of novels and we've had good success with long readings."

The San Francisco seminars have tackled *Tom Jones*, *War and Peace* and *Ann Karenina* and managed to finish them despite the wisdom in some chapters that short readings are essential.

He notes too that new ideas have to have a sponsor willing to push them through to execution.

The chapter's annual \$1,000 budget is raised by voluntary contributions, and the cost of mailing its newsletter to all 450 St. Johnnies known to be in the area is borne by St. John's.



Robert Thompson, '45, inspects Stag Leap's developing grape crop.

Chapter Events

ANNAPOLIS

Luncheons are scheduled for:

September 8

October 13

November 10

Programs are to be announced. Call Betsy Blume at the Alumni Office (301) 263-2371 for information.

BOSTON

Fall: Santa Fe President John Agresto will visit

October: Seminar on *Merchant of Venice*, led by Alvin Aronson

Contact Alvin Aronson for further information, phone (617) 566-6657 (home) or 437-3186 (work).

CHICAGO

September 17: Picnic at 2 p.m., seminar at 4:30 p.m. on Fitzgerald's *Great Gatsby*, at the home of John Van Doren

October 8: John Agresto to lead a seminar on *Democracy in America*

November 5: Annapolis tutor Joe Cohen will lead a seminar on *Griswold vs. Connecticut, 1965*

For more details call Paul Frank, (312) 280-2366 (work) or 235-0614 (home). For information on the Proust preceptorials call Rachel Ankeny, 337-4105.

DALLAS—FORT WORTH

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

LOS ANGELES/SOUTHERN CALIFORNIA

October: John Agresto will visit for a reception and other activities

Call Jerry Caplin (805) 497-1436 (home) or 375-1371 (work) for details.

NEW YORK

September 27: Wine tasting reception of Stag Leap's wines at the home of Lovejoy Duryea. The California property will be discussed with both college presidents, William Dyal from Annapolis and John Agresto from Santa Fe, as well as Scott Kelso, chairman of the Board

of Visitors and Governors and other New York area board members.

October 7: Reception for prospective students and parents at the home of Lovejoy Duryea, 3 to 5 p.m.

October 30: Phonathon

November 15: Seminar

PHILADELPHIA

Call Jim Schweidel at (215) 836-7632 for information about upcoming events in this area.

SACRAMENTO

Meetings every other month to discuss the program readings, following the undergraduate sequence. Inquiries are most welcome; phone Arianne Ludlow (916) 362-5131 or Helen Feeley 381-7887 for information.

SAN FRANCISCO/NORTHERN CALIFORNIA

Fall: tutor visit will be arranged

September 24: Seminar on the second half of Tolstoy's *Anna Karenina*

October 22: Seminar on Joyce's *The Dead*

Locations of seminars rotate but meet at 2:30 p.m. Call Mark Middlebrook (415) 530-9643 (home) or 763-4277 (work) for information.

SANTA FE

September: Planning meeting for the year's readings and election of officers

Telephone John Pollack (505) 983-2144 or Joan Iverson at 982-3691 for more details.

SEATTLE

This chapter meets during the year for different events. Call John Ross at (206) 545-7900 for more information.

WASHINGTON DC AREA

September 6: James, *The Ambassadors*

September 20: *The Koran*, sura 1,4,54

October 4: Conrad, *Typhoon*

October 18: Larkin, selected poems

November 1: Euripides, *Medea*

Seminars meet at 6:30 p.m. at the West End branch of the D.C. Public Library. For further details phone Sam Stiles (301) 424-9119 or Deborah Papier (202) 387-4520.

Alumni Summer recalled

(What was it like to spend a week or two at the Alumni Summer program in Santa Fe, we wondered recently. The best way to find out seemed to be to let someone tell us. Providentially, we think you will concur, we happened on Mariam Cohen, who agreed to keep a diary which she called "How I Spent My Summer Vacation." It follows.)

By MARIAM CUNNINGHAM COHEN, M.D., A '69

This is the fourth year that my husband Barry and I have spent one week in July — our major vacation — with the Alumni Program in Santa Fe. Sometimes it is difficult to explain to friends in Phoenix what I do when I go to Santa Fe. The explanation that seems to work is that I go to a resort for people who would rather read a book than play tennis. The Alumni Program is a combination of summer camp and resort. Barry and I are experienced enough at doing this to know what to bring — including sheets to fit the beds in the dormitories. This year *The Reporter* has asked me to provide a journal of the week.

Each year we've chosen one of the two weeks offered on the basis of who is leading classes in what. The tutors who participate and what they choose as readings seems to be entirely arbitrary and sometimes surprising. In past years I have read parts of the *Iliad*, Plato, George Eliot, Nietzsche, Aquinas — and others. I've gotten to know tutors who have started since I graduated and I've seen people I knew as a student. Last year Mr. Carey led a preceptorial on St. Aquinas. The year before that Mr. Bart led one on George Eliot's *Middlemarch*. I remembered some of reading Aquinas when I was a sophomore, but I had never been introduced to Eliot. That's part of the fun of the Alumni weeks.

This year Barry and I selected a preceptorial with Barbara Leonard on essays by Lewis Thomas (*The Lives of a Cell*); she calls the topic Man the Endangered and Endangering Species. I will also try a preceptorial with Charles Bell on some poems by Wordsworth and Coleridge. If I choose to read poetry, I would rarely choose Romantics, so I am not sure I will find it interesting. These groups meet three times during the week and will probably have about ten or twelve participants. The seminar that will meet twice is on Joyce's *Portrait of the Artist as a Young Man*. Last year Barry chose a preceptorial on some of Joyce's short stories. I've never attempted Joyce before, and I'm not sure what I will make of it. I read the book the week before we left Phoenix. Barry claims the week is supposed to be vacation, so he will only go to Leonard's preceptorial and the Joyce seminar even though the fee entitles each of us to two preceptorials.

The Alumni Week is not only reading and sitting in classrooms talking. It is also people and Santa Fe. Each year Barry and I have found someone else — a single or a couple — to talk with, spend evenings with eating dinners in various Santa Fe restaurants, and go on shopping expeditions with in and around Santa Fe. Some of these are people I knew in a former life when I was a student. Most of them are new. Some of them we manage to maintain a connection with when we're all away from Santa Fe, in our regular lives. The week, however, has always had a magical atmosphere, and often the ordinariness of life back home for all of us separates us from the companions we find for the enchanted week.

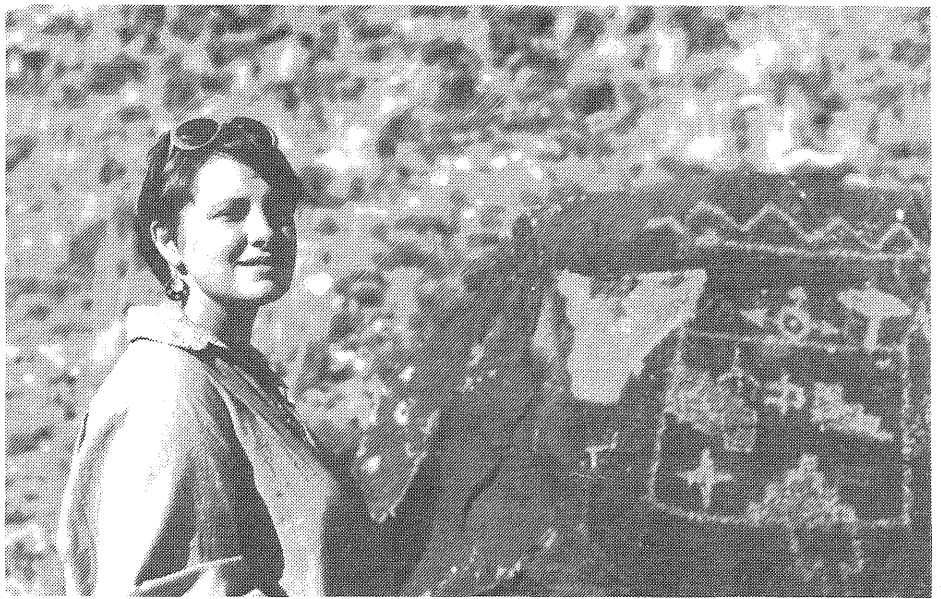
I am a graduate of the Annapolis campus, but since I settled in Phoenix nine years ago, I've adopted the Santa Fe campus as a sort of second home. It's only when I talk with people who spent their entire four years here that I feel like an outsider. Barry explains when he introduces himself here that he married into the St. John's community but had at least an acceptable education at Yale. The alumni and alumnae who come back to Santa Fe for

their own reasons include other graduates of the Program from both Annapolis and Santa Fe, graduates of the Graduate Institute, and a sprinkling of people who attended for some time and then went on other ways. Some people stay for both weeks, most for only one. Somehow each year that we've come, this diversity has managed to create for the time at least a ghost of the intellectual fermentation that a year-long seminar group experienced when I was a student. There are problems with seminar groups that meet only twice, but somehow we always manage.

Cleverly, the Alumni Office at Santa Fe arranges that the weekend between the two weeks of Alumni Seminars is the Santa Fe campus' Homecoming Weekend. This is the twentieth anniversary of my class and I have chosen the second week of the two offered, so my vacation starts with a range of activities. Saturday is Alumni Association meetings — most of which I avoid — and a seminar. The reading is Ibsen's *Hedda Gabler*, which I read on the plane from Phoenix. Carey Stickney — a tutor and alumnus — and Georgina Knight lead. The spontaneity of a seminar of people most of whom have hardly met manages to produce an interesting discussion. Many of the group begin with an idea of Hedda as a reflection of the social limitations on a woman of her age. We end with a tentative consensus that her poverty of soul reflects an evil and an ennui that most resembles a male villain, Iago, and reveals itself in her utter lack of creativity.

