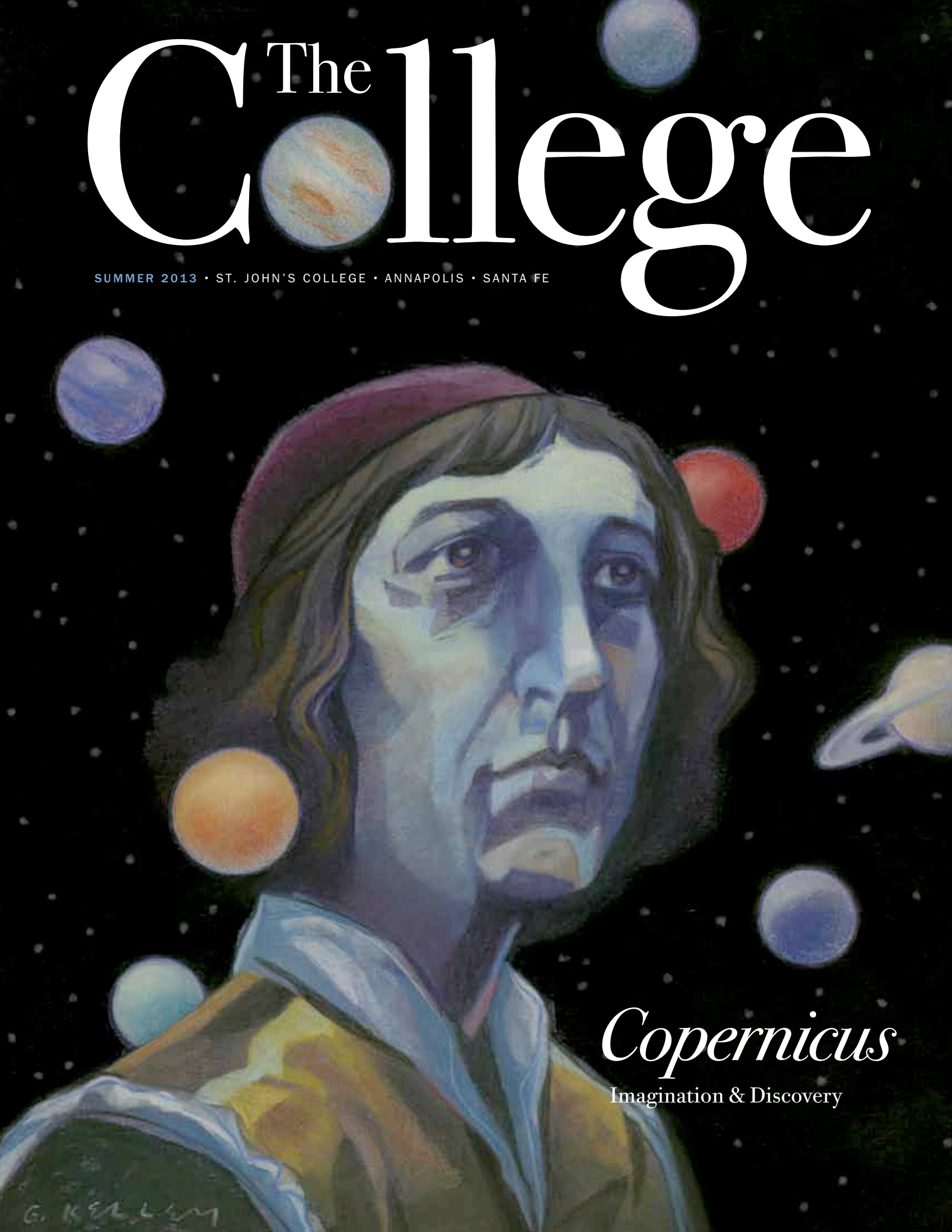
The College

SUMMER 2013 • ST. JOHN'S COLLEGE • ANNAPOLIS • SANTA FE



Copernicus

Imagination & Discovery

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St. John's College
ANNAPOLIS · SANTA FE

On Copernicus

"…I began to be annoyed that the philosophers, who in other respects had made very careful scrutiny of the least details of the world, had discovered no sure scheme for the movements of the machinery of the world, which has been built for us by the Best and Most Orderly Workman of all."

Copernicus's Preface and Dedication to Pope Paul III

Nicolaus Copernicus (1473-1543) was born in Royal Prussia, a region of Poland. He studied at universities in Poland and Italy and was, among his many pursuits, a mathematician, astronomer, classicist, linguist, and economist. He proposed a groundbreaking idea, in which he upended Ptolemy's observations with a heliocentric model that placed the sun, rather than the Earth, at the center of the universe.

Copernicus's book, *De revolutionibus orbium coelestium (On the Revolutions of the Celestial Spheres),* was published in Germany during the last year of his life; it was met with controversy and debate, a resistance not so unfamiliar to those who propose revolutionary ideas, even in modern times. Copernicus's heliocentric theory marked a fundamental shift in assumptions. Although his model was not proven until later, it "supplanted forever the former way of understanding our place in the universe," notes Annapolis Dean Pamela Kraus. As Santa Fe Dean J. Walter Sterling (A93) tells us, "The Copernican revolution became both (partial) cause and icon for Modernity and for the intellectual and spiritual revolutions that propel it,…"

In this issue, faculty consider Copernicus and Ptolemy and how, at St. John's, the sequence of study requires of students "a combination of reasoning and imagination employed in a different way than they are used to…." notes Dean Kraus.

Do such leaps of scientific insight rely on the imagination? Annapolis tutor Jim Beall considers Ptolemy's *Almagest* and Copernicus's work in his essay, "Imagination and Creativity," noting that "for all its vividness and limitations, imagination seems to go hand in hand with creativity." The alumni profiled in the feature "Seeing Stars" would agree. They seek a "delicate balance," as U.S. Naval Observatory astronomer Rachel Dudik (A02) says, with analysis and observation, instrumentation and imagination. Not surprisingly, the technology at their fingertips is sophisticated. Yet aspects of their work exploring the cosmos have not changed since Copernicus's time: the deep curiosity to know more, the challenge of unanswered questions.

Can a black hole hurl across galaxies? Erin Bonning (A97) contributed research to the discovery of such a gargantuan "runaway." At NASA Goddard Space Flight Center, Kevin Parker (A79) creates futuristic simulations that allow communications with satellites. Gabrelle Saurage (EC04) flies most evenings on the "Clipper Lindbergh," the largest airborne observatory in the world. For Donna Contractor (SF82), celestial observations are woven into tapestries.

Copernicus had not only tremendous powers of observation and the imagination and intellect to articulate his ideas, but also the courage to be committed to them. This commitment, along with "resiliency and a strong set of analytical skills," says Harold Hughes (A84), senior managing director at Alliance Bernstein and St. John's Board of Visitors and Governors member, is among the qualities lauded in this issue by visionary entrepreneurs.

In his essay, "Shadow of War," Henry Robert (Class of 1941) recalls a different kind of commitment: a fight for democracy and freedom. He describes how the conflict in Europe was brought to campus. At the other end of the generational spectrum, Charlotte Lucy Latham (SF02) invites recent graduates to candidly share–as she does in this issue–their journeys: life after St. John's.

Thank you to all those who have contributed their time, talent, and insights to this issue. Thank you, dear readers, for your letters and stories! We heard from many of you, young and old, who applaud *The College's* new design (it debuted with the Shakespeare issue) and stories that celebrate St. John's through the voices of alumni, students, and faculty. Please let us know how we are doing. I look forward to hearing from you. –*PD*

The College

SUMMER 2013 VOLUME 38, ISSUE 1

From the thought experiments of Huygens or Einstein to Copernicus's model of nested circles with the sun at the center, the very nature of thinking through a scientific challenge involves the imagination. –Greg Schneider, tutor

NASA, ESA

DONNA CONTRACTOR, *TUNNEL VISION* (DETAIL)

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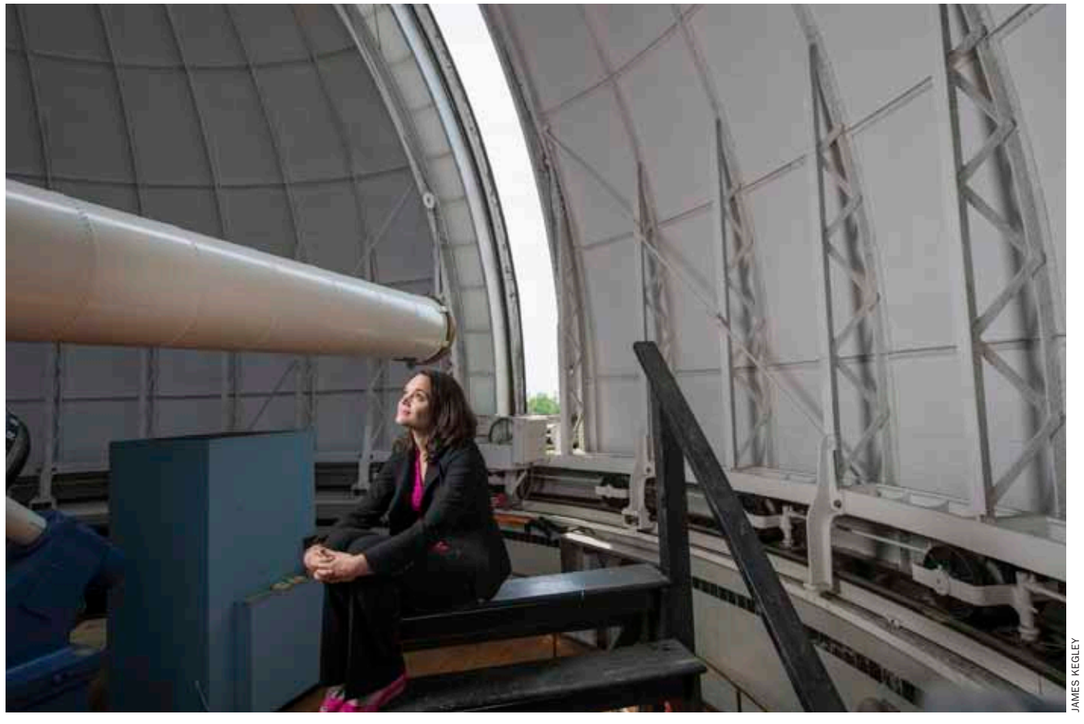
FEATURES

ON THE COVER:
Copernicus illustration by Gary Kelley



JAMES KEGLEY

DEPARTMENTS

ALUMNI

ABOVE: *Rachel Dudik (A02) at the U.S. Naval Observatory.*

Readers Share

Magical Moment
Explaining St. John's is tricky, whether to the world outside ("great basketball team?"), to our inner circle ("great books?"), even–perhaps especially–to ourselves ("what do we mean by great?"). For me, it is Copernicus , or rather, the way we read him, that embodies the Program's essence.

> "We shake our heads in disbelief that Copernicus' book was for centuries banned by the Vatican, or that Galileo was brought to trial for upholding similar ideas. (*"E pure muove,"* he muttered as he trudged defeated out of court)."
>
> Jennifer A. Donnelly (A96)

The sophomore reading list is celestial, from Genesis to the *Almagest*. In Santa Fe, where I spent that year, the expansive sky seemed to bring the heavens even closer. As the summer became fall, our mathematics tutorial resumed the work on Ptolemy begun in freshman year. Under the good-humored guidance of our tutor Mr. Pesic (who, rumor had it, had discovered an element), we picked painstakingly through the classic model–Earth standing stock still, sun, moon, and stars spinning around it. Chalk dust drifted from the blackboard and ink-stained fingertips as all through winter we drew circle after circle backing this up. The premise was contrary to the received wisdom of our day, the geometrical manipulations were long and complex–but they worked.