The rest of Saturday and Sunday is mostly spent eating. There's a buffet breakfast, a buffet luncheon and a banquet. For the last couple of years Barry and I have left the banquet before the speeches to sneak off to a cafe downtown where we can listen to bits of Broadway musicals sung by waiters and waitresses who are actors and actresses at other times. This Saturday evening we find ourselves at the table next to a former classmate of mine and his friend, so we have conversation between acts and along with dessert and wine. Sunday there is an outdoor luncheon and more conversation. A small group of us discuss seriously the implications of the act of one woman's son in refusing in the second grade to complete some small piece of elementary school busy work. One year at this luncheon Charles Bell illustrated an episode from his childhood by swinging across the yard from tree limb to tree limb. After the luncheon Barry and I go off with the couple who were classmates of mine to a crafts fair at the San Ildefonso pueblo. Our dining room bookshelf is accumulating quite a collection of Pueblo pottery that we've gotten at this crafts fair. Sunday evening the four of us pick up a fifth — one of my classmates I've maintained a constant albeit tenuous relationship with for twenty years — for another dinner. We drive off looking for one restaurant that he ate at several years ago and end up somewhere else when no one can find the intended restaurant.

Eating is a major activity in Santa Fe. There are too many good places to eat. I will struggle this week to keep from gaining weight by assiduously taking two hikes each day from the College down Camino de Cruz Blanca to Camino del Monte Sol. When I was a student in Annapolis I griped about climbing three flights to my room in Campbell Hall; a room in the upper dormitories means each trip back for a book is a project to be contemplated and planned



Mary Jane Young, A '73, above, is shown at Petroglyph Park near Albuquerque with rock art depicting a stylized Zuni Indian mask.

Robert H. Leibman photo

BOOK REVIEW

Alumna records Indian culture

By JONATHAN MARK, A '73

About a dozen years ago, Dr. Mary Jane Young took an interest in southwest Indian linguistics and astronomical practices. From her initial field work with the Zuni Indians of western New Mexico came a unique relationship and a trust. And subsequently, an invitation from them to study their rock art. As the Zunis explained, the study would create an understanding and appreciation which would lead to preservation.

The product of Dr. Young's study is her first book, *Signs From The Ancestors: Zuni Cultural Symbolism and Perceptions of Rock Art*. Rather than being dry technical reading, the work is accessible to a wide variety of readers for several reasons. Interjections of Mary Jane's personal experiences in the field work provide anecdotal as well as empirical material. The stylized symbols in illustrations throughout the book remind one of the current popularity of southwestern motifs and mysticism.

for in advance. Already I'm noticing that I'm not terribly winded when I arrive back at the upper dorms from my morning hike, and I realize that the reward of faithfully doing one's exercise is to have to do more of it. Drat! I'm not the only walker each morning; I exchange slightly breathless greetings with other alumni and people who seem to be attending other meetings going on on campus at the same time. One day, I promise, I will get a guidebook and try to identify the wildflowers that grow along the street. Each morning, I cut past the playing field on my way back up stairs, and several times I walk past a small brown rabbit, calmly grazing in the grass. He barely gives me a glance and doesn't even seem to think of running away. Maybe he knows I wouldn't have the wind to give him any sort of chase. One of these years I'm going to find guide books and look up the names of the wildflowers and the birds that I see on these hikes.

Monday: This is the longest day on the schedule — two preceptorials and a seminar. Ms Leonard seems smaller and more frail than when she was the terrifying watcher of the women's dorms in Annapolis. She is also friendlier. Not unusually there is some confusion about what the readings were to be, so some of the group has read all the essays, most have not. We wander from Thomas and his concern about individuality and man's being a social animal, maybe a little like the ants and termites to questions of the ethics of letting elderly people decide when their lives are devoid of meaning. Someone insists that

By chapters, the text and illustrations progress from archeological sites, images and descriptions, to symbolism and cosmology, to Zuni cultural meaning and function. There is even a surprising discovery about certain types of "vandalism".

While doubtless intriguing to the "New Age" reader, this book offers as much depth as those who seek can understand. A depth which should even satisfy the critical academic reader. This is a skilled and professional monograph. Those who study western philosophy can expect to find the enlightenment that a cross-cultural point of reference can bring.

Dr. Young's book was shipped early this year by the University of New Mexico Press. It is part of the New Series of Publications of The American Folklore Society. Available in cloth at \$24.95 from the University of New Mexico Press, 220 Journalism Bldg., University of New Mexico, Albuquerque, NM, 87131. 50% of all royalties will go to the Zuni tribe.

"the mind controls the body," and two of the group reply with instances of depression and hopelessness corrected with desiccated thyroid and antidepressant medications.

I didn't know Charles Bell when I was an undergraduate. He was one of the mythical tutors who left to start the Santa Fe faculty the year I started. A few years ago, I participated in an alumni seminar on Milton that he led. I am skeptical that Wordsworth and Coleridge will be the focus of a repeat of the former wondrousness centered on Milton. On our way to the pueblo on Sunday, we took turns — except for the driver — reading Wordsworth aloud, and I was not impressed. Today Bell focused our attention on only two of Coleridge's conversational poems and on the tension between Coleridge's almost pagan pantheism and Christianity. On Wednesday, I will have to choose between the second session of the preceptorial and going with Barry to explore Los Alamos, and I am still undecided.

The Joyce seminar is crowded; I count twenty participants and the two tutors, two younger faculty members. Some of group have read the whole book, some only a part. We start with a question about what makes Joyce's young man an artist, wander through questions of what is beautiful and whether it matters whether some of the experiences Joyce attributes to Stephen Daedalus actually happened or not. After the seminar Barry muses that a group of

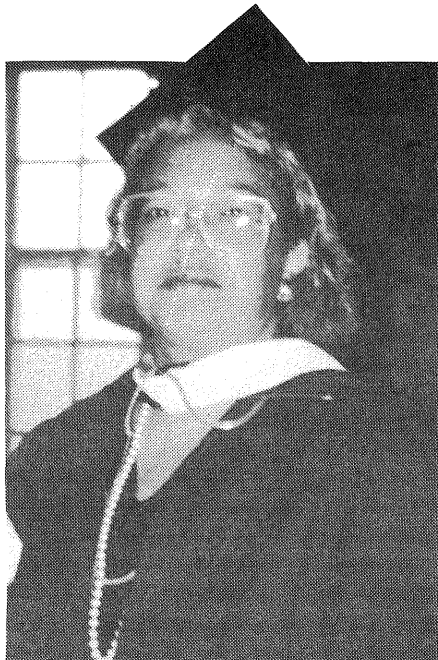
(Continued on page 15)

Graduate Institute awards 13 degrees to candidates

By DONNA BOETIG

"...I plead with you. When you return to your respective work places take the essence of the St. John's experience with you. Something from the Great Books program will form the ethical foundation for your approach to a complex problem. By doing so, you may well avert future crises in your profession." This is Joyce Phillip addressing the 13 graduates, and their guests, at the commencement exercises of the Graduate Institute in Annapolis on August 11.

Ms. Phillip, a 1985 alumna of the Graduate Institute and human resources manager at the Anne Arundel Medical Center in Annapolis, deals daily with the shortage of health care professionals in Anne Arundel County. She said her St. John's experience has empowered her to meet this challenge. She told the graduates, eight men and five women — among them bankers, business persons, college administrators, editors, engineers, lawyers, marketing specialists, and teachers — that they too have the ability to go out into their spheres of in-



Joyce Phillip, GI '85, speaker

fluence — their homes, communities, and work places — and improve conditions there. To be specific, she honed in on the health care dilemma: "In Book

I of Aristotle's *Nicomachean Ethics*, Aristotle speaks about praise accorded to happiness: "The grounds upon which we bestow praise on anything evidently are its quality and the relation in which it stands to other things: How does health care attract a multitude of talented, bright young men and women to its ranks when we do not praise it or extol it as giving happiness? Instead our nation's media appears to have a love affair with those who command the most money for the least academic effort. Is it any wonder we are now faced with tremendous shortages in health care?"

"Aristotle went on to say, 'Praise is proper to virtue or excellence, because it is excellence that makes men capable at performing noble deeds.' What message are we sending our young people? Certainly not to take care of the sick, to work long hours or to listen with a caring heart. Sadly, society has told them they will be praised for finding a job that will give the most money, in the shortest amount of time with the least effort. Society presents as 'good' not what one does but what one gets.

"The shortsightedness relegated those professions which are chiefly held by women and minorities to be of less monetary value. As women and minorities gain acceptance in male dominated professions newly opened to them, they abandon traditional roles in health care.

The injustices perpetuated on these groups have wrought havoc for us all. There is no one to care for the infirm.

"In a St. John's seminar, I learned that justice in one sense is not merely an individual ethic but a societal one. Any time society fails to act justly towards a particular group, the repercussions may not be immediately evident. The health care shortages were forged long ago on the anvil of inequality with the fire of ignorance, fear and hate."

Prior to being a health care professional, Ms. Phillip taught high school English. When she introduced "the St. John's way" into her classroom teaching, she saw her so-called low-ability students transformed into confident learners, full of self-dignity who respected the ideas of others.

A few years later, working as coordinator and trainer of hospice volunteers, Ms. Phillip was confronted by a dying young mother who asked her if there was life after death. "I knew from Phaedo that she was not asking me to give answers to her questions but to sit awhile and explore," Ms. Phillip said, recalling the moment. "This allowed her to come to grips with her life and her death. Again I was the pupil. We talked for many hours. Through our dialogues, I would like to think the emotional pain was eased. I know I was richer for the experience. The credit goes to St. John's."

Accolades for Nancy Ash

By DONNA BOETIG

At the reception in the Beneficial-Hodson Boathouse following the Graduate Institute commencement exercises, Nancy Mitchell Ash is a stand-out among the other graduates, tutors and their guests.

At first glance, you suspect it's her floral sundress and peach picture hat prominent in the gray, drizzly day. Or maybe it's the way she munches the finger quiches, sips fruit punch, smiles, laughs and chats simultaneously. But once you hear her speak, you fully understand the words of Malcolm Wyatt, Graduate Institute Director, explaining how this Californian was chosen to be the recipient of this new prize. The award, presented by the Alumni Association of St. John's College, honors the graduate from the Annapolis campus who is most outstanding for excellence in the classroom and for service to the Graduate Institute community.

"Picking Nancy was easy," Mr. Wyatt says. "She's outstanding; her energy, her imagination and her enthusiasm."

There was simply no contest this year, he insists. Now, in the future, if there is no one student who shines above the rest, the graduate program may have to institute a ballot method of selection. But it wasn't necessary this year.

What did Ms. Ash do? "It wasn't one particular contribution," Mr. Wyatt continues. "It was a succession."

For starters, Ms. Ash, a Christa McAuliff Fellow, received a year's sabbatical from her high school teaching assignment in Susanville, California, to come to St. John's. Soon after settling into her apartment in Eastport, she began exploring historic Annapolis on foot. She loved its rich architecture and found herself particularly captivated with its gardens. "I've always loved gardens and when I saw the one at the William Paca House I wondered what wealthy man was so lucky? When she discovered the garden was not the property of one resident, but instead was to be appreciated by everyone, she set out to



Nancy Ash, award winner

insure that others, especially children, would have a chance to enjoy it, as well as the other historical features of Annapolis.

For 14 months, Ms. Ash served as a volunteer guide conducting walking tours of Annapolis. She also worked closely with Lucy Coggin, a horticulturist at the William Paca Gardens, to begin a program that would introduce elementary school children to the enjoyment of the garden.

On campus, she organized the poetry group among her classmates, continuing a tradition that began three years ago here. She was also a principal figure in the new GI intramural sports program.

Meanwhile, she continued to be an excellent student.

Tutor Beate Ruhm Von Oppen sums up her scholarship this way: "Nancy has a head and a heart. She speaks concisely, and she listens, too. She has held us together — and we have been a very diverse group."

Still, it's Ms. Ash who insists she's received more than she's given from her experience at St. John's. "Before I came here, I had taught for 21 years and I was tired of being a teacher. I'm not tired anymore. What did I learn at St. John's? If you're not a student, you're not a teacher."

And Ms. Ash is definitely a student.

Tutor, students collaborate on software package

By DONNA BOETIG

"When I tell people I'm doing mathematics, they insist they could never do that," says Annapolis tutor Samuel S. Kutler, with a sigh. "Mathematics is not a discipline to be feared, but a pleasure not to be deprived of," he adds emphatically. "The very word, mathematics, comes from the Greek 'mathema,' meaning 'learnable.'" Still, there's a gap between what mathematics is and what people perceive it to be.

It's this gap that Mr. Kutler hopes to bridge with the creation of "Computer World of Euclidean Geometry," a software program that he and two St. John's students, senior Tom Ginter and junior Heather Park, are designing. "We want to teach people not to think of geometry as an austere discipline, but an inviting one," he says. For the "non-mathematical student," it will offer a new appreciation of geometry, while the more mathematically inclined will be able to use it as a springboard to trying out new things. The program will be aimed at middle and junior high school students, all high school and college students, teachers at these levels, as well as adults who want to improve their skills.

Faced with this formidable challenge, Mr. Kutler (who prior to teaching at St. John's was a mathematician on the senior staff of Johns Hopkins Applied Physics Laboratory) and the students began familiarizing themselves with the computer they would be working with. Through the Educational Development program of The Potomac Edison Company, they trained for two weeks on the Mac II computer the Company is lending them for the project.

After the computer training, the trio began exploring the possibilities the computer program offered — always keeping in mind its potential to expand in the future.

Mr. Kutler explains: "We hope to pique the curiosity of users about all aspects of

Euclidean geometry, suggest ways to learn more, propose alternate proofs of interesting theorems, provide figures, propose challenging problems with hints about how to solve them. Furthermore, neither the history of the subject, nor its philosophic aspects will be ignored. The user will have the option of turning to Euclid, or to more modern methods of dealing with geometrical problems."

What's especially attractive about the program is its ability to be customized to the student: "It will always be up to the users to explore geometry in the ways that suit them," he says. Although the group hesitates to set a firm time frame for developing the program, they're aiming to have its initial parts of the program ready for September. These parts will be refined later, and the program should be ready for use in two-and-a-half years.

This Fall they will begin testing the program on one class of Baltimore public school students. The insights gleaned from the students as they actually use the program will help its creators to improve it so that in the end it actually does achieve its goals. Ms. Parks is already confident of the students' reactions: "They'll like the program because it'll be an interactive text. If a student's confused by a Geometry problem, he doesn't have to wait for a teacher to help. Instead, the student can receive instant assistance from the computer. For instance, it can provide immediate definition of a proof."

"Not only will the program be fast," Mr. Ginter adds, "but also it will sometimes be more comprehensive than a teacher could be. It will provide more proofs, and make them easier to grasp by use of color."

"Perhaps people who were not excited about geometry will get excited about it through this medium."

Perspectives

The following address was delivered by tutor Thomas Simpson at the 197th Commencement exercises on May 21, 1989, in Annapolis. He called it "Exit Interview: the Second Fifty years of the New Program at St. John's College."

By THOMAS SIMPSON

The College as Project

The New Program at St. John's College — that enterprise which was launched upon the world with so much well-deserved fanfare in 1937 — is now, we note, a little more than fifty years old. Is it a contradiction to speak of something more than fifty years as being "new"? My thesis will be that here is a case in which it is not: newness belongs to the Program to such an extent that it will always be in the design stage.

How do you know St. John's College when you see it? The safe and easy answer is, of course, the Program: the books and all the ancillary techniques we have evolved for reading them together are the College — and that answer, so far as it goes, is very true. The program is a gem, artfully faceted and now bound to itself with a diamond-like rigidity. Arbitrary as it must have been in many aspects of its inception, it now defies alteration, and cuts its initials into all our souls.

My view however is rather to affirm that the New Program at St. John's is not so much a thing, which could be thus made and completed, as a project. To put it in one way, which I borrow from the past, let us say that the project of the College is that of *research into the liberal arts*: research, more specifically, designed to *recover the tradition of the liberal arts in the modern world*. There might be many plausible objections to that formulation, more or less fundamental, such as that there are no specifically "liberal arts," or that there never was a well-formed tradition of the liberal arts worth trying to rehabilitate. People who believe this prefer to talk of the College in terms of the Great Books and the curriculum, and to formulate our task quite differently. They may conclude that any research is long since finished. But I say that there are real categories of arts, arts of freedom in ways we can go on to explore, and that they have a strong, resilient tradition, worthy to form the focus of our efforts at St. John's. The present Program, I want to say, embodies our best understanding at the moment of what these liberal arts are, and how they can be taught. All this poses an important question just now, because if I am right, it is some foundation in the liberal arts which we hope you are taking with you as you graduate today. These are the arts which free us to find as best we can our human way in the world. They surely do not make life easier, but they made it richer, and endow us with certain powers: to make articulate to ourselves what it means to be human . . . what it may someday mean to be more fully so.

Speaking of the New Program and the liberal arts in this way, we come close I think to a certain Secret of St. John's College. For tiny and in some sense radically, almost deliberately incompetent as we are, we do sit on a secret of great importance, which the world at this moment urgently needs.

The Secret of St. John's:

It is the mode of our work together as a community of learning, and of our approach to the books which is the secret of all our success: the rediscovery of the art of conversation. What I call our research into the liberal arts has led us to reconstruct the art of conversation in the modern world. That might seem a small thing to do, and a rather obvious thing to say — but that innocent art of "conversation" is fraught with consequence.

We are perhaps the only respectable college left in the United States at which nobody studies the great books. Elsewhere, they are taken as important objects: it is required to know their dates and places, the circumstances of the authors, their principal doctrines, and above all, the essential reasons why they are wrong. We have learned instead to converse with them — and we have found that when we do that, they — and thought itself — spring to life in an altogether new way. We take the authors as friends, reject in our innocence all boundaries of places and times, and enter into a conversation of the fifth century B.C. as if it had been going on without interruption from then till now. And equally, we don't "study" the arts: we work at them, to use them. We don't want to know Greek: what we want to know is how to read, and speak and think . . . in English! Greek, we hope, will help us.