Then spring rolled around, bringing warm sun and *De Revolutionibus*. The title, already, was suspect; and the contents between the cover were revolutionary indeed: consider, Copernicus asked us, that Earth is not the center of the universe. That the Earth is just another planet and that all of us are moving around the sun. And though it was but a few years before the start of the third millennium, with space shuttles in orbit and a flag planted on the moon, the suggestions came to us as nothing short of a shock.

In our day, the solar system is a truth taught to schoolchildren. We shake our heads in disbelief that Copernicus' book was for centuries banned by the Vatican, or that Galileo was brought to trial for upholding similar ideas. (*"E pure muove,"* he muttered as he trudged defeated out of court). But after the journey through Ptolemy's equants and epicycles, the St. John's scholar comes to feel how a now commonly accepted fact was once earth-shattering.

Soon enough, the effect wears off and Copernican ideas become acceptable–as they did, eventually, to the Vatican. But this return to our familiar notions never completely eclipses that magical, fleeting moment when we saw our world in a way contrary to the ways we always believed it to be. T.S. Eliot has written: "the end of all our exploring / will be to arrive where we started / and know the place for the first time." What better way to sum up St. John's?
–Jennifer A. Donnelly (A96)

copernicus haiku
not at some center.
more over here. with us guys.
now. how bad is that?
Charles Jones (A79)

Double Dactyl
This is the first double dactyl I ever wrote. Inspired may be too strong a word, but after all that study of Ptolemy I was impressed by the superior economy of the Copernican hypothesis.

Tollemie, shmollemie.
Heliocentricists,
Sun down to sun up they
Reckon aright,

Save the appearances
With an hypothesis
Counterintuitiive,
Earth in its flight.
–Robert Main (A71)

Courage of Copernicus
I remember being fascinated in sophomore math class by the nerve (read "courage") of Copernicus. I also remember reading his description of motion, during which he cites a passage from the *Aeneid* that we had only just read for seminar. Coincidence? I think not.

But a couple of years earlier, I had had the pleasure of visiting the home town of the man himself–Torun, in the north of Poland. They have his house, and a monument to him at a central square that bears the inscription, "Nicolaus Copernicus Thorunensis, terrae motor, solis caelique stator," meaning, "Nicolaus Copernicus of Toruń, mover of the Earth, stopper of the Sun and heavens," or so Wikipedia tells me today. I myself remember reading back then, "Nicholas Copernicus: he stopped the sun with one hand, and moved the Earth with the other." Don't ask me whether or not I made that up. All I know is that Copernicus got to hold the universe on his fingertips in a way that our smartphone-abundant age cannot quite match.
–Nareg Seferian (SF11)


HEATHER WILDE (A09)

Critical Thinking in Warsaw
I just returned from Warsaw, Poland, setting up a new satellite office, and went on a tour that started at the Copernicus statue.... I'd never been anywhere in the Eastern block, and I was surprised by the people there. They had a pragmatism that I associate with their Russian neighbors; they were able to explain the good and bad of Communism without any hint of shame. It was my own American guilt that I had to drop at the door when speaking to these phenomenal people.

Whenever I travel anywhere, the way that I speak and phrase my thoughts makes it hard for people to immediately believe that I'm an American. I'm able to argue any point. ... People are amazed at the seemingly unbounded knowledge I have. I always point out that you do not need to know about a topic ahead of time to be able to discuss it thoughtfully. I teach critical thinking to everyone I can. That's what St. John's means to me, and that's what I do for a living.
–Heather Wilde (A09)

Choosing the Sun
Mr. Beall opened the planetarium for students to see a demonstration of the new planetarium software that had just been installed. Seeing as how I had missed going in my freshmen and sophomore years, I jumped at the chance.... The show was fantastic. The new software allowed you to insert a location and a date, so one of the things Mr. Beall did was to input Alexandria, Egypt around Ptolemy's lifetime, showing us what the stars could have looked like at that time. But the best part was that after resetting the date to the then modern time, he asked the audience to pick the location. My immediate response (I can't remember if I was the first to speak–I want to say I was) was to ask for the sun. That was awesome: most planetariums that I've been to were geocentric, and I remember a few students commenting how useful that'd be when you got to Copernicus, because you could switch back and forth between having Earth and the sun at the center. Another popular request was Pluto, giving you the ultimate outsider's look into our solar system (Man, are we so tiny from that perspective). If I remember right, there was even a request to go onto an asteroid–I can't remember if we did that one.
–Babak Zarin (A11)

Letters

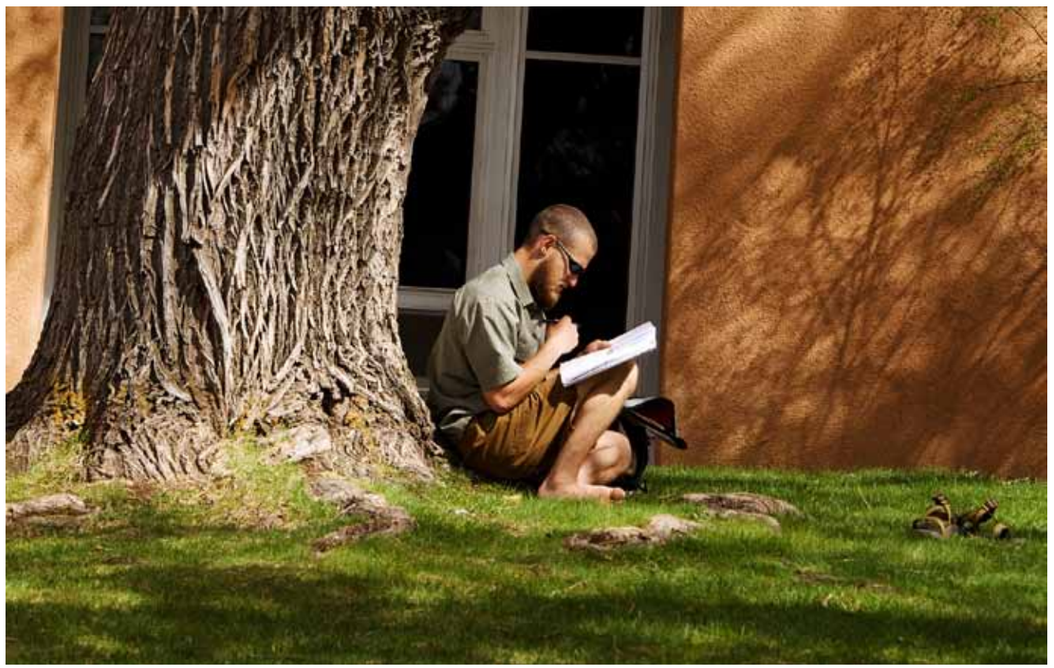
Good, Gooey Gravy
The best parts of lab at St. John's were the first year basics and then our biology labs. First year had all the magic and creativity of the best learning experiences; genuinely at work with material which evoked ideas about both the universe of "stuff" around us and the principles inherent in all this good, gooey gravey. Secondly, Biology and the wonderful world of dissecting frogs and pigeons–plus the funky fruit flies–opened up a whole world of awareness. It profoundly deepened one's sense of the designs at work in nature. As Melville wrote, one came face-to-face with a "dull blankness full of meaning"; nature's unceasing change and infinite variety, an order one had to learn to obey in order to command.

Unforgettable. Great stuff. Thank you!
–John Dean (A70)

An Exemplary Tutor
The new issue of The *College* [Summer 2012] landed in my mailbox. . . I like the new format very much. In his Shakespeare story on page 4, John Dean refers to Mr. McGraw. I am certain that he talking about Hugh McGrath, whose name is pronounced "Mc-Graw." Mr. McGrath was indeed an exemplary tutor with a special gift for languages and literature. After nearly 40 years, I remember many of the things he said in my junior-year language tutorial. He deserves to be remembered under his real name.
Jessica Weissman (A73)

A Minor Wonder
Before I put it in the recycling bag, I wanted to send you this belated note of thanks for the Summer 2012 issue. I appreciate not only the color photos and illustrations, but the quality of the articles. The increased focus on alumni who are doing outstanding and/or unusual things will make the magazine a better promotional tool for the college. . . . Considering that St. John's is a small college and many of its alumni, like myself, either "march to different drummers" or fall out of step and do not achieve material affluence, *The College* is a minor wonder.
–Kevin Snapp (SF72)

Praise Deserved
Congratulations on a very fine Summer 2012 issue.... And thank you, Mr. Kowalski (SF84) for your class note (1994) on the acclaim bestowed on your 1999 novel, *Eddie's Bastard*. The book was read; it deserves the praise on the cover and *The Guardian's* citation.
–H.A. Hammond, Class of 1947



From the
Bell Towers

> "It's amazing what happens when the world understands that you are committed to something."
>
> *Jac Holzman, Class of 1952, founder, Elektra Records*

Entrepreneurs: The Value of Ideas

A group of aspiring Johnnie entrepreneurs packed a forum during Homecoming in Annapolis to talk with three visionary alumni: Harold Hughes (A84), senior managing director at Alliance Bernstein, an investment management company, and Board of Visitors and Governors member; Jac Holzman (Class of 1952), record executive and founder of Elektra Records; and Dominic Crapuchettes (A97), founder and co-president of North Star Games.

GARY PIERPOINT

Harold Hughes (A84), Dominic Crapuchettes (A97), and Jac Holzman (Class of 1952) mentor students.

What are the skills and qualities needed to be a successful entrepreneur?

HH: You need to be relentless and willing to take calculated risks. We often read stories about entrepreneurs who took ridiculously stupid risks [that] somehow work out well. What we don't hear about are [endeavors] that failed. Resiliency, a strong set of analytical skills, and the ability to take calculated risks are so important.

JH: Most important for me is understanding what commitment is and making it–not only to a project, but also to every minute aspect of an idea. In the early '70s, for example, I was given a finished tape of the band Queen's first album to demonstrate a London studio's [capabilities]. The band was going to sign a deal with Columbia [Records], but they had only committed verbally. I pursued them relentlessly for three and a half months, waiting for Columbia to drop the ball. Ultimately, I was able to swoop in and sign Queen to Elektra. To be a successful entrepreneur, you need to have a strong belief in yourself. Part of commitment is saying, "I'm going to pretend I'm right and see how it turns out." It's amazing what happens when the world understands that you are committed to something.

DC: Being a Johnnie, when considering an idea, I look to Plato and Aristotle and ask myself: What is the good? How am I serving the community? With any pursuit, it's important to understand how to bring value to the community and determine efficient ways to do [it]. To be an entrepreneur requires commitment to an idea, [which] usually takes considerable time–sometimes 10 to 15 years–to come to fruition. Fundamental skills such as understanding finance, accounting, and marketing are also essential.

Why do Johnnies excel as entrepreneurs?

HH: In order to be a good entrepreneur, a person needs to have the ability to make decisions sometimes without having all the data. Johnnies have a strong set of analytical skills based on their deep understanding of truth and ethics, not just right and wrong, but the laws of nature. Business school offers one equation and one variable. Entrepreneurs need to make decisions using multiple variables. Johnnies are adept at making [such] decisions. I've been in my career for 29 years, but I know that in another 29 years, my job may not exist. I've trusted my decisions to stay [in a position] or move on.