But should we not call these arts, simply the arts of reason? Surely we should — but now in the degraded and essentially miserable sense of what is called purely "objective" reason, which took over in the name of "science" at the point at which the sciences turned into calculative and predictive enterprises — as exercises in logical deduction from hypotheses which are tentative and contingent. Wonderful and amazing as the accomplishments of modern science are — as we were still learning only a few days ago in the genetics laboratory — they still occupy only one portion of what belongs to human reason in a far larger sense. Reason in its interesting sense is not the art of proving things or knowing as we say now "scientifically," but the ways of wit and imagination, of irony, comedy and tragedy, the subtle ways of verse and myth and symbol, of all the verbal, visual and musical arts by which we as Hegel says, become self-conscious, and thereby, free. It is in this largest sense that the liberal arts are the arts of human freedom: the intelligent arts of conscious humanity.

Our conversation is thus in principle universal, and St. John's, a school for people as people. The only valid reason for coming to St. John's is that you want to be somebody. It helps to be able to read and do algebra, but all these things are ancillary. St. John's is the best place to learn to read and compute — that is, to learn the arts of the trivium and the quadrivium. I'm giving you the populist version of the idea of the college, which I think I owe to Scott Buchanan, who of course as an educator has always been widely suspect. He is said to have said that "Everyone who is going to vote should go to St. John's" — and he would not have been thinking of restricting the polling lists. He would have seen the great human conversation as the founding myth of the Republic.

On the Death of Reason

The reason that the College has so much work to do, and such a special task, is that the modern world is dead set against conversation. Virtually every field you might want to talk about is pre-empted by the experts, so at most we can only talk on the edges of serious matters: either you are an expert, in which case it's the only thing you can talk about or it's the last thing you want to talk about, or you aren't, and it's clear you couldn't have anything interesting to say.

I referred earlier to a distinction between the sense of the liberal arts as the arts of reason, on the one hand, and what is called objective reason, which is reason in a much more restricted and less interesting sense, on the other. The conversation died when knowledge became objective: it's almost as simple as that. The criteria of truth became in some sense "external", and discussion thereby became derivative. People in other places, where they study these matters, credit this to something they call the "Scientific Revolution"; we here are more likely to speak of Newton, Galileo or Descartes. It is generally thought of as the victory of human reason over mythologies, vague and disputable intuitions, and at the root of it all, final causes. Actually, it was the revolt of logic against dialectic — a revolt, let us say, of the second part of Plato's divided line against the top; of *reasoning over reason*. It is widely celebrated as the victory of rationality; but really, it is the death of reason. What is called modern science is supposed to have taught us the folly and hopelessness of reasoning from final causes or the good. Truth is said to be revealed in the laboratory and not in human conversation.

Another way yet to say this is to speak of the victory of quantity over quality — of "order" understood as quantitative relation, over laws subservient to and ordered toward meaningful purpose. It has alternately spawned and been nurtured by a society centered on quantity, in which the success of polity is measured by good GNP, and even democracy has been degraded to mean the right to make money in one's own way. It is the eclipse of reason in a totality of cynicism. Its founding principle is that there is no knowledge of value. We are only beginning, as a society, to discover how cold and dark that regime of quantity, in the guise of money and force, threatens to become.

We begin to see what is at stake, in calling our project the effort to recover the art of conversation in the modern world. The New Program at St. John's must have been conceived as a revolt in turn against this iron rule of the modern sciences, against the icy grip of quantitative orders, the Glacial Age in which reason had been seized. The Program at St. John's was designed to include enough of the laboratory and the quantitative sciences to get a grip on them, to make it possible to question them. It has certainly turned out that they are questionable; there is no need to yield to their pretensions. The sciences try to be reductive, but when pressed, they fail. They would like to be materialistic, but they do not at all know any more what matter is; they would like to be mechanical, but they do not know what a machine is; they would like to be deterministic, but at the bottom of it all, no one can any longer point to a simple cause which yields a simple effect. To talk about modern science, we need to draw all we can from even the oldest traditions, from Heraclitus and Parmenides, and there is no reason not to add, from Aristotle, Sophocles or the *Timaeus*.

Perpetrating a Mythology

This seems to be a good point at which to perpetrate a mythology. I have no idea whether what I am about to report has any grounding in historical fact, but I feel that when a myth is so evidently needed, the burden falls on those who doubt. Let us call this the Myth of the Triune College.

In the beginning, the College was conceived to have three parts. One was the undergraduate program. Another was the adult program. And the third, which was to be the centerpiece, was the Committee on the Liberal Arts. The work of the Committee on the Liberal Arts was to be that research project, the recovery of the tradition of the liberal arts in the modern world. This would be the primary work of the faculty; the two teaching programs were to be corollaries of it, putting its findings to the test of practice. In that sense it was thought of as a continuing experiment. Scott Buchanan was heard to say, long after he had left the College, that its error had been that it "pegged the experiment at the first hypothesis." It was said in response, though not in his hearing, that the sad thing about Buchanan was that he never understood how good the College was. It seems likely that both statements are true.

[The Program is inherently tentative, and the research ongoing, because the liberal arts inherently belong to history and cannot be stationary. That is true because mankind is still only at the threshold of finding out what it may be, to be human. We engage today in barbarities, such as those we still call "war" — equally barbaric and beneath our dignity whether we call it hot, cold, or covert. It would not take a prophet to foresee that the time will come when such idiocy will seem as remote as cannibalism, to which it is morally equivalent. We have not begun to learn to use our reason to think beyond our noses about problems such as those of the oceans or the atmosphere, which do not factor into the petty competitive interests so lauded among us. We are being eaten by our own atmosphere, we are choking our Bay and our highways and poisoning our fields and our waters; history will soon enough teach us to use our minds in new ways. These are, interestingly, not problems which we can solve by plugging the liberal arts in their conventional forms into new applications. It is because we stick so unimaginatively to the arts in their traditional guises that we think the problems are unsolvable.]

The Next Fifty Years at St. John's

As we have pointed out, the New Program is a little over fifty years old, and it seems to me not a bad idea twice every century to stop to get our bearings. The dedication of our community to serious conversation entails in our principle certain responsibilities, and marks out an ideal project which I would like to describe as the task of the College for the second fifty years of the New Program. Let me try to do this very briefly by characterizing this task in three waves, each more overwhelming than the one before.

First Wave: Enlargement of the Base of Common Learning

It is important that we not regard our common learning as coextensive with the teaching program. The Undergraduate Program is the invaluable foundation of our community, but to meet our intellectual responsibility, we must make sure that the Program is contained in a frame of wider, and perhaps ever-widening common studies. We have developed many devices for this, but it is important to take a major step further as an institution, and establish new means to incorporate this larger learning, through methods of reporting back and common study. All this means time, and time means money: like any institutional function, this needs formal recognition and systematic funding. To give a name, merely as a placeholder for this new institutional function, let me call it the St. John's Center for the Study of the Liberal Arts.

Second Wave: Enlarging the Membership in the Conversation

It perhaps goes without saying, that insofar as we can extend the membership in our conversation without jeopardizing the enterprise, we want to do so. My own theory is that there is no upper limit to the number of campuses St. John's should have, or the number of people who should attend them. It is primarily a matter of getting in touch

(Continued on facing page)

Paideia Program

Courses offered to teachers

By TIM MILLER

St. John's tutors offered a special program of seminars and tutorials in Santa Fe, July 17-29, for teachers of the Paideia Program. Thirty-three teachers from Illinois, Michigan, Massachusetts, North Carolina and Washington, DC, enrolled in the special session. Twelve teachers, including principal Robert Brazil, came from Chicago's Sullivan High School. Chicago's Goldblatt School sent 13 teachers, including principal Lillian Nash.

In addition to having their own classes, for which they read Aristotle's *Ethics*, the *Oresteia* of Aeschylus, Tocqueville's *Democracy in America* and Darwin's *Origin of Species*, the Paideia teachers also visited regular classes of the Graduate Institute.

The History segment was the most popular choice of Santa Fe graduate students enrolled in the summer session. Thirty-nine students were enrolled in two history seminars and three tutorials. The National Endowment for the Humanities awarded St. John's College \$106,549 for twenty Colorado teachers of social sciences and history to study history during the 1989 summer session. Without this special incentive it seems probable that graduate students would have chosen the five area segments offered in approximately equal numbers.

Perspectives (continued from facing page)

with the right students, who are everywhere, and managing a process of orderly growth. This is especially true of the Graduate Institute, which is in principle more portable and more readily extensible than the rest of the College. All this entails certain headaches for admissions people and the fund-raising branch, but the central limitation is on the growth of our community of learning: how fast can we prepare new members? This is a breeding operation which like everything else takes money and time. I argue only that it should be a central concern in planning for the Second Fifty Years.

When we speak of enlarging the membership in the conversation, we arrive at the moment to address the Alumni, as I find myself faced with a sizeable number of people who used to be students, but in a few minutes will find themselves in that new category. I remember hearing one of the founders of the New Program, Stringfellow Barr, telling a group of your predecessors that the one thing which all St. Johnnies know is that they have not had an education. All the College has done, at best, is to equip you to go out and get one.

But if this is true and the process is working, something important is happening which it is essential to take into account. When the New Program was launched upon the world, it by definition didn't have any alumni. Now, after fifty years, we have what is roughly speaking a full pipeline: a very large number of alumni who we seriously maintain have gone into what is called the world as students of its businesses, and of every art of human relationship and development. The preponderance of the College has shifted to the alumni: in a sense which I propose we should take much more seriously than we have, the alumni are the real College, the College in the world. So we have, in the second fifty years, another new task: a further problem of institutional containment, that of finding ways to incorporate the alumni far more effectively in the work of the institution. To this end, and to acknowledge that the alumni now constitute a full fourth element in what must be the updated mythology of the College, I propose that the time has come for something like a Dean of Alumni.

Third Wave: Taking the World as our Heritage

Now for the Third Wave, and the greatest: How big is the "world" which the College in principle serves? Perhaps of all the shifts in thought and society which mark the interval between the founding of the New Program before World War II and the present, nothing weighs more than transformation of our perception of the "world" and the responsibilities membership in it entails. In 1937, it was possible to imagine that our task in forming a community of learning was confined to the reacquisition of our western literature, what we could think of as our heritage. At the same time, however, Stringfellow Barr was taking leadership in urging a sense of responsibility to a much larger world community; his own invocation was, in a provocative document, "Let's Join the Human Race." It is becoming evident that the task of liberal education cannot be confined to a single tradition: in some sense which we cannot yet quite grasp, the whole world must now have a single heritage. We are all inescapably citizens of this one small planet — we belong inevitably now to one human community. We have to solve immense civic problems together; and that can only mean, that we must work to found our common citizenship on grounds of a new common learning. We need to begin to learn other languages, other literatures, other arts, other viewpoints towards the arts which may or may not relate readily to our notions of what it is to be "free". This is research work for the faculty — and now I want to hasten to add, the alumni — which needs to be given institutional form, with the other works of that placeholder, the Center for the Study of the Liberal Arts.

Conclusion: The College as Metaphor

Even I can see that I have permitted myself to speak of an agenda far beyond anything the College has in view at the moment, and perhaps, more than it would ever want to undertake. Let me remind you I am looking ahead fifty years, not at something to be done overnight. Overnight, all we should do is define the task and make a modest start. But I have spoken, I presume, of the institution in principle: and in this sense, the College may be more valuable to us as metaphor than as fact. By the "College", I mean the house of the liberal arts: and that house, though it is deeply associated for us with our two campuses, is really everywhere that the arts are being pursued. Other persons and other institutions will pick up the functions we do not; you yourselves will be taking, many of you, these concerns with you into the world in ways which cannot be anticipated, and everywhere you do that, you will be the College I have been speaking of. I have hoped that some of your work may be incorporated into that of this institution, but some of it will be very simple and altogether private, and some will be happily located elsewhere. What matters to us most is that the liberal arts thrive. We should remind ourselves that on the whole the world does not encourage them, and the effort to enstate them, since it aims at liberation, is revolutionary work in most of the world today. We wish you well, and remind you that whether literally or metaphorically, you cannot altogether be leaving the College behind.

25th Birthday

Santa Fe's celebratory year

The series of special events scheduled on the Santa Fe campus for its 25th anniversary celebration began with new president John Agresto's Convocation address on August 25. The celebratory year will reach a climax with the festivities for his inauguration — ceremony, dinner and Inaugural Ball — the weekend of next April 27-28.

A preliminary list of other activities has been released on the Santa Fe campus.

Mortimer J. Adler will give the Anniversary Lecture at 8 p.m. in the Great Hall on Friday, November 3. Mr. Adler, who now heads the Institute for Philosophical Research in Chicago, is the last survivor of the group of men who were architects of the New Program in 1937.

A series of special concerts, to which the public is invited, will begin on Sunday, September 17, at 3 p.m. in the Great Hall with Lawrence Cave at the Harpsichord playing toccatas in d and g by Bach, and Handel's Suite in d.

Other scheduled 25th anniversary concerts follow. They are in the Great Hall unless otherwise indicated, and are free and open to the public.

- 8 p.m. Friday, September 29. A dual piano performance will be given by Maya Hoffman and Peter Pesic featuring works by Brahms, Stravinsky, Schubert and Rachmaninoff.
 - 9 p.m. Friday, October 6. The Desert Voices will perform for the Fourth Annual Founders' Day Celebration in a concert planned as a special thank-you to the Santa Fe community and the college's many benefactors who share the college commitment to liberal education.
 - 3 p.m. Sunday, October 29. Peter Pesic, pianist, will present a program including the music of Brahms, Berg, Schonberg, Webern, and Bach.
 - 8 p.m. Friday, November 10. The Colorado Quartet, with Julie Rosenfeld, violin; Deborah Redding, violin; Francesca Martin, viola; Diane Chaplin, cello, will present a program with the music of Haydn, Bartok and Beethoven.
 - 3 p.m. Sunday, November 19. Peggy Abbott and Patricia Williams, pianists, will present music by Barber, Brahms, and Poulenc.
 - 3 p.m. Sunday, January 14, 1990. June de Toth, pianist, will play Liszt's "Sonetto di Petrarca" and "Dante Sonata," Bartok's "Piano Pieces," and Ballard's "City of Silver, City of Fire."
 - 8 p.m. Friday, February 2, in the St. Francis Cathedral: "Sequentia" (Ensemble for medieval music).
 - 8 p.m. Wednesday, March 28. The Amaranth Trio (Paul Manaster, violin; Karen Roebuck, cello; Nancy Harper, piano) will perform Beethoven's "Kakadu" Variations; Villa-Lobos: Second Trio, and Mendelssohn, Trio in d.
 - 3 p.m. Sunday, April 1. Nancy Harper, pianist, will perform music inspired by the dance, including Bach's French Suite in G, Brahms' Waltzes, Op. 39, and dances by Chopin, Szymanowski, Stravinsky and Milhaud.
 - 8 p.m. Friday, April 6. Jeanne Grealish, mezzo-soprano, and Peter Pesic, pianist, will present an evening of songs.
 - 8 p.m. Friday, April 13. Peter Pesic, pianist, will play Beethoven's piano sonatas.
 - 8 p.m. Friday, April 20. Jeanne Grealish, mezzo-soprano, Peter Pesic, pianist, and other artists will present an evening of vocal chamber music.
- Other events have been scheduled for the anniversary year. On Saturday, December 10, the children of Santa Fe will be invited

for "Music, Magic & Merriment!" Admission is free and refreshments will be served.

Beginning in February, a Film Festival will celebrate the anniversary by presenting outstanding films of 1964, including "My Fair Lady" with Rex Harrison and Audrey Hepburn, and "Tennessee Williams' "The Night of the Iguana," with Richard Burton, Deborah Kerr and Ava Gardner.

Conference set for October

St. John's College in Santa Fe will host the 18th annual national conference of the National Society for Internships and Experiential Education (NSIEE), October 25-28, 1989. The conference, which will be held in four downtown Santa Fe hotels, is expected to draw up to 400 participants, representing colleges and universities from throughout the U.S., Canada, and the United Kingdom. Ron Hale, Director of Career Planning and Alumni Activities in Santa Fe, is a member of NSIEE and was instrumental in bringing the conference to Santa Fe and is a member of the conference planning committee, which is chaired by Jane Permaul, Director of Field Studies at UCLA. Ellie Dietrich, Director of Career Planning at the Annapolis campus, is also an NSIEE member.

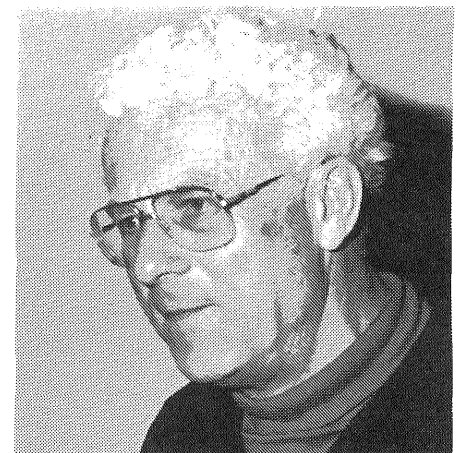
The theme of the conference is "Experiential Education: Meeting the Challenges of Diversity". Conference sessions and field visits will draw heavily upon the rich, multicultural environment of Northern New Mexico, with educational trips planned to Bandelier National Monument, Taos and Chimayo, Ghost Ranch Conference Center in Abiquiu, and several Indian pueblos. Each of these visits will include a one-day service project, since many of the conference attendees are involved in organizing student community service programs on their campuses. (The Career Office in Santa Fe has emphasized volunteer community service opportunities for students during the past year.)

The NSIEE conference will include a reception to be held at St. John's. For additional information, contact Ron Hale, Director of Career Planning, Santa Fe.

Board endorses plan

Continued from page 1

litigation" and to move ahead. "Most important," he said, "we got the cooperation of the plaintiff in dealing with the state."



Thomas Carnes

Mr. Carnes and Board member Burchenal Ault of Santa Fe had acted as co-chairmen of the California Property Committee for the Board.

The exchange of properties, enlarging the Toro Canyon site, will give the college two "superb alternative building sites," according to John Williams, prominent California businessman and former college Board member who has worked closely with the college through the years of litigation.

Board endorses (Cont. from page 1)

might go beyond faculty salary requirements to a need for more secretarial support, copying machines, faculty office space, or even subsidized housing. Satisfaction of these or other needs might be achieved by fund-raising, "imaginative financing," or, in the case of faculty housing, by the gift of a dwelling that could be divided into apartments.

The second necessary step preliminary to a major fund-raising campaign is to establish relationships with known constituents, i.e. alumni, parents, friends, and the college community, in order for them to become knowledgeable about the needs and the plans and to have confidence in the ability of St. John's to manage its resources and outline its future.

The third key step in the process is to increase dramatically Annual Fund giving by alumni, parents and friends. The Annual Fund provides the money to meet current commitments and needs, some of which cannot wait to be satisfied through a campaign. A major goal here, said Mr. Bishop, is to encourage

500 alumni to consider contributing \$1000 a year, and to achieve 50% participation in giving among all alumni over the next three years.