JH: Listening is something Johnnies typically do quite well. It took me a long time to learn how to listen because I have so many ideas, but it has been so important to me. My St. John's experience was the perfect incubator. I did a lot of listening [because my] class had a number of seasoned [World War II] veterans who had seen a lot of life. I'll never forget the opening question at the first seminar: Do you think Achilles wanted to die to achieve immortality on the battlefield? One of the veterans started talking about [his experience at] war, and I learned to respect the real-life grounding they had. I had grown up [in New York City] in a protected environment, so for me, being a Johnnie was about shedding that and connecting with the world. Connecting with the world is the seed of our entrepreneurship.

DC: Johnnies are really good at learning how to solve problems and to work through them in order to determine a best course of action. For someone interested in a start-up venture, success is dependent on one's ability to work well with other people. For example, my business partner and I partnered with a company that went bankrupt, and they owned the rights to all our games. I maxed out three credit cards to win back our inventory. That was a huge risk, but I felt I could declare bankruptcy and start over if I had to. Fortunately, sales went very well, and our leap of faith paid off.

What advice would you give to budding entrepreneurs?

HH: At a time when so many people emphasize service to society, there is a feeling that making money is evidence of a lack of service. But that's not always the case. While Frederick Smith was a student at Yale, he wrote a paper that became his business plan for Federal Express. He received a low grade on that paper, but he persevered and found something that serves society's need.

JH: An important aspect of entrepreneurship is knowing when to let go. Follow your instincts. Trust yourself and don't be afraid. Pursue an idea because you love it, and hope that others will see its value. You may inspire others to accomplish things. You never know how it's going to turn out. [At the forum,] I was impressed by the student interest. The idea to put the plaque up between the two dorm rooms I had at St. John's was great.

DC: I'm an advocate for finding your passion. In business, it may take three to five years to develop a brand and work out the kinks. If you lack passion for what you're doing, you'll run out of steam and likely give up. Focus on adding value to others. Any good business is serving the community, which Johnnies do well. Determine what the community needs, and provide value in the most efficient way possible.

Read more: www.stjohnscollege.edu/admin/AN/careers

– Gregory Shook

(TRYING) TO LIVE THE GREAT BOOKS

BY ROBERT MALKA (A15)

ANYI GUO (A14)

My first don rag included a warning to fix an early bad habit: I kept walking out of class to take phone calls. I had to be in class, I was told, if I wanted to learn something. Since then I have rarely, if ever, left class to answer a phone call. So it goes.

Now I am a sophomore, and I still run a telecommunications company that I co-founded with my mom and a fellow Johnnie, Zeke Schumacher (A15). I work full-time. (The immediate relevance of those calls speaks for itself.) Our company, Malka Communications Group, Inc., provides a number of communications solutions for the Deaf and Hard-of-Hearing, such as mobile-phone data plans and interpretation services. For example, an office with a Deaf employee or client can download our app onto an iPad, which allows him to dial one of our interpreters, who mediates between both parties remotely while both clients are in the same room. We are also an international consulting firm that cooperates with several countries to implement communications services for their Deaf populations.

This business venture was a natural choice for me, a Child of Deaf Adults (CODA). In addition to learning sign language, I grew up in and around Deaf culture, my first home. I am protective of that culture. I have also been interested in business since childhood; when I was twelve, I tried to create a card game company and almost made it. At seventeen, I was on the way to founding a non-profit to help provide legal services to the disenfranchised, but lacked the infrastructure and experience.

OF ALL THE ISSUES I MUST FACE, MAINTAINING MY ROLE AS A SERIOUS, COMMITTED STUDENT IS THE HARDEST. IT CAN BE JARRING TO JUMP FROM THE QUIET SOLITUDE OF READING CHAUCER TO LOBBYING EUROPEAN UNION REPRESENTATIVES VIA SKYPE.

Juggling my business and St. John's can be overwhelming, especially since headquarters are located in my hometown of Los Angeles. I often wake up early to catch up on work from the evening before, wolf down lunch, and have a "morning" meeting by noon. Several times, I have been in the fray of a great discussion in the coffee shop when my phone buzzes. An employee asks me what to do about an interpreter who has just bailed from his scheduled appointment, or a prospective investor has important questions about our company's financials. Suddenly, everyone (including me) forgets I am a student as I rush out the door.

Of all the issues I must face, maintaining my role and image as a serious, committed student is the hardest. It can be jarring to switch gears from negotiating contracts with vendors to allocating money as a student on the Delegate Council, or to jump from the quiet solitude of reading Chaucer to lobbying European Union Representatives via Skype. Why do I stay at St. John's? Because running a company requires understanding people and motivating them toward a fleshed-out vision. To do so, I must know how to listen, articulate, and think critically. St. John's has taught me these skills very well.

"But," says my inner Devil's Advocate, "valuable skills or not, you seem to be missing the point of St. John's. Why are you running a company when you are supposed to contemplate, and be otherwise immersed in the Johnnie bubble?" Good question, Devil-Friend. On one level, this is my income, and on another, it's my life. But more than that, I seek to live the Great Books. For me, that means more than just discussing and thinking about them; it means doing Good in the world. Why *wait*, if I can do my best to live them now? I love the learning that we do together at the College, but I cannot do it without also giving back to the community.My education feels incomplete without it.

Although eventually I want to move on to other ventures, this business niche has a special place in my heart, and the experience will continue to change me for as long as I pursue it. I think I can say the same thing about St. John's, itself a niche venture with a special place in my heart.

To reach Robert Malka: (818) 943-7350 or rjmalka@gmail.com

OFF THE WALL

IN YOUR DREAMS

Recently, the St. John's alumni Facebook page was buzzing with comments from Johnnies who have all had the same reoccurring dream: they are in the basement of McDowell Hall, unable to open their mailbox.

"Glad to know I'm not the only Johnnie with that dream. The schedule, the mailroom…and the tutor who is disappointed because you haven't been to class in months."
—Edward Conway (SF00)

"OMG, I have the same mailbox/class schedule dream too! That and the one where I show up on the last day of math class and haven't done the readings all year."
—Hillary Fields (SF97)

"I am highly entertained that I'm not the only one with this dream! What's really funny is that I almost never dream about the dorms, dining hall, boathouse, classrooms, etc. But that MAILBOX gets me constantly!"
—Cindy Lutz-Spidle (A98)

Read more at:
www.facebook.com/stjohnscollegealumni

What is Chris Nelson (SF70), Annapolis president, reading to Cady, the college dog? Let us know: thecollegemagazine@sjca.edu

CARROLL BARRISTER'S SCHOOL SPIRIT

Considering that the Annapolis campus was the site of a Civil War camp and hospital, it is no surprise that for decades, students and staff have reported seeing ghosts, including soldiers and a shadowy cloaked figure, on campus and inside the historic buildings. On June 14, Carroll Barrister reopened its doors as home to Admissions. How do the spirits feel about the renovation? They declined to be interviewed.

BRIEFLY QUOTED

"For if you're just out there blindly and instinctively reacting to stuff, you're definitely not free; you're an automaton or a mere animal…. whether or not the world will always be able to make use of you, the world needs you—thinker-doers, doer-thinkers, genuinely free human beings."

Dr. James Schamus (a81),
CEO of Focus Features and professor of professional practice at Columbia University's School of the Arts, 2013 Commencement speaker, Annapolis

THE JUDGMENT OF ANNAPOLIS

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Johnnie winemakers gathered on April 5 for the third annual *In Vino Veritas* wine event, organized by The Friends of St. John's. From left: August Deimel (SF04) of Keuka Spring Vineyards in Penn Yan, New York; Zach Rasmuson (A95) of Goldeneye Winery in Philo, California; Abe Schoener (A82) of The Scholium Project in Fairfield, California; Sue Bishop (AGI03) of Bistro Freres Wines in Arnold, Maryland; Alex Kongsgaard (SF05) of Kongsgaard Wine in Napa, California; Christina Turley, daughter of Helen Turley (Class of 1967) and John Wetlaufer (Class of 1967) of Turley Wine Cellars in Templeton, California. Evan Frazier (SF04) of Kongsgaard Wine is not pictured.

The two-day event led with the Judgment of Annapolis, a reimagining of the Paris Tasting of 1976 that put Stag's Leap Wine Cellars (founded by Warren Winiarski, Class of 1952) in Napa Valley—and California wines—on the map. A wine-paired reception, with a dinner created by renowned Baltimore chef Jerry Pelligrino, followed at the home of President Nelson. Johnnies kept the wine and conversation flowing the next day in the Francis Scott Key Lobby, where alumni and other noted winemakers talked about their craft, and poured and discussed nearly 100 wines and craft-brewed beers arranged by country of origin.

POLITY RADIO BREAKS NEW GROUND

GREGORY SHOOK

You're traveling through another dimension—a journey into a wondrous land whose boundaries are that of imagination. Your next stop: Polity Radio!

With the launch of the premiere episode last May, which featured a dramatic reading of "The Tell-Tale Heart," on-campus music and bands, and a radio serial starring a St. John's vigilante superhero, Johnnies have entered new terrain. And the response has been "overwhelmingly positive," says Jessica Kjellberg (A14), producer and co-founder of the college's first-ever online radio program. She also serves as the program's creative director, bringing together segments that reflect the diversity of the students who submit them. Other segments include readings of essays and poetry, music, student-written radio dramas, and more drawn from the college community. The fall 2012 episode featured a candid interview with Annapolis President Christopher Nelson. "Some students just walk in and do something spontaneous," says Kjellberg. "Others help by lending their ears and offering opinions. We want to be mindful of the listener."

"I WANTED TO CREATE A FORUM THAT IS FUN AND ENTERTAINING BUT WOULD FOSTER GREATER COMMUNICATION BETWEEN STUDENTS, TUTORS, AND STAFF."
Jessica Kjellberg (A14), producer and co-founder of Polity Radio

Kjellberg, who is considering a possible career in journalism, has discovered hidden talent of her own through Polity Radio. "I learned how to edit on the first episode," she says. That D.I.Y. spirit is at the core of the radio program and its group of dedicated student organizers. "We set up the equipment ourselves and do a lot of problem solving," says Kjellberg, undaunted by teaching herself new skills and figuring things out as she goes. "Being Johnnies, we're pretty comfortable working with systems that are unfamiliar."

The idea for Polity Radio came to Kjellberg while working as an admissions tour guide at the Annapolis campus during summer break. "It was the first time I really took notice that there was a much larger community here beyond the students and tutors," says Kjellberg, who approached fellow classmate and Polity Radio co-founder Robert Malka (A15) with her idea. "I wanted to create a forum that is fun and entertaining but would foster greater communication between students, tutors, and staff," she says.

Kjellberg hopes that the radio program will continue to grow after she graduates. "I don't see it as an end in itself," she says. She envisions the program someday developing into a live, on-air radio station, but for now, she's focused on the program's primary mission. "Polity Radio is valuable and needed. It's indicative of ideas of the polity as a whole," says Kjellberg. "Everyone is encouraged to be part of the conversation."

Listen to Polity Radio at polityradio.wordpress.com.

–Gregory Shook

New Pathways

An award from the new Pathways Fellowship will help Adam Maraschky (A13) decide which branch of chemistry he wants to pursue after he graduates from St. John's. "The Pathways Fellowship provides funding and enables rising St. John's juniors and seniors and graduating seniors from both campuses to transition into graduate study or careers that call for special or prerequisite work," says Jaime Dunn, director of Career Services at the Annapolis campus.