Achievement of these goals, for instance, would produce sufficient revenues to take a significant first step in raising tutor salaries, a need which is foremost in the minds of the Board of Visitors and Governors.

Already in place is a long-range planning and development committee on each campus prepared to orchestrate the process envisioned. Board members Owen Lopez and William Simmons will chair these committees at Santa Fe and Annapolis respectively.

In a recent letter directed to members of the campus community, Annapolis president William M. Dyal, Jr., pointed out that the "investigations and deliberations of the committees will involve every aspect of the College, and [they] will seek the participation of tutors, associates, staff and students, among others, and our campus planning committee."

"I know everyone will cooperate with the committees," he said, "and respond to their questions with our usual candor, honesty, and thoughtfulness."

Homecoming (Cont. from page 7)

Her shrewd advice brought a dramatic increase in value to the endowment funds of both campuses: the Annapolis campus changed investment managers and saw its endowment double in less than five years, while the Santa Fe endowment was invested in high yield bonds, ending a pattern of yearly deficits. Although Ms. Higgins is soon to retire from the board to move to London, Mr. Goldstein expressed the hope that "making her an alumna will help us keep her invaluable advice flowing."

Credited with being one of the "four or five people who literally kept the Santa Fe campus alive in the 1970's," J.I. Staley, Texas philanthropist, was described as "a modest man who prefers not to be recognized for the contributions he makes to any cause, but is always there to help when help is needed." Mr. Staley, who has served both as chairman and vice-chairman of the board, maintains a ranch in New Mexico. Described by Mr. Goldstein as "a lover of the arts and of education," Mr. Staley sits on many boards both in Santa Fe and in Wichita Falls, Texas, including the Santa Fe Institute and the Santa Fe Opera Association Board.

Tutor Emeritus Stuart Boyd, retired last June and at present teaching English literature at a girls' school in Nagasaki, was described by Mr. Goldstein as "one of the most beloved of tutors [whose] psychiatric skills kept many students out of desperate straits." Trained as a psychologist, Mr. Boyd nevertheless "pitched into the program with an omnivorous appetite for the books." He was also an admired writer and painter with a visual memory both of the Scottish coastline of his youth and of Central Europe where he was imprisoned by the Germans during World War II, places he evoked in his journals and paintings.

In his introduction of Istvan Fehervary, Board member Chris Nelson observed that the honoree is "universally alive, yet very scholarly," and that he "may have more student admirers than any other member of this community."

An Olympic winner in fencing in his native Hungary, Mr. Fehervary later led his Santa Fe students to fencing championships, and was responsible, said Mr. Nelson, for most of the important student activities on the Santa Fe campus.

Jailed during the Hungarian uprising in 1956, he later escaped and still later wrote a book about his experiences which was widely read in Europe. For the first time since that escape, he will be returning to Hungary this summer. Among the events which highlighted the weekend were Friday evening's two-piano performance presented by Maya Hoffman and Musician-in-Residence Peter Pesic. The evening's program included compositions by Stravinsky, Schubert, Brahms, and Rachmaninoff. Played with power and feeling, the program drew immense enthusiasm from an audience crowded into the Great Hall.

Ms. Hoffman, a resident of Santa Fe since 1983, has presented frequent solo recitals on New York concert stages as well as appearing as a soloist with several orchestras, including the Boston and the Santa Fe Symphony Orchestras. She has performed in London, Amsterdam, Stockholm and Switzerland, and, since moving to Santa Fe, in a number of cities throughout New Mexico. Mr. Pesic, a tutor at the college since 1980 and Musician-in-Residence since 1984, has often been heard both in chamber music and as a soloist. In 1987, he played the complete Schubert piano sonatas at the college and at Harvard University. This season, Mr. Pesic gave an all-Beethoven concert at Harvard.

On Sunday morning, about 90 people attended the champagne brunch in the arroyo behind the home of Dr. Irwin Hoffman and his pianist wife. A member of the Board, Dr. Hoffman recently chaired the presidential search committee. Guests sat at long tables covered with checkered table cloths under the cherry, pear and apricot trees while an alumni country music group performed nearby. Guests strolling about the beautiful property found much to interest them. A *Kiva*, designed like the main house by St. John's benefactor, the late architect John Gaw Meem, centers the terraced garden, and contains books and works of arts, especially the compelling primitive figures of sculptor Roxanne Swentzell, daughter of tutor Ralph Swentzell, who is gaining wide recognition for her work.

In 1923, Mr. Meem combined an original main house with a stable to make a striking dwelling of Pueblo Revival style for an earlier owner. The Hoffmans' restoration, begun in the late 1970's, has created a house filled with bright color and an extensive collection of regional artwork. Notable are the central patio, the 40-foot covered portal, the handsome *vigas* or beams in the major rooms, and the thick walls and judicious use of blinds which keep the house cool despite summer heat.

The planning committees will follow a four-step process in order to create a long range strategic and financial plan; collecting data; assessing needs; considering the financial impact and financial alternatives of the needs; and providing a creative strategy for addressing them.

Each campus committee will be divided into four subcommittees covering the following areas: students, faculty, academic and administrative support, and facilities. College representatives will be assigned to each of these subcommittees to assist with the investigations.

Finally, at an appropriate point, alumni, parents and friends will be invited to help in the deliberative process and to help devise a comprehensive long-range strategic plan.

Tutor publishes, lectures

Annapolis tutor William Pastille has published two articles in the journal *Theoria* in the past year, the first a translation, *The Spirit of Musical Technique* by Heinrich Schenker, and the second, *Strict Counterpoint and Free Composition*.

In April, together with Prof. Allen Cadwallader of Oberlin, he gave a lecture, "Schenker's Deep Motives: Aspects of Form and Design."

Additionally, he served on a program committee for the national convention of the Society of Music Theory, held last fall in Baltimore.

"Holocaust" classes

Rabbi Michael Kramer, spiritual leader of the Temple Solel in Bowie, MD, will teach "Literature of the Holocaust" in a weekly class beginning September 12 on the Annapolis campus.

The class, which will meet at 3:45 p.m. Tuesdays, is one of 168 across the United States and Canada offered by the Jewish Chautauqua Society, the educational arm of the National Federation of Temple Brotherhoods. It will be underwritten by the G. Eisenberg Fund.

The course will begin with the roots

Wilson at Pisa meeting

Curtis Wilson, retired Annapolis tutor, took part in a summer meeting on rational mechanics and analysis organized in honor of Clifford Truesdell, professor of rational mechanics at Johns Hopkins University, who celebrates his seventieth birthday this year.

Held in Pisa, Italy, the five-day conference drew international participation. Mr. Wilson spoke on "Newton and Euler on Optics, Planetary Motion, and the Ether." The meetings were supported by the University of Pisa as well as by Italy's Ministero della Pubblica Istruzione and Consiglio Nazionale delle Ricerche.

Sallie Fine given post

After two years as Assistant Director of Admissions at the Annapolis campus, Sallie Fine, A '87, has accepted a job in Chicago as coordinator of the Paideia Scholars' Program. The program is run by the Institution for Philosophical Research, headed by Mortimer Adler. Her primary responsibility will be to coordinate and co-lead seminars with inner city high school freshmen. Hers is a brand new position, extending a previous program offered for pupils in kindergarten through eighth grade. The new program is funded by the American National Bank.

Sallie's new address will be at the Institute, 101 E. Ontario, Suite 300, Chicago, Ill., 60611.

Annapolis Appoints Five Tutors

The Annapolis campus has recently appointed five new tutors to one year positions on its teaching staff. The appointments made by President William M. Dyal, Jr., will become effective July 1.

Among the new tutors are Baltimore resident Catherine Haigney. Ms. Haigney who earned both her Ph.D. and M.A. degrees in English from the University of Virginia, recently completed her doctoral dissertation on Chaucer's dream-vision poetry and the philosophy of William of Ockham. She also attended Institut d'Etudes Europeennes and Sorbonne University in Paris.

She has taught at Goucher College and Vanderbilt University.

Lila F.L. Luce of Birmingham, Alabama, received her M.A. and Ph.D. degrees in philosophy, with a minor in mathematics and linguistics, from the University of Wisconsin at Madison. "What Numbers Could Be: An argument that arithmetical truths are laws of nature" was the title of her dissertation.

Ms. Luce was an assistant professor at the University of Alabama at Birmingham, and a visiting professor at the University of Arizona.

Abraham Schoener of Ontario, Canada, a 1982 St. John's alumnus, earned his M.A.

of 19th century anti-semitism and conclude with theological insights into the Holocaust.

Before coming to Bowie, Rabbi Kramer served as rabbi at Temple Shalom of Floral Park, New York, where he was president of the Northeast Queens Jewish Community Council and vice-president of the Long Island Association of Reform Rabbis. He is a 1973 graduate of the Hebrew Union College-Jewish Institute of Religion in New York.

and Ph.D. in philosophy from the University of Toronto where he also, later, taught. He studied Greek at City University of New York. His dissertation is on the concept of "war" in Heraclitus.

Adam L. Schulman of Cambridge, Massachusetts earned his Ph.D. and M.A. degrees in the history of science from Harvard University, with a dissertation on "Quantum and Aristotelian Physics: A rethinking of certain philosophical problems of modern physics from the standpoint of Aristotle's *Physics*." He has a B.A. in chemistry from the University of Chicago and a second B.A. in physics and philosophy from Oxford University.

Mr. Schulman has taught at Harvard University.