Maraschky will use his award to study organic chemistry courses at the University of Maryland in College Park. In the summer of 2012, Maraschky received a Hodson Trust internship grant and spent three months studying plasmonic solar cell technology at the University of Maryland. "In my case, organic chemistry was a bit of a dream," says Maraschky, who took AP chemistry courses in high school. "I wanted to take the course before attending St. John's because I like thinking about the shapes of molecules and the energetics of reactions."

With a Pathways Fellowship, students can spend their summers gaining specific prerequisites and knowledge, and immerse themselves in their St. John's education during the academic year.

"My plan for now is to spend two years doing more undergraduate course work while researching and working, then apply for a master's program in materials engineering," says Maraschky.

–Nutchapol Boonparlit (A14)

BRIEFLY QUOTED

"I am quite sure that everything we do—consciously or unconsciously—makes a difference. Every act of kindness and every act of cowardice. There are always consequences. It has been said that if anything matters, then everything matters."

Jill Cooper Udall,
member, St. John's College Board of Visitors and Governors, 2013 Commencement speaker, Santa Fe

CONVERSATIONS WITH THE CHAIR

"She was looking about for some way of escape, and wondering whether she could get away without being seen, when she noticed a curious appearance in the air: it puzzled her very much at first, but, after watching it a minute or two, she made it out to be a grin, and she said to herself, 'It's the Cheshire Cat: now I shall have somebody to talk to.'"

-Alice, Alice's Adventures in Wonderland *by Lewis Carroll*

Hello, dear friends. I am never too old for games. This year, the night before Croquet, there was a "thunder-battle." The term comes from chapter IX of J.R.R. Tolkien's *The Hobbit,* and nothing better describes the explosive downpour that hung in Annapolis until the late hours of the night. It was ominous, a warning that it would be a long battle for the Cup with an unhappy end. Nevertheless, Croquet Saturday dawned with clear skies.

That morning I was called upon to aid in seminars on *Alice in Wonderland* (chapter VII, "The Mad Tea Party" and chapter VIII, "The Queen's Croquet Field"). I listened to chair sitters ponder Alice's journey and her interactions with the Mad Hatter, the Dormouse, the Queen, the King, and the Cheshire Cat who after Alice is my personal favorite character. Admittedly, this could be because I, like so many others, identify with Alice: the dizzy journey Alice takes, a tumble in which language seems almost nonsensical, the logic puzzling, but where the games are fun in their intricacy. Indeed, my own journey has been filled by the characters of my sitters, quite a few of whom that day were already in their Gatsby-esque seersucker (something I confess I wish to see more of: the Jazz Age was closer to the fashion of my childhood).

By noon, the Croquet match popped open like champagne. Unlike Alice's match, there were no warring hedgehogs, no flamingo mallets that flew away, no human-card arches, and no complaints that people were not attending to the rules of the field. And unlike the Chesire cat, Cady (the college dog) was well behaved.

Sadly, the thunderous omen of the night before came true: the match went on and on and on, a great "thunder battle" between the Imperial Wickets. You know the rest. Within moments, my wall on Facebook was filled with anguished cries –"sobs" and "scowls" and "will wonders never cease"– followed by jokes that the loss required a new drinking policy and athletic director. Thankfully, no one followed the example of the Queen of Hearts in calling for beheadings.

I must admit a kind of quiet welcome of the fact: there is no shame in the Naval Academy winning a round once a decade; the match becomes more interesting when the result isn't a predetermined given. After all, look at Alice and her adventures. —JC

(www.facebook.com/johnnie.chair)

Starry Nights

NASA, ESA, HUBBLE SPACE TELESCOPE—TAKEN UNDER THE "WING" OF THE SMALL MAGELLANIC CLOUD

On clear evenings after seminar, Johnnies experience firsthand the deep fascination that humans across the centuries have had with the night sky. From Ptolemy to Newton and Copernicus to Kepler, the stars and planets have played an important role in the study of not only astronomy but physics and theology. "Astronomy addresses the question of the Whole," says Margaret Matthews (A14), archon of the Astronomy Club on the Annapolis campus, "which are implications for everything else we learn in the world." The Astronomy Club conducts not only stargazing but also planetarium shows for classes and community members who are interested in learning more about the motion of the heavenly bodies. "Anybody who wants to come and look at the stars is welcome," says Matthews. "We invite all guests to join us."

> "Astronomy addresses the question of the Whole, which are implications for everything else we learn in the world."
>
> *Margaret Matthews (A14), astronomy archon*

By witnessing and understanding the laws that govern the motion of the stars, we can better comprehend the laws that govern everything from the orbits of a planet to the path of a falling stone. The planetarium shows offered by the Astronomy Club provide students with the opportunity to observe these phenomena directly, seeing what Ptolemy saw in the night sky over Ancient Greece. "By placing Earth at the center, Ptolemy is thinking of the heavenly bodies themselves as they appear to an observer on Earth," says tutor Nicholas Maistrellis.

During planetarium shows, archons guide students through various motions of the stars, replicating many of the observations that early astronomers made in their studies. They host special shows for freshmen when they begin to study astronomy in their second semester. Students are introduced to the motions of the stars that Ptolemy uses as references so they can grasp the line of reasoning he pursued in developing such ideas as epicycles and eccentric motion.

Stargazing hosted by the Astronomy Club is open to all members of the community. "In the winter, we saw the Andromeda Galaxy. In the spring, we see Saturn, Mars, and a bit of Venus," says Matthews. Archons are always present to help visitors learn how to use and operate the telescope. "It takes a lot of practice and patience to become familiar with the various stars and constellations, but it helps to be curious and have a sense of wonder." 🕮

—Nutchapol Boonparlit (A14)

To learn more visit: www.stjohnscollege.edu/admin/AN/observatory

BRIEFLY QUOTED

"We must have intellectual bravery, that is, the courage to push forward, to continue seeking truth even in the face of doubts about its very existence…. St. John's has given me the tools: the ability to listen, think, speak, write, and ultimately act."

GRACE TYSON (A013),
speech to The Caritas Society, April 2013

Bilsana Bibic (SF13): Ariel Internship at the United Nations

Inspired by her life experience and activities at St. John's, Bilsana Bibic (SF13), a senior from Montenegro, has chosen a career in international relations and development, focusing on immigrant and refugee rights. "My country was very involved with refugees during the war in Kosovo," says Bibic. "Refugees especially have problems with traveling documents and basic necessities for life. There is also the issue of education, to prepare students to face the world with a necessary set of skills." In addition, she hopes to fight unemployment in her country and internationally.

Bibic became interested in international relations and conflict resolution as a high school student at the United World College in Costa Rica, where she lived with people from 80 different countries. At St. John's, she served on the Student Review Board, building upon her skills by participating in mediation. That experience helped prepare Bibic to address opposing views and face challenging questions "without being paralyzed by fear," she says. "You're not just an observer. You learn that you can't know everything on your own, that you need a community to see the openings for improvement."

To prepare for her career, Bibic took on two significant projects last summer that also allowed her to work on current, pressing problems. During her Ariel internship at the United Nations in New York, she worked one-on-one with the Ambassador of Montenegro on his mission and agenda. "I really got to see what it means to represent my country and how we represent ourselves to the world–what our priorities are, what we're looking to gain from the international community. Since we became independent from Serbia, we've had to learn how to develop a country based on democracy. A true republic, I suppose." Using the pass that came with her internship to attend many U.N. meetings, Bibic gained a broad perspective on the needs and interactions of many nations.

Bilsana Bibic (SF13)

Before heading to New York, Bibic joined three other Johnnies in the Republic of Georgia to work on a Project for Peace with high school students who were affected by Georgia's civil war, a conflict that remains unresolved. The Johnnies held seminars for the participants as a prelude to a political conference where the teens discussed new ways of looking at the civil conflict with refugees and representatives from government and NGOs. In seminars, they read and discussed the *Oresteia*, focusing on questions of war. They also studied history, took conflict resolution training, and visited refugee camps to see what it was like to live under such conditions, witness the consequences of war, and learn from the refugees' stories.

These experiences opened the teenagers' eyes. "At the political conference," says Bibic, "the adults were a bit hostile because they didn't think the kids had the right to ask them questions about the conflict. A proud moment for our team" occurred, she says, when one girl explained "they'd been learning about conflict resolution and the importance of listening, and it really hurt them that the adults weren't giving an example of that. A lot of Georgians still blame Russia for what happened during the civil war, and the kids asked if the conflict could be resolved without Russia. I think the people there were very impressed with their approach." 🕮

–Jennifer Levin

ROUSING PRODUCTION OF *KISS ME, KATE*

GABE GOMEZ

Artist-in-Residence Roy Rogosin (SFGI09) directed Santa Fe campus students, alumni, and staff in a rousing, fully-staged production of Cole Porter's *Kiss Me, Kate* in the Great Hall last December. The Tony Award-winning musical involves the often amusing difficulties encountered by a troupe of players performing a musical version of William Shakespeare's *The Taming of the Shrew*. At the center of the conflict is Fred Graham, the director, producer, and star, played by Sidney Velasquez (SFGI14), and his leading lady and ex-wife, Lilli Vanessi, played by Elizabeth Hyde (SF16). Pictured are members of the company. Back Row: Sidney Velasquez, Elizabeth Hyde, Joseph Muse (SF16), Cody Winning (SF12), Hania Stocker (SF12), Dana Relue (SF15), Ruochen Bo (SF14), and staff member Susan Kaplan. Front row: Yue Gong (SFGI13), John Panagiotidis (SFGI14), Hope Lang (SF15), Roy Rogosin, and Melissa Balch (SFGI14).

HOW THE ANCIENTS GOOGLED EARTH

One of the more unique structures on both the Annapolis and Santa Fe campuses is the Ptolemy stone, an ancient Greek tool used to measure changes in the motion of the sun at apogee. "Ptolemy is one of the very earliest to take something that seems very complicated and reduce it to rational and comprehensible ideas," says tutor Nicholas Maistrellis. "The Ptolemy Stone has only one function: it allows you to measure how high the sun rises at noon. By doing so, we can measure how quickly or slowly the sun orbits around the Earth."

"It's very important for studying Ptolemy," says Nino Benashvili (A16). "It's what we use to measure the angle of the sun relative to the Earth." Ptolemy states in the *Almagest* that the sun's highest point in the sky changes during the year due to its angular orbit around the sun. This slanted revolution is what causes the differences in length of daylight and determines the seasons.

Freshmen in math tutorials in Annapolis can study a smaller version of this phenomenon through a twelve-inch wooden model called the armillary sphere. Built by St. John's College craftsman Gary Dunkelberger, the model uses a set of rings to illustrate the differences in the revolutions of bodies around the Earth. The lateral ring represents the motion of the heavenly spheres; an angular ring represents the motion of the sun. "Ptolemy's universe can be very hard to imagine, so the armillary sphere gives you a three-dimensional model of the whole thing," says Maistrellis. "You can actually use the Ptolemy Stone in correlation with the armillary sphere and information from the *Almagest* to find your location on the Earth."

– Nutchapol Boonparlit (A14)

TALK OF THE TOWERS

This spring, four longtime tutors at the Annapolis campus, **Deborah Axelrod, Nancy Buchenauer, Nicholas Maistrellis,** and **Jonathan Tuck,** have formally retired. Students, faculty, and staff gathered on April 24 in the Great Hall for a ceremony to honor their combined 150 years of dedicated service to the college.

Two new tutors have joined the faculty at the Santa Fe campus. **Marsaura Shukla** (A93) joins the college from the University of Chicago where she received her PhD in theology. **Raoni Padui** comes to the college from Villanova University where he received his PhD in philosophy.