Cordell D.K. Yee of Madison, Wisconsin earned his Ph.D. in English, with a minor in classics, from the University of Wisconsin-Madison. "Between Word and World: Language and Representation in Joyce," is the subject of his dissertation. He has done extensive work in ancient Chinese.

Mr. Yee has been a researcher for the History of Cartography Project with the geography department at the University of Wisconsin-Madison, as well as a teaching assistant there.

Touchstones article outlines program

Educational Leadership, an influential educational journal with 110,000 subscribers, solicited and published last March an article on the Touchstones Project, from Annapolis tutors Geoffrey Comber, Howard Zeiderman and Nicholas Mais-trellis.

The three men, who together devised the project which brings many hundreds of middle and high school students in various settings together for weekly discussion sessions, collaborated on the article, "The Touchstone Project: Discussion Classes for Students of All Abilities."

In 1981, the tutors began to consider whether the St. John's discussion format might be valuable for younger more diverse students. Several years of selection, editing, translating and trying out texts with students resulted in *Touchstones, Volumes I, II and III* to meet the particular needs of groups of varying experience.

Three phases for the 40-minute sessions are outlined. The first, prompted by short noncontemporary readings not requiring previous preparation, is devoted "to the creation of a true discussion group where students listen and speak with one another," in exchanges not mediated by a teacher. In phase two, the students undertake increas-

ingly textual discussion of noncontemporary readings, and in phase three, students with three or four years of experience in the program begin to discuss "the tensions and conflicts that divide them from one another," using a variety of contemporary texts.

Since 1984 when the program was first implemented with mainstream students in Hartford, Connecticut, it has been brought to a widening group of participants, particularly in inner city schools in Baltimore, Pittsburgh and Philadelphia. Pilot projects have been launched in Chicago, Los Angeles, New York City, Santa Fe, Seattle, and elsewhere.

For students who regularly participate in discussion, "the major change occurs in their disposition to learn," the writers report. For lower performing students, a text and classroom activity frequently become less alien to their interests, while for higher performing students, the discussions can lead to "greater thoughtfulness about what they are learning and less reticence to acknowledge mistakes and confusions." Both sets of students become "less adversarial" toward teachers and each other.

The project is run by CZM Associates Inc.

what different people wandering through are at the College for. Graduate Institute people tend to be older than the "February freshmen." A woman who identifies herself as an English teacher is sitting at a table reading Kant and proclaiming that she has to write a paper on it and she doesn't understand a word of it. Two others at another table are reading Tacitus. There seems to be a sort of time warp operating. People who look just like my classmates twenty years ago keep wandering through, but they haven't aged.

Wednesday — Barry, who is a history buff, wants to see Los Alamos so I skip Mr. Bell's second preceptorial meeting to go with him. Los Alamos is about an hour from Santa Fe. It must have been a horrendous trip when the town was first settled by the Manhattan Project and the roads weren't really paved. Now it looks rather like an ordinary small town with a large laboratory, except that it is in a strange location for a small town, on top of a mesa with nothing else around. Bandelier National Monument is not far from Los Alamos; last year Barry and I drove over there with a companion and her son. It is an ancient cliff dwelling site; with a guide you can even climb into the small rooms. Deer and snakes have right of way on the paths there, however.

Wednesday evening the Alumni Office has made reservations for ten of us (or twelve, the count keeps changing) at the Pink Adobe, a restaurant that is celebrating its 45th anniversary under the same management. Abbie Hoffman is also rumored to have worked there when he was living underground in Santa Fe. The food is excellent, conversation flows, and a rain-storm blows through town complete with thunder and lightning while we eat. Two of our dinner companions leave early because they have tickets to the Santa Fe Opera that evening.

Thursday — Miss Leonard's preceptorial meets again; this time the group seems more cohesive and sticks more to the task of trying to deal with her questions about what Lewis Thomas is trying to say. The seminar group meets for its second time but with fewer people. I have to conclude that James Joyce is difficult for a group that is only meeting twice. Thursday evening Barry and I take our companions out to the cafe for dinner and music. With our dinners we drink wine from vineyards owned by St. John's graduates.

OBITUARIES

Molly Radford Ward: prominent physician

Molly Radford Ward, a principal benefactor of the Santa Fe campus, died in Santa Fe on June 12 at the age of 84. She was born in Oshkosh, Wisconsin, in 1905.

Mrs. Ward studied at Mount Holyoke College and received her BS degree from the University of Chicago. She supported herself through medical school and received her medical degree in 1935.

Although she came to New Mexico on what was intended merely to be a vacation, she met and married William Martin, and resettled in Santa Fe, her home for the rest of her life. She was one of the first women doctors in the city.

After her husband went to war in 1942, she responded to a shortage of medical personnel by taking on the task of managing several clinics as well as the responsibility of being the only anesthesiologist in Santa Fe during the war. She was the first woman president of the Santa Fe County Medical Society, and later became the director of the Gerontology Division of the New Mexico State Department of Health.

After her husband's death in 1950, Dr. Ward wrote and published a book about his life. In 1960, she married Capt. C. O. Ward (USN-Ret.), who died in 1986.

Yerkes: priest on horseback

Rev. Fred Yerkes, Jr., A '32, a legendary priest who reached his remote southern congregations by horseback, rail or boat, died at his home in Jacksonville, Florida, on January 25 at 78. Although he was nudged to retire at 72, he continued to care for his parishioners.

During his career, Rev. Yerkes served more than 26 churches, most of them mission churches that he was instrumental in founding. His congregations, primarily in Florida, were accessible only by horse-

back, rail or boat.

Horace Davis, a writer for *The New York Times* regional newspaper group describes Rev. Yerkes as "the ultimate unselfish dreamer...He left behind a trail of scout troops, libraries and nursery schools." He is survived by a sister, a brother and several nieces and nephews.

After graduating from St. John's, Rev. Yerkes completed his studies at the University of the South, and at the University of London.

Ossorgin dies in New Mexico

Continued from page 1

He retired in the spring of 1986 to devote much of his time to making great Russian liturgical music, banned from the Soviet Union after the Bolshevik revolution, available to the West.

His retirement also made possible periodic visits to Alaska, where he had served as a priest, to lead the Alaska Heritage A Cappella Choir in Anchorage, an outgrowth of a school choir he originally led at Mount Edgecombe.

Born in Istanbul, when his parents were fleeing Russia during the revolution, Mr. Ossorgin grew up in the Russian community in Paris of a musical family. His father was choral director at the Orthodox Theological Institute in Paris, and his mother, Countess Mouravioss, a pianist, played four hands with Rachmaninoff.

Educated at the Conservatoire Russe a Paris, headed then by Glazunov Cherepnin, he majored in Russian liturgical music. Then he received a degree in theology from the Institute de Theologie Orthodox in Paris, where he taught music for two years.

During World War II he was imprisoned for a year and a half by the Germans. Mr. Ossorgin then became a priest, joining St. Michael's Cathedral in Sitka. During his period there the mixed choir of Indian and native children he conducted sang the music of Bach and Brahms at such a level of ex-

cellence that they were invited annually to tour Southeastern Alaska.

He joined St. John's at the encouragement of a St. John's alumnus, Dr. Peter V.V. Hamill, now of Annapolis and a physician at the time at the Tuberculosis Sanitarium at Mt. Edgecombe. In Santa Fe as a priest, Mr. Ossorgin conducted services for members of the Russian Orthodox faith at a chapel built at his home.

Mr. Ossorgin was translated into English words written for the liturgical music of Tchaikovsky, Rachmaninoff, and Rimski-Korsakov, music sung at the Synodal Choir in Moscow and by the Imperial Chapel Choir in St. Petersburg that he considered as great as their secular music. What he has achieved so far, according to Nicholas Spasski, president of the Archives of Russian Liturgical Music in Paris, who has heard tapes of his music, is "colossal."

Mr. Ossorgin leaves his wife, Penny, three children, Lydia Santillanes, Michael Ossorgin VII, and Nicholas, all of Santa Fe, and seven grandchildren. Burial will be at News Kepe Monastery in New York State. Instead of flowers, the family requests that memorial gifts be made to the Michael Ossorgin Memorial Fund, Sunwest Bank, 1234 St. Michael's Drive, Santa Fe, N.M., 87501. Messages may be addressed to the Ossorgin home at 855 El Caminito, Santa Fe., N.M., 87501.

Friday — For the last session, Miss Leonard has supplied copies of a lecture given by Leon Kass at Annapolis several years ago, on the idea of teleology in Darwin. The group speculates on what it will take to keep Man as a whole from destroying the planet; will we have to evolve into another step of soul, somehow become conscious of our individual selves as cells in a large organism? After lunch I go back to Mr. Bell's preceptorial. According to a friend, he expounded for over two hours on Tuesday on Coleridge's "Kubla Khan." This time he recites Wordsworth's "Tintern Abbey." When I read the poem I thought

it was wordy and unclear. Mr. Bell makes it sensible. If I should some day have all the time to read anything I wanted, maybe Romantic poetry would be included. It is such a contrast, however, between the Nature that Wordsworth and Coleridge worshipped — flowing waters and lush trees — and the sparse desert around Santa Fe.

We exchange addresses with people in Miss Leonard's preceptorial and say goodbye to the couple we've spent most of the week with. Friday afternoon Barry and I are driving down to my uncle's home in Belen, and we're going back to Phoenix on Saturday.

Alumni Summer

Continued from page 10

St. Johnnies ought to respond to Joyce's description of loneliness and alienation; after all most of us were probably the different ones wherever we started from before we got to St. John's.

Tonight will be a quiet one. Reading, starting this journal. Tomorrow only one preceptorial is scheduled — not one I'm taking. Peter Pesic is leading a preceptorial on two Japanese novels that meets for its first session Tuesday. Also the weekly tour is scheduled. Each year a van load has gone off to see local sights. I've gone with the group to see cliff dwellings, a ruined mission site, and other interesting places. I've learned a lot about the history of northern New Mexico. The bunch tomorrow will go off on a tour of the high road to Taos. This is a repeat of last year's tour. Ten or so of us in a van with an alumnus who lives in the area went through Chimayo and Santuario on the high road to Taos, the Taos pueblo and the Rio Grande gorge. Our guide had no fixed idea of what we were going to do, so we improvised as we went along; we all got somewhat giddy and arrived back rather late. I hope those who are going tomorrow have as good a time as we did. I'm not going. Instead I have a job interview in Albuquerque; I'm trying to set myself up for a year-round relationship with the Santa Fe campus.

Tuesday — Today's schedule is light, only the one preceptorial meeting. Those who aren't going on the van tour drift off to a variety of things. I have a couple of hours after breakfast before I have to drive to Albuquerque, so I have gone on a walking, shopping expedition in Santa Fe. Two hours of wandering through shops and galleries. A pair of earrings on a table in the plaza go well with the interviewing dress. I also stop by the Loretto Chapel. Each time I've come to Santa Fe, for any reason, I go to look at the "miraculous staircase." I'm not sure why an unsupported spiral staircase with a legendary past fascinates me but it does. The interview in Albuquerque goes well enough; no position right now but sometime in the future a good chance. Over the last couple of years coming here I've noticed that a fair number of alumni have done what I'm planning — moved into the area and settled in. After dinner I spent a couple of hours sitting in the coffee shop. It's fun trying to guess

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Address Correction Requested

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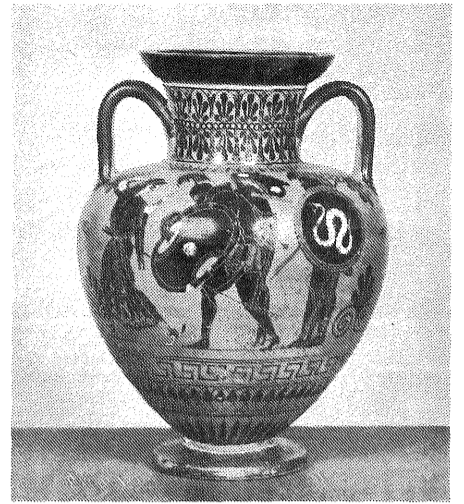
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Return of the Prodigal Son, etching by Rembrandt van Rijn. Loaned by the National Gallery of Art.



Illuminated manuscript leaf. Loaned by the Walters Art Gallery, Baltimore.



Sixth century B.C. black-figured amphora by Antimenes Painter. Loaned by the Walters Art Gallery.

Homecoming Sept. 22-24 in Annapolis

David Bolotin, an authority on Greek thought and literature and a tutor at the Santa Fe campus, will speak on "The Concern of Odysseus: An Introduction to the Odyssey," as St. John's in Annapolis celebrates Homecoming on September 22-24.

In a lecture free and open to the public, the scholar will speak on Friday, September 22 at 8:15 p.m. in the FSK Auditorium on campus. "Through my lecture, I hope to discover if in Homer's view, and in the view of truth, Odysseus is a model human being," he says.

Mr. Bolotin, who was at the Annapolis campus from 1974 to 1981, earned his undergraduate degree in Classics from Cornell University, and his doctorate in the same subject from New York University. He was a lecturer in Classics at Yale University from 1971 to 73, and was a visiting associate professor in social thought at the University of Chicago from 1986-88. Mr. Bolotin has been a tutor at St. John's western campus since 1982.

The event-filled weekend is expected to attract more than 300 alumni from all over the country, says Betsy Blume, director of college alumni activities. Individual reunion activities are being planned for class reunions spanning 50 years, from the class of 1939 to the class of 1979.

This is the second year that the alumni of St. John's Annapolis Graduate Institute will participate in the fall homecoming, instead of having their own in March, making the fall weekend a college-wide affair.

A highlight of Homecoming is the inaugural exhibit of the Elizabeth Myers Mitchell Art Gallery, "Image and Word." The exhibit, which is designed to explore the relationship of visual to written expression, will include works by Rembrandt, Durer, Hogarth, and others on loan from the National Gallery of Art, the Hirshhorn, the Walters Gallery, and the Baltimore Museum of Art.

The gallery will be open to the public on Friday, September 22 from 1-5 p.m. and from 7-8:15 p.m., and on Saturday, September 23 from 9 a.m. to 5 p.m. Other activities include a class of 1979 rock and roll party in the coffee shop on Friday night, an alumni/student soccer game on

September 16, on the college campus in Annapolis.

The art, dating from the 6th century B.C. to the present, has been assembled to explore the relationship of visual to written expression and to show how each in its language attempts to convey ideas. Works by such masters as Rembrandt van Rijn, Titian, William Hogarth, Albrecht Durer, Georges Roualt, and Wassily Kandinsky will be displayed.

The exhibit will have oil paintings, lithographs, etchings, engravings, and woodcuts. A bronze inkstand from 16th century Italy and illuminated manuscript leaves from 15th century England are among the works by unknown artists to be shown.

Four major galleries from the Baltimore-Washington area have generously loaned work from their collections to help launch the dedication ceremonies and the opening exhibit of the new state-of-the-art museum. These are the National Gallery

of Art, Washington, and the Hirshhorn Museum and Sculpture Garden, Smithsonian Institution, and the Baltimore Museum of Art and the Walters Art Gallery, Baltimore.

The Museum of Fine Arts, Boston, has loaned the exhibit a single work, *Virtus Deserta*, an engraving from the school of Andrea Mantegna, as the companion piece to another Renaissance work from the same school, *Virtus Combusta: an Allegory of Virtue*, being loaned by the National Gallery of Art. The two works have seldom appeared together.

A series of related events has been planned for the dedication weekend of September 15-17, beginning with the Friday night lecture on "Courbet's Realism" by Michael Fried of Johns Hopkins University. Mr. Fried, a distinguished theorist both in literature and in art, has been since 1982 director of the Humanities Center of The Johns Hopkins University. He has written a number of papers on the French Impressionist Courbet and currently has a book in progress on this painter.

The weekend's highlight is expected to be a reception from 1 to 5 p.m. Sunday,

September 17, for civic leaders, members of the college community and others. A formal dinner is planned for Saturday night to honor Mrs. Carleton Mitchell of Annapolis, a longtime friend to the college and principal benefactor to the gallery, and other corporate and foundation sponsors. It will be held in the college dining room.

Other groups and individuals who will be honored Saturday evening for their support include the Abell Foundation, the William G. Baker, Jr., Memorial Fund, the Baltimore Gas and Electric Company, the Booth Ferris Foundation, the Chesapeake and Potomac Telephone Company of Maryland, the Jacob and Annita France Foundation, the Hodson Trust, and the Marion I. and Henry J. Knott Foundation.

Also, the Kresge Foundation, the Maryland National Bank, the Mercantile-Safe Deposit and Trust Company, the Noxell Foundation, the Pew Charitable Trusts, the Presser Foundation, the State of Maryland, and the USF&G Foundation.

Individual supporters, besides Mrs. Mitchell, are Peter A. Benoliel of Philadelphia, Virginia Clark Clarkson of New York City, Paul Mellon of Upperville, Virginia, Mara Robinson of Santa Fe, New Mexico, Dr. Thomas B. Turner of Baltimore, John Van Doren of Chicago and Karl R. Van Tassel, also of Chicago.

At the dinner, special acknowledgement will be made of the groups whose support made the inaugural exhibit possible — the Annapolis Fine Arts Foundation, the City of Annapolis, the Anne Arundel County Commission on Culture and the Arts, the Maryland State Arts Council and the National Endowment for the Arts.

Tutor publishes book and article

Annapolis tutor Stewart Umphrey's book *Zetetic Skepticism* will be published this month by Longwood Academic. The book's point of departure is Meno's skeptical challenge (in Plato's *Meno*) to the presumption that inquiry, even successful inquiry, is possible. Mr. Umphrey shows how Socrates' response is not adequate, and then he tries "to understand, if not finally resolve, the Meno-Problem," he says.

In an article "The Meinongian-Antimeinongian Dispute Reviewed," Mr. Umphrey attempts to adjudicate the dispute between those who deny and those who affirm that every object exists. The article, first presented as a talk at a meeting of the American Philosophical Association in December, 1987, was published in *Grazer Philosophische Studien* 32 (1988).



Annapolis President William M. Dyal, Jr., chats with Elizabeth Myers Mitchell in the gallery bearing her name which will be dedicated this month.

Keith Harvey photo

the back campus on Saturday afternoon, and a party in the college's new boat house on the edge of College Creek later that evening.

The Honorary Alumni awards will be presented to William M. Dyal, president of the Annapolis campus since 1986, and Eva T.H. Brann, a tutor there for 32 years. The Award of Merit will be presented to Mary Goldstein, an alumna of the college

and a member of the St. John's College Board of Visitors and Governors.

The annual business meeting of the Alumni Association will be held on Saturday, September 23 at 10:30 a.m. in the Conversation Room of the FKS Auditorium. The weekend will end with the president's brunch at the Annapolis home of college president William M. Dyal.