In Annapolis, four new tutors have joined the faculty. **Sarah Stickney** (A04) joins the college from Johns Hopkins SAIS Center in Bologna, Italy, where she was also a Fulbright Scholar. She received her MFA in poetry from the University of New Hampshire. **Brendan Boyle** comes to the college from the University of North Carolina in Chapel Hill, where he taught classics. He received his PhD from the Department of Classics at the University of Chicago. **Leah Lasell** (SFGI04), who received her BA in mathematics from the University of Chicago and her PhD in philosophy from the University of Texas, taught mathematics at St. Paul's School in Concord, N.H. **Christine Lee** joins the college from the University of Bristol. She received her PhD in political science from Duke University.

Terry McGuire (HA12), assistant to the dean and a 44-year staff member at the college, was named an honorary alumna.

BRIEFLY QUOTED

"At St. John's, we acquire the skill of interacting with other people's minds. By not restricting ourselves to like minds, we discover what's weak about our minds and what's really strong about them."

HANNAH CREPPS (SF13), *interview with* The Santa Fe New Mexican, *May 17, 2013*

KATIE MATLACK

Hodson Intern Investing in Banking

Gordon Seltz (A14) credits his interest in business and economics to his experience with the math tutorials during his freshman and sophomore years. "For math, we have this logic-based system that we use to explore and explain the world," says Seltz. "Economics is simply taking that a step further by applying it to human behavior. By doing so, we can see how business and finance affects us in very real ways."

Seltz, who plans to pursue an investment-banking career, was awarded funding by the Hodson Trust and interned last summer at George K. Baum and Company, a middle-market sized investment-banking firm in Denver. "Economics is an amalgamation of political factors, environmental factors, and business factors," says Seltz. "It's an abstraction of everything working together, similar to the liberal arts program at St. John's where we see all the subjects as being interconnected. Economics is a field where that mentality is carried on."

"I was responsible for research, taking aggregate data, analyzing it, and putting it in a logical and comprehensible format," says Seltz. "I was also in charge of monitoring the market and updating various databases. There was a lot of opportunity for learning by osmosis." Seltz recalls how, as an intern, he was asked to do calculations to update the database for the firm. "The executive vice president asked me to consult an analyst about how to do them. The analyst wasn't there. So I found the document where the calculations were already done and sort of reverse-engineered it to find the formula. It is similar to what we have to do in a St. John's math tutorial: we have to figure out how one gets from a general question to a specific answer. My St. John's education helped me adapt to this completely foreign and new environment."

> "Economics is… an abstraction of everything working together, similar to the liberal arts program at St. John's where we see all the subjects as being interconnected."

This summer, 34 students received funding through the Hodson Trust Internship Program. They will work at organizations such as the U.S. Naval Observatory, the Library of Congress, and the University of Chicago's Institute for Mind & Biology.

– Nutchapol Boonparlit (A14)

Hodson House Opens Its Doors

Representatives from the Hodson Trust and the Board of Visitors and Governors, along with Annapolis faculty and staff, gathered to dedicate the new Hodson House on June 21. Its modern, urban design blends seamlessly with its historic surroundings. The building houses the Advancement Office and the new Alumni Center. Featuring a seminar/meeting room as well as administrative and faculty offices, the Hodson House served as a temporary space for the college's Admissions staff, which moved out of the Carroll-Barrister House while it underwent a full renovation that was completed in June. The Carroll-Barrister House, originally constructed in 1722 and located on Main Street in Annapolis, was moved to campus in the 1950s. This major renovation is the first since then. The newly refurbished Admissions Office will provide a welcoming first stop on the campus for the college's visitors and prospective students.

The Hodson House-Carroll Barrister House project was funded by gifts from the Hodson Trust and by a grant from the State of Maryland. Extensive new landscaping, including four gardens and new seating areas, are also featured in the space between Chase Stone, Pinkney, and the new building.

GARY PIERPOINT

Hodson House, home to the new Alumni Center

Michael McQuarrie: New Athletic Director in Annapolis Lauds Amateurs

Among many pleasant surprises since joining the St. John's faculty, new Annapolis Athletic Director Michael McQuarrie discovered a collection of old photos and records of the college's sports history. In the 1880s, when St. John's had more intercollegiate teams, the college played basketball and football against McQuarrie's alma mater. "I was going through all these old records, and I saw photos of Elon University. I thought, 'St. John's College really played Elon? How long ago was that?'"

GARY PIERPOINT

Since his arrival last summer, McQuarrie has grown increasingly appreciative of the student-centered athletics program at St. John's. The fact that Johnnies are often proactive in their education–from tennis to Tchaikovsky to Tocqueville–has been a refreshing but not entirely surprising discovery. McQuarrie, who grew up in Montgomery County, Maryland, was drawn to St. John's largely because of how athletics are taught here. "I've worked and been a student at schools that claim to be student-centered, but that term takes on new meaning at St. John's," he says. "At other colleges and universities, administrators, faculty, and staff usually manage programs, thinking that students need that push. At St. John's, students don't require that push quite as much, if at all."

Previously McQuarrie was the director of recreation at the New School in New York City. At this university containing seven different colleges, "much of my job entailed marketing and advertising, simply making sure the college community knew what was happening in the athletics program," he says. Dedicated to creating and continuing programs centered on students' needs, McQuarrie essentially built the New School's athletic program from scratch; he focused primarily on the intramural program and clubs as opposed to competition with other schools. It prepared him well for St. John's. "When I first started, I said to one of the gym assistants, Eric Shlifer (A13), that I love amateur athletics," says McQuarrie. "He replied, 'Well, you're going to love it here!' My role is to be here for the students and to be able to, as best I can, produce the [results] they want."

> "I've worked and been a student at schools that claim to be student-centered, but that term takes on new meaning at St. John's."

As an athletic director, McQuarrie best serves the college community by being "flexible, understanding, and above all, an educator. Anyone who works at a college is an educator," he says. Not surprisingly, mentors have played an important role in his athletic and intellectual development. "When I was a kid, my mom was my baseball coach for three years," says McQuarrie. "During college, I had two sociology professors, one at Elon University and one at the University of North Carolina at Greensboro, who taught me how to teach and how to help students learn."

–Erin Fitzpatrick (A14) and Gregory Shook

NEW ALUMNI DIRECTOR IN SANTA FE IS A JOHNNIE AT HEART

ANNE STAVELEY

Sarah Palacios, the new director of Alumni Relations at the Santa Fe campus, has a Johnnie-like spirit. This winter she participated in Piraeus in Santa Fe, where the focus was on Dante's *Inferno*. Aside from loving the reading and the discussion, Palacios was thrilled to receive feedback from an alumna who stated that if she had not known Palacios wasn't a Johnnie, she never would have guessed. An avid reader who cites Jane Austen and Thomas Hardy among her favorite authors, she also looks forward to re-reading works such as *Oedipus Rex*.

Originally from Pojoaque, New Mexico, Palacios previously served in alumni relations at her alma mater, Stanford University, where she worked with young alumni as well as in student development. Palacios recognizes the importance of reaching out to what might be referred to as the "future alumni" population. "In alumni relations, we have four years to help current students create a love for and connection to the St. John's community," says Palacios. "You're an alum for far longer than you were ever a student. You're an alum for the rest of your life."

Palacios welcomes the opportunity to be working for a small, private college. "Private colleges have more unified communities," she says. Seminars and alumni events, such as Piraeus and the alumni-student ski day, have helped her get to know the St. John's alumni community. "I can learn so much from alumni," says Palacios. "I invite everyone to reach out to me, even if I haven't had the chance to reach out to them yet. Send me an e-mail, or call, or drop by the office. My door is open."

Palacios earned her bachelor's degree in cultural psychology with an emphasis on American Indian identity; she also has an MBA from the University of New Mexico. She hopes that her research on the challenges encountered by first-generation college students, specifically minority students, can benefit St. John's.

Her background will also be useful in understanding the varying needs of alumni. Palacios says, "I get the sense that no matter how long it's been since alumni have been to St. John's for a visit, they step on campus and it feels like home."

–Jennifer Levin

Imagination and Creativity

BY J. H. BEALL

Imagination and creativity seem at first gloss to be positive things that hold high sway in the court of modernity. They are said to be responsible for much of the good in our lives and the source of the relative comfort in which the majority of us can live. These claims are, to my mind, true. Given the high regard in which these terms are held, it is of interest to investigate them in some detail.

Exploring the Cosmos: Faculty members consider Copernicus and a revolution that, to be understood, requires "careful observation, study and reflection and bold, imaginative insight," notes Annapolis Dean Pamela Kraus.

OPPOSITE: *A barred spiral galaxy was captured in spectacular detail in this image taken by the orbiting Hubble Space Telescope. Superimposed over the photo is Copernicus' diagram from 1543 of the movement of the planets around the sun—a page from* De Revolutionibus Orbium Coelestium, *published the same year.*

PHOTOS: COURTESY NASA, ESA, THE HUBBLE SPACE TELESCOPE.

As the word suggests, imagination seems to be associated with an image that one can hold in the mind, like the "picture" of a cat or a unicorn. But the idea of imagination can be extended beyond that of a simple picture. In *Psychology: The Briefer Course,* William James talks about the different kinds of imagination. For example, he catalogs an "auditory imagination" that can be as delightful as "Fingal's Cave" or some terrible tune that keeps reprising itself in one's head, mewling like a hungry cat, but for no good reason. My favorite example in James's work is the kinesthetic imagination. Anyone who has ever seen a friend (or especially one's child) fall down and felt the shock of it for themselves has had the experience of the kinesthetic imagination.

There is also a species of imagination that James doesn't directly address. Most of us have felt it when we are alone, walking at night. It's that strange feeling that makes us afraid to turn around and look behind us, dreading what we suppose to be there. The vividness of this experience is much like a kinesthetic occurrence. It can be quite arresting–and not particularly positive.

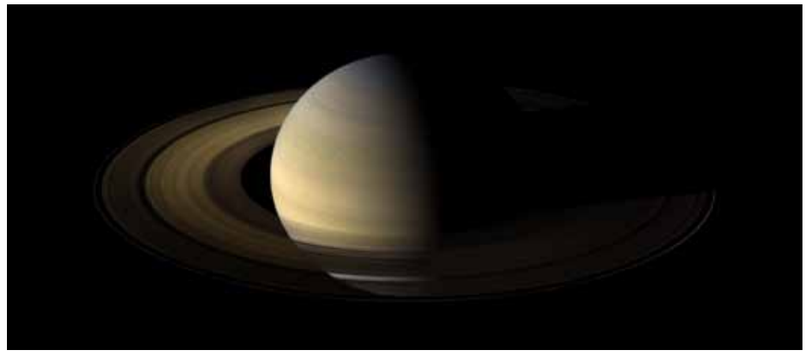
James is quick to point out that the imagination is of different degrees for different people. In some individuals, it is remarkably vivid, and in others, it is barely a capacity. To illustrate this, imagine three "dots," like dots on a piece of paper. Now imagine four dots. Now imagine five. Now imagine seven. Now imagine thirteen. At some point for most of us, the image gets fuzzy. Yet it is easy to think about the number seven or a million or 10^6. This by way of analysis. It is not my intention to cast aspersions on the imagination or to say that it is not powerful in some ways. To say the least of it, imagination is a complex subject. Eva Brann's wonderful book, *The World*

How do we encounter Copernicus in the program of study at St. John's?

The freshman mathematics tutorial spends much of the academic year studying Euclid's *Elements,* going through many of the propositions in its twelve books. In the spring semester, the tutorial turns attention to Ptolemy's *Almagest,* the work that assumes that the earth is at the center, and ends the year by introducing Ptolemy's geometrical account, concentrating on his account of the sun.

This study of Ptolemy continues into the fall semester of the sophomore mathematics tutorial, as his account becomes more complex in order to address the various positions of the planets, which do not appear to travel in an uninterrupted circle around the earth. We focus on the motions of Venus. After that study we turn to Copernicus, whose account revolutionizes astronomy, since it replaces the geocentric with a heliocentric model. Although the account was not finally proven until later, after the telescope was invented and certain measurements could be taken, it supplanted forever the former way of understanding our place in the universe.

This is an important sequence for our students. The astronomy sequence in these years first restores the appearances, that is to say, our experience, to a kind of primacy; and then students begin to appreciate Ptolemy's achievement, how he combined the observed regularities of the heavenly bodies, representing them and accounting for their movements through geometry. This requires in our students a combination of reasoning and imagination employed in a different way than they are used to.



Ptolemy then proceeds to turn the world upside down. He applies his mathematical knowledge to the motions of the heavens, a region between the Earth and the divine.

of the Imagination: Sum and Substance, is an intensive consideration of the topic.

Imagination for all its vividness and limitations seems to go hand in hand with creativity. This was brought to mind recently when my niece, an accomplished photographer, posted an image of a deer track on Facebook with the footprint oriented upside down. That is, the inverted deer track–filled with water in the soft earth–looked "heart-shaped." She posted the image on Valentine's Day with an appropriate caption. This simple re-orientation of an existing image now had a new aspect, a new meaning for someone looking at the picture.

This bears on the question of what creativity actually is. In certain glosses, the word can suggest creation "ex nihilo," which in the Latin means literally "out of nothing." One can think of the Prime Mover in Aristotle's *Physics* and *Metaphysics,* or the Lord's "Let there be light" from the Old Testament. In Aristotle's case, the example clearly shows that the essential source of motion has no antecedent cause. And clearly, God has no cause beside itself.

But this interpretation of the word "creativity" might be too strict. In the case of the photograph of the deer's footprint turned upside-down, the new aspect that is revealed brings together a particular image with a particular day and a particular set of associations. It connects an image with an understanding. This is essential for coming up with something new.

Ptolemy's *Almagest* and Copernicus's work are particularly fine examples of this more general idea of creativity.

In Ptolemy's case, as students at the college discover in the second semester of the freshman year, there is a metaphysical justification for using mathematics to discover the regularity behind the flux of experience. Ptolemy begins with Aristotle's division of the "theoretical [sciences] into three immediate genera: the physical, the mathematical, and the theological." Ptolemy despairs of finding the regularity behind physical things, those below the lunar sphere, since they are too changing and complex. In addition, he believes theological science is too high, too transcendent for us, being related as it is to Gods or Prime Movers. Yet the mathematical is within our grasp, and Ptolemy has Euclid's *Elements* to show the truth of that. Yet there is little or no motion in Euclid's *Elements*. Ptolemy, however, proceeds in a way worth quoting whole cloth:

And therefore meditating that the other two genera of the theoretical would be expounded in terms of conjecture rather than in terms of scientific understanding [emphasis mine]: *the theological because it is in no way phenomenal and attainable, but the physical because its matter is unstable and obscure, so that for this reason philosophers could never hope to agree on them; and meditating that only the mathematical, if approached enquiringly, would give its practi-*

THE HEART OF THE WHIRLPOOL GALAXY

tioners certain and trustworthy knowledge with demonstration both arithmetic and geometric. . . . [W]e were led to cultivate most particularly . . . this theoretical discipline" (Almagest, *trans. by R. C. Taliaferro, University of Chicago Press: Great Books edition, 1952.*

Ptolemy then proceeds to turn the world upside down. He applies his mathematical knowledge to the *motions* of the heavens, a region between the Earth and the divine. This bears on his fascination with circles, since the most manifest motion of the sky is the rising of the Sun in the east and its setting in the west. More properly, there are also the uniform circular motions of the "fixed" stars that Ptolemy uses as his elements to show this underlying order behind the flux of experience. As such, Ptolemy's *Almagest* is the forerunner of every modern physical theory.

Of course, "saving the appearances" by showing their underlying regularity in spite of manifest variations requires a bit of artifice, and Ptolemy's theory is a fine example of such amplification. The point here is that he took elements he already knew from Euclid and from his own

The introduction of Copernicus, which follows, presents another kind of imaginative challenge, to return to the familiar assumption that the sun is the center. Students have to revolutionize their thinking twice, then, once to register the appearances and imagine them accounted for through Ptolemy—this is an undoing of a former opinion; and then, again, to take stock of the revolution through Copernicus. They are in an optimum position to appreciate and even appropriate the fuller meaning and consequence of the Copernican revolution—that to understand the appearances, or our experience, however fundamental, requires careful observation, study and reflection, and bold, imaginative insight.

–Pamela Kraus, Annapolis dean

One of our Socratic hypotheses is that to come to know for oneself, even just to inquire for oneself, presupposes recognition of one's own ignorance, i.e. our knowing that (or what) we do not know. In many respects, our "knowledge" that the earth revolves around the sun is the paradigm specimen or occasion for breaking open our too easy confidence in what we know. What we think we know is counter-intuitive (it appears that the sun is moving and we and the earth are still). It does not seem to be derived from our everyday experience (or our ways of talking: the sun rises and sets). Furthermore, most of us cannot "replicate" or even narrate the body of theory and evidence and experimentation that have gone into this knowledge. Under cross-examination, it seems that we are trusting in the authority of others: books, scientists.

Now, at St. John's, we do "cross-examine" this knowledge (and we do replicate or narrate its history and development). It turns out to be a long and hard question

as to what would decide the issue between a geocentric and heliocentric "hypothesis" or "theory." As I understand it, it is not until the nineteenth century (roughly 300 years after the publication of Copernicus's theory) that some astronomical measurement or observation appears to weigh decisively in favor of the Copernican theory.

The point is not to generate a fixed skepticism among our students or faculty, nor to rehabilitate geocentricism, but rather to bring to the fore, for our conscious study and reflection, a variety of hidden assumptions that lurk behind our everyday knowledge or our tacit acceptance of scientific knowledge. How do we apply mathematical models to "physical" phenomena? How do we "save the appearances"? What kinds of arguments or evidence can persuade us of the truth of a physical model or theory? Can such theories be "proven" at all? The "facts," or the "appearances," admit of various interpretations. What criteria are most important in adopting one over the other—predictive power, coherence and consistency, elegance or beauty, theological argument, physical argument, mathematical argument?

The comparative study of Ptolemaic and Copernican astronomy (and its later development) is one of the most powerful introductions to the hidden questions of the philosophy and history of science. It is probably the most significant and the most telling case of the problems associated with science's "ascent" from appearance to reality, as well as the most telling case of the problems associated with relating mathematical models to nature and natural phenomena.

–J. Walter Sterling, Santa Fe dean

HUBBLE'S SHARPEST VIEW OF THE ORION NEBULA

Copernicus's inversion from a geocentric to a heliocentric model of the universe still required something other than simple circles, which led him to place an epicycle at the center of the Sun.

and others' observations of the motions of the sky, and brought those together to give us a new understanding of the regularity behind the appearances of the world. Ptolemy's epicycles are, of course, the key part of the model.

One of that model's complexities is the assumption that Venus's and Mercury's epicycles are centered on the Sun. This in turn is necessary because of the observations that Mercury and Venus never exceed certain angular distances from the Sun.

For example, when Venus is the "evening star" (that is, when it is in the sky after sunset), it gradually attains a greater and greater distance away from the Sun, a phenomenon especially noticeable because Venus is so bright. The maximum angular distance of Venus from the Sun–Venus's maximum elongation–is around 44 degrees, so that when Venus is at maximum elongation after sunset, it is remarkably far from the Sun. Yet immediately after this, it begins to approach the Sun again, eventually moving past the Sun in order to lead it across the sky, thus becoming the "morning star." Mercury is the only other planet that has this apparent association with the Sun, although Mercury's maximum elongation is much smaller at 15 degrees of arc.

Ptolemy seeks to explain these observations by placing each of the planets on an "epicycle," a circle upon which the planet moves as the center of the epicycle moves in a perfect circle around the center of the Earth. In the special case of Venus and Mercury, the center of their epicycles is tied to the position of the center of the Sun, as the Sun moves around the Earth. For Mars, Jupiter, and Saturn, the centers of their epicycles have no special relation to the Sun. Ptolemy uses his model to explain the special motions of each of the planets, but makes an *ad hoc* assumption about where Venus and Mercury's epicycles are centered, albeit an assumption required by observation as it manifests itself in his theory. That is, there is no explanation arising from Ptolemy's model that explains the special status of Venus and Mercury.

It is precisely this sort of complexity that Copernicus seeks to address with his heliocentric or Sun-centered model in his work, *On the Revolutions of the Heavenly Spheres*. By placing Earth as the third planet after Mercury and Venus, Copernicus gives a natural explanation not only for the maximum elongations of Mercury and Venus, but also for the retrograde motion of Mars, Jupiter, and Saturn, without resorting to epicycles.

Yet Copernicus's inversion from a geocentric (Earth-centered) to a heliocentric model of the universe, while it solved the problem of the maximum elongation of Venus and Mercury and the retrograde motions of the "outer planets," still required something other than simple circles, which led Copernicus to place an epicycle at the center of the Sun.

SPIRAL GALAXY NGC 3370

Of course, Newton's interpretation of Kepler's laws provided a simpler explanation still: an inverse-square force law for the attraction of the planets, and a force directed to the Sun's center. Newton's model saved the appearances by placing the regularity in the understanding and not in the imagination.

In these examples, creativity and imagination have more modest poses. They help us rearrange the elements given to us by experience (or our predecessors' observations and theories) into a new understanding of the ever-changing flux of experience before us. At the heart of this fluence are certain "regularities" which we now call physical laws and theories. These relate matter, time, motion, and our experiences with a mathematical regularity that is truly remarkable. And even if the day-to-day world seems like shadows on a cave wall, the regularities we have begun to notice suggest an underlying structure and light from which these shadows are cast.

Visit Jim Beall, Annapolis tutor, on Facebook for daily astronomical postings.

Did Copernicus change scientific thought?

The Copernican revolution became both (partial) cause and icon for modernity and for the intellectual and spiritual revolutions that propel it. Kant, very famously, analogized his philosophical revolution in the *Critique of Pure Reason* to the Copernican revolution. This icon has meant different things for different thinkers: a defiant challenge to received authority, philosophical and theological, in favor of one's own reason (this may be seen as "political" as well, e.g. with Galileo's trial and his alleged "And yet it moves"); the displacement of Man from the center of the cosmos (or the loss of a "center"), a displacement that arguably undermines Biblical cosmology, or Providence; the abandonment of "naïve" observation; the movement toward a consistent mathematical physics of matter in motion, freed from religion and metaphysics; the paradigm for the indefinite and open-ended revision of scientific theory. And so on.

–J. Walter Sterling, Santa Fe dean

He presented the first modern account of a unified, systematically arranged planetary system revolving around the sun. The world no longer is what it looks like. There is now a split between being and appearance. Perspective and relative motion enter as major players in physical science.

–Peter Kalkavage, tutor

Was imagination essential to a scientist such as Copernicus?

Absolutely. It is a real challenge to the imagination to think that perhaps this world upon which we are standing is moving! And that the sun is standing still! It takes even more imagination to grasp how what we seem to see can be explained on those grounds. It takes almost as much imagination, however, to think that the world is round, and that the sun is millions of miles away, larger than the earth

itself, which Ptolemy already argued for. In this way Ptolemy was also "a scientist such as Copernicus."

But in addition to all this, Copernicus's system did not make any better predictions than Ptolemy's, and it was also not primarily based on new evidence. (He was before the telescope: new evidence did not begin to pour in until Galileo.) Perhaps Copernicus's most important argument is that in his theory, the solar system makes more sense as a whole, as a system: and that argument appeals powerfully to the imagination. Ptolemy's planets were not related to each other in any satisfying way; he analyzed each separately. It wasn't even clear which were closer to the sun. In Copernicus, the planets are all locked into one easily imaginable whole. The relative sizes of the orbits and their arrangement is more satisfying to the intellect because it is so graspable by the imagination.
–Henry Higuera, tutor

Imagination was indeed essential to Copernicus, as it was for all the astronomers who came before him. We cannot stand outside the cosmos to see its scheme. Nor can we perform experiments on it. We can only observe, and based on our observations, formulate hypotheses that are true to what we observe. This is where imagination comes in—as the power of devising hypotheses.
–Peter Kalkavage, Annapolis tutor

It strikes me that many aspects of science involve imagination. For the sake of argument, let's define imagination as the faculty or act of forming ideas or conceptions using images beyond what is present to the senses. Though scientists rely on the senses for observations and in experimentation, many of their ideas involve an imaginative act. From the thought experiments of Huygens or Einstein to Copernicus's model of nested circles with the sun at the center, the very nature of thinking through a scientific challenge involves the imagination.
–Greg Schneider, tutor

Mathematical astronomy is the most beautiful application of mathematics to the visible world. The heavenly bodies exhibit an unsurpassed regularity in their motions. Chance seems to be either absent or negligible. The heavens are deeply connected with the divine—with theology. – Peter Kalkavage, tutor

Why is astronomy included in the Program?

We don't do "astronomy" as a subject. To be frank, I think that what we do is string together brilliant excerpts by three or four very great thinkers (Ptolemy, Copernicus, sometimes Kepler, and Newton) who treated astronomy. These works and their authors are worth appreciating on their own and comparing each to each on many levels: geometrical, logical, imaginative, methodological, and even theological.

Ptolemy, Copernicus, and Newton each give different answers as to why we study astronomy. As a college, we think that each is worth taking seriously.
–Henry Higuera, tutor

Mathematical astronomy is the most beautiful application of mathematics to the visible world. The heavenly bodies exhibit an unsurpassed regularity in their motions. Chance seems to be either absent or negligible. The heavens are deeply connected with the divine—with theology. Also, mathematical astronomy, to a greater extent than other sciences, brings to the fore the curious thing we call a hypothesis. It also gives us an opportunity to discuss what it means to "save the appearances." Ancient thinkers, especially those influenced by Pythagoras, believed that mathematical astronomy was good for our souls. Mathematical astronomy is the effort to think of the visible world in its wholeness.
–Peter Kalkavage, tutor

You will probably get many different answers to this question. Among the various reasons that occur to me, one is that astronomy was included among the original liberal arts. To be an educated human, you had to know something about the cosmos of which we are a part. To the ancients, the heavenly spheres were eternal, so contemplating their motions was a way to reflect upon the eternal. And even the ancients acknowledged that astronomy has practical features for agriculture, for navigation, etc. In the introduction to *On the Revolutions of Heavenly Spheres,* Copernicus himself argues: "Unquestionably the summit of the liberal arts and most worthy of a free man, it is supported by almost all the branches of mathematics. Arithmetic, geometry, optics, surveying, mechanics and whatever others there are all contribute to it. Although all the good arts serve to draw man's mind away from vices and lead it toward better things, this function can be more fully performed by this art, which also provides extraordinary intellectual pleasure."

In our world of atomic clocks and light-obscured night skies, my students and I have less daily contact with the heavens. We tend not to think of the eternal or the gods when we look up at the stars, but looking at the motions of the sun and the planets and the moon raises many fascinating questions about motion, mathematics, and physics, not to mention our place in the order of things.
–Greg Schneider, tutor

Describe an opening question on Copernicus that still fascinates you.

Why is Copernicus not more bothered by his little epicycle, the radius of which in effect reduplicates the eccentricity of the equant? How big a problem is it that the orbit that results from this little epicycle is a circle that has a slight bulge, or, as Copernicus puts it, "differs imperceptibly" from a circle?

Also, what are we to make of the sun's not really being at the center of the earth's movement? The "center" in Copernicus is a mathematical average of the centers of all the non-concentric planetary orbits. Also, what physical assumptions does Copernicus have to make in order to reject Ptolemy's arguments against a moving earth, and how secure is the ground for these assumptions? What physically must be going on in a sun-centered cosmos? Is the sun somehow a cause of motion? Why are the planets (and now the earth) moving at all? And why in circles?

Another important and persistent question is the following: Has the meaning of "hypothesis," and of "saving the appearances," changed in the transition from Ptolemy to Copernicus?
–Peter Kalkavage, tutor

To me, Copernicus occupies this fascinating place between Ptolemy and Kepler. He retains Ptolemy's reverence for circles while being willing to take the bold step of asserting a sun-centered universe. Why does he insist on circles and spheres in his model?
–Greg Schneider, tutor

Is there a certain proposition or mathematical element of Copernicus's work that amazes or puzzles you? Why?

It puzzles me why Copernicus, who boasts of having more systematic unity than Ptolemy, doesn't say more about the sun's not being the mathematical center of the system.
–Peter Kalkavage, tutor

ACTIVE GALAXY CENTAURUS A

Related to the last question, as a predictive model, Copernicus's approach turns out to be less accurate than Ptolemy's. Both rely on circles, but Ptolemy's arrangement gives remarkable results in predicting the positions of the planets, compared to Copernicus's model. This fact has always puzzled me. It raises intriguing questions about what makes a scientific model more compelling or powerful, from its predictive features to its agreement with experiment to its more aesthetic features.

With regard to a specific proposition, his proof of the immensity of the heavens compared to the size of the earth in Chapter Six for some reason fascinates me. It relies, to some extent, on lines drawn from the center of the earth and from a point on its surface, seeming, at immense distances, either parallel or the same line. The proof anticipates some things that Newton does much later and highlights interesting ways in which our sense experience does or does not coincide with a mathematical portrayal of the same phenomenon.
–Greg Schneider, tutor

Perhaps Copernicus's most important argument is that in his theory, the solar system makes more sense as a whole, as a system: and that argument appeals powerfully to the imagination.
– Henry Higuera, tutor

PHOTOS OF RACHEL DUDIK BY JAMES KEGLEY

Seeing STARS

Most of us gaze at the night sky with the naked eye or a backyard telescope, yearning to know more. These Johnnies have pursued, with deep curiosity, answers to the mysteries of the cosmos. Using sophisticated instrumentation, they are observing and recording celestial phenomena in far-flung galaxies, communicating with satellites that observe Earth, bringing their Johnnie imaginations to the puzzles of binary black holes, and illustrating mathematical theorems with thread.

Charting the Cosmos: Rachel Dudik (a02) is a Star Detector

by Anna Perleberg Andersen (sf02)

In Plato's *Theaetetus,* Socrates tells a humorous anecdote about Thales of Miletus, often considered the first philosopher proper in the Greek (and hence the Western) tradition.

Thales, he claims, was so focused on looking upward at the stars one night that he fell down a well, prompting a servant girl to laugh at him "because he was so eager to know the things in the sky that he could not see what was there before him at his very feet." We have no way of ascertaining how much of this tale is true, of course; it has been suggested that Thales was in the well on purpose, knowing he'd be able to see the stars better through such darkness. The story illustrates how closely philosophy has been linked to astronomy since the beginnings of both—from Aristotle and Ptolemy to Newton and Copernicus.

So it's no surprise that the field of astronomy attracts Johnnies—although it's not a career that Rachel Dudik (A02) ever expected. Growing up in central Pennsylvania, Dudik "was good at math and science," she says, "but I really liked art and literature." Now she's an astronomer employed by the Department of Defense at the U.S. Naval Observatory (USNO) in Washington, D.C, surrounded by dyed-in-the-wool stargazers, most who "knew they wanted to be astronomers from the time they were seven," she says. "So they were out with a telescope looking at the constellations; I was in my room drawing."

During her senior year, Dudik attended a lecture on black holes by Shobita Satyapal, a professor at Virginia's George Mason University. She was immediately (forgive the pun) sucked in by "the fact that there were these massive things lurking out there in the centers of galaxies and that their presence could only be observed through indirect means. Also, I just like very powerful exploding things."

Dudik's lab tutor, Jim Beall—also an adjunct professor at GMU at the time—arranged this life-changing lecture. He describes Dudik today as an "intelligent, resourceful, and accomplished scientist." In 2002, Beall recommended her for Satyapal's summer internship at GMU immediately after graduation. When the university began to offer doctorates in astronomy, they actively recruited St. John's students—an unusual resource for the so-called "hard" sciences. Dudik was one of these initial recruits: "There were two Italians and three Johnnies," she recalls. In January 2009, she became the first to earn a doctorate from the new program—a PhD in Physical Sciences with a concentration in physics and astronomy. (The program has since changed slightly.)

"Going from the Socratic method to advanced coursework in modern physics wasn't an easy transition," she recalls. Although she took a few undergrad astrophysics classes to get up to speed, Dudik attributes her success to the program's chair, Maria Dworzecka, who was a strong supporter of St. John's students, and Satyapal, who became

Rachel Dudik (A02) is on a quest to increase the precision with which we chart our universe.

Dudik's advisor. As a graduate of Bryn Mawr, Satyapal understood the liberal arts approach to math and sciences. "She was an amazing advisor for someone with my background," says Dudik. "It was like I hadn't left home."

According to Dudik, modern astronomy can be roughly subdivided into three spheres: observation, theory, and instrumentation. During her graduate studies, which included a fellowship at NASA's Goddard Space Flight Center, she concentrated on observation, using astronomical data to investigate how black holes are formed. A layperson might imagine a figure in a white lab coat, squinting through the eyepiece of a telescope and taking furious notes. Today, however, a camera, spectrometer, or other device far more precise than the human eye plays the role of squinter, and the telescope itself might be in space.

Because data is only as good as the instrument that gathers it, ever more sensitive (and expensive) equipment must be built for discoveries to continue. As Dudik began her post-degree career, she moved away from the observational side of astronomy. "I'm the kind of person who likes to study something really hard for about six years and then wants to do something else," she says. Since May 2008, her work at the USNO has primarily involved instrumentation. Once again, she has benefited from a St. John's mentor—Bryan Dorland (A92), chief of USNO's Astrometric

> "You need to catch every single light particle, and not confuse them with anything else."

Satellite Division, who has allowed her to learn engineering on the job. "His having the background that I did has been very important for me," says Dudik. "He's also very supportive of my career, teaching me what I don't know."

The U.S. Naval Observatory was founded in 1830 as the Depot of Charts and Instruments, caring for the Navy's nautical charts and chronometers—the means for ships to orient themselves in time as well as space. Both are vital to celestial navigation. Throughout the 19th century, the observatory honed the accuracy of these tools. Systematic observations of heavenly objects led to scientific achievement. In 1877, using the largest refracting telescope in the world, Asaph Hall discovered the two moons of Mars. That telescope is still in use today.

Although technology has evolved considerably, the USNO's mission has changed little; they determine the positions and motions of celestial bodies, the Earth, and precise time; they keep the official time of the United States, now determined by atomic clocks aboard GPS satellites. Those same satellites act as high-tech sextants, allowing ships to determine their exact positions.

The quest for increased precision in celestial observation—and the expansion of our charted universe—requires constant innovation. Dudik and Dorland work in detector development, seeking ways to improve the information-gathering capabilities of the USNO's telescopes. These detectors are sensitive to visible light, similar in purpose to those found in any camera phone. Since their extraterrestrial quarry is often too faint to be seen, they are far greater in strength: "When you take a picture with your phone," explains Dudik, "there's light everywhere." Stars, however, can't be seen without the most expensive detectors. "You need to catch every single light particle, and not confuse them with anything else," she says. No mean feat in the blackness of space.

Each "hybrid" detector has two layers. One layer consists of a material sensitive to a certain wavelength of light—silicon for the visible spectrum, and usually mercury cadmium telluride for an infrared detector. The second layer is an electronic readout; data from both layers is "smashed together" to create a single detector. Additional electronics "send signals to the readout layer on the detector to tell it when to integrate and when to stop integrating," says Dudik.

The detectors are built by engineers in California, who may have little knowledge of astronomy. Dudik needs to understand some engineering to guide their work, as she must decide what the detector is supposed to do and how to make it happen. Instrumentation remains "a delicate balance," Dudik says, "because you need to know what the question is before constructing a means to an answer."

While the USNO's main mission is practical astrometry, the Navy realizes that its scientists must do research, too. At the end of March, Dudik spent two nights at Palomar Observatory in California, using data from its telescopes to search for planets orbiting different stars.

Sometimes ground-based observation isn't enough for the research Dudik wants to do –she needs an instrument far out in space. NASA's multi-billion-dollar space telescopes are, of course, in high demand. Detailed proposals must be submitted and reviewed before a project is granted observation time. "You're competing against hundreds of astronomers across the country who all have really great ideas on science targets to use these particular telescopes," says Dudik. "You have to look at the science idea from every angle." Luckily, that is a skill familiar to Johnnies.

"An essential part of being a good researcher is reading on your own, coming up with your own ideas, writing really good papers—and being critical of your own ideas," she says. She has noticed that traditionally trained physicists are often able to solve problems, but less able to think of new ones. The numerous philosopher/astronomers on the St. John's Program have inspired her. Beyond the usual suspects, she mentions Kant, whose 1755 monograph, *Universal History and Theory of the Heavens,* was the first work to theorize that nebulae glimpsed through telescopes were actually distant star systems like our own Milky Way, later called "island universes." Now they are known as galaxies, and we can see farther into the heavens than Kant or Thales ever imagined. 🕮

Searching the Universe: Night Flights with Gabrelle Saurage (EC04)

BY ANNA PERLEBERG ANDERSEN (SF02)

Gabrelle Saurage (EC04) considered herself "done with astronomy" after years as a telescope operator. She was pursuing a master's degree in philosophy from the University of New Mexico until this past January, when she was offered a chance to fulfill a childhood dream: to work for the National Aeronautics and Space Administration (NASA). The telescope she drives these days–or rather, these nights–makes its home in the guts of a converted 747 airplane, and casts its infrared eye on celestial objects far and near, recording images at wavelengths that no other telescope can.

The project, which has a planned 20-year lifetime, is called the Stratospheric Observatory for Infrared Astronomy, SOFIA for short–an evocative name for any Johnnie. It's the largest airborne observatory in the world, the result of a partnership between NASA and its German equivalent, the Deutsches Zentrum für Luft- und Raumfahrt (DLR). SOFIA's revamped 747, dubbed the "Clipper Lindbergh" after the pioneering aviator, contains a 17-ton telescope with three internal mirrors, which reflect and focus energy from space through an infrared camera called FORCAST (Faint Object Infrared Camera for the Sofia Telescope). The camera was developed by scientists at Cornell University; its largest mirror is 2.7 meters across. Operating from NASA's Dryden Aircraft Operations Facility in Palmdale, California, SOFIA's night flights carry anywhere from 14 to 38 people within the gutted and rebuilt interior of the aircraft.

Evenings at Dryden begin with a crew briefing where, clad in her khaki flight suit, Saurage joins other members of the team to go over the rules and objectives for that flight, such as what objects they'll be observing and what specialized instruments will be used. Many sub-groups take part in the mission: the flight crew; the operations crew, which includes Saurage and another telescope operator; and visiting astronomers gathering data on a particular heavenly body or phenomena. All are shepherded by a mission director. In addition, NASA's public outreach means that media and science educators are often present. Saurage's role is crucial, as she is responsible for the exacting, computer-driven process of actually moving the telescope, "working with astronomers trying to get observations of different things. Every night it's something different."

Many objects in space emit their energy at infrared wavelengths, hidden not only

Inset photo: Gabrelle Saurage (EC04)

from the human eye but from ordinary cameras and telescopes located beneath the earth's stratospheric clouds. Other objects are obscured by interstellar dust or gases that visible light cannot pass through–but infrared can. SOFIA, then, is able to perceive things previously invisible, such as newborn stars at the hearts of galaxies, exotic molecules never before detected in space, or the vibrant

> Modern science "wasn't really tackling the questions I was looking for," which were Big Questions: "How did this all get started?

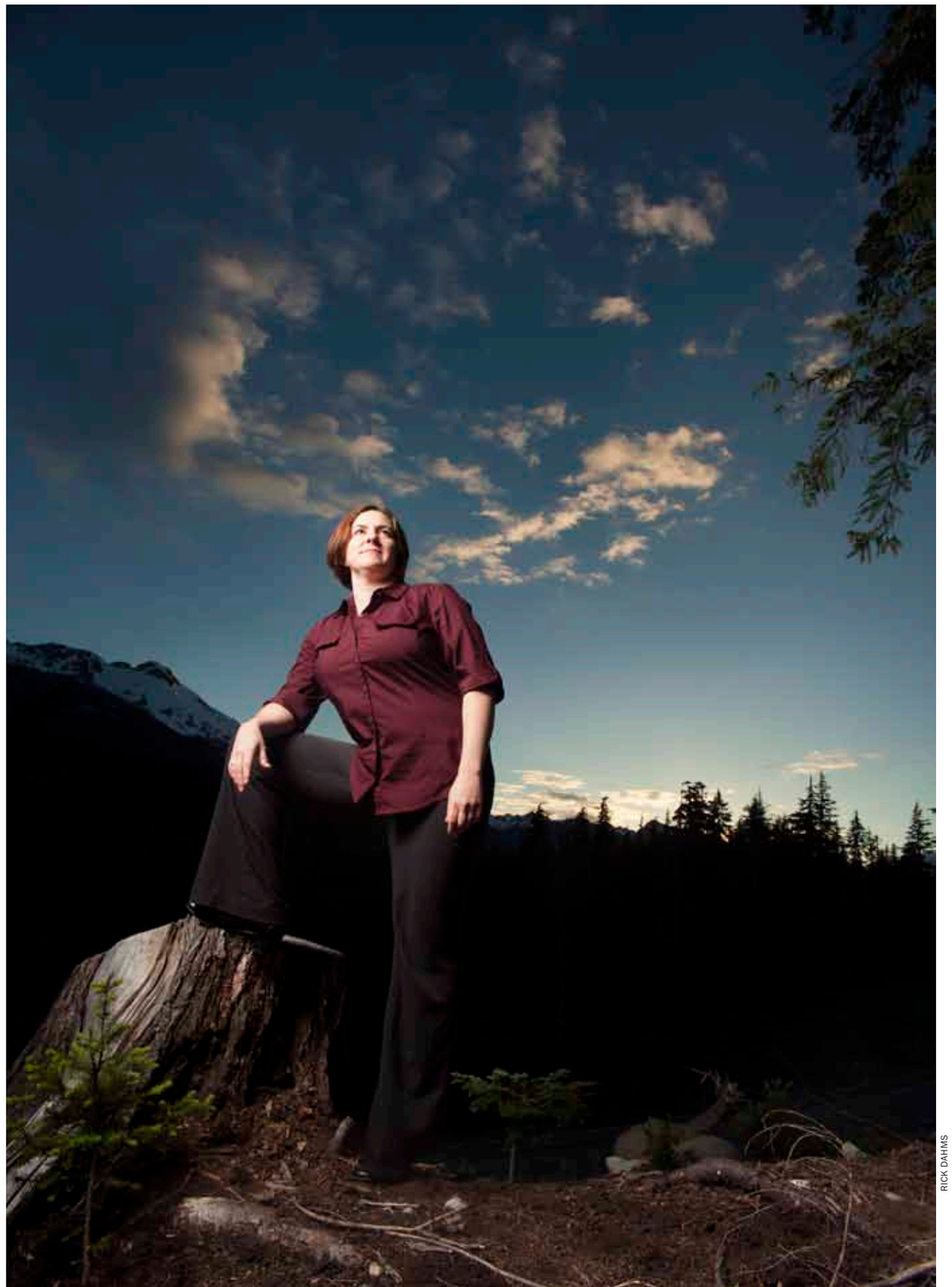
layers of cloud surrounding the planet Jupiter, with the heat of the planet spilling through. Wavelengths emitted by a given object tell scientists much about the materials it is made of, providing insights into the construction of the universe as well as its turbulent history. And because NASA is a government agency, SOFIA's awe-inspiring images are freely available to the public: a visit to the project website, sofia.usra.edu, is the best kind of Internet black hole.

For Saurage, some of the information that SOFIA collects speaks directly to her intellectual interests: "You tend to lean either macro or micro [in science]. Some people are interested in DNA and genetics, so they might lean toward biology and chemistry, even particle physics," she says. "I'm interested in galaxy structure and star formation. Because of that, the part of physics that always interested me was cosmology, the story of the beginning."

While other Johnnie astronomers followed philosophy with physics, Saurage took the opposite path. She earned a B.S. in physics in 1996 from Southwest Texas State University (which dropped the "Southwest" in 2003). She "drove" telescopes at various observatories: McDonald in west Texas and W. M. Keck in Hawaii–near the summit of Mauna Kea, Keck houses the largest optical telescope on Earth. Although Saurage found the work rewarding, she felt that modern science "wasn't tackling the questions I was looking for," which were Big Questions: "How did this all get started? What is all this?"

Saurage enrolled in the Eastern Classics program, where her favorite readings were from Indian philosophy, exploring "the relationship of humanity to divinity." Cosmology stories from the Upanishads continue to influence her work. After receiving her master's, Saurage put in time at the Apache Point observatory in southern New Mexico, but found herself drawn back to philosophy–until SOFIA came along.

Saurage finds that her St. John's education occasionally confounds the scientists with whom she works. "I'm an oddball–but to me it makes sense, because it fits in the realm of pursuing these ideas. I have always been more oriented toward math and science in the classical Greek way. I don't see the divisions that we create in the modern American university. If I'm interested in how the universe works, I'm not going to isolate myself in any one of those fields. It's all up for grabs."



RICK DAHMS

Intergalactic Wanderers: Erin Wells Bonning (A97) Trails a Nomadic Black Hole

BY ANNA PERLEBERG ANDERSEN (SF02)

In 1971, British astronomers Donald Lynden-Bell and Martin Rees hypothesized that the center of the Milky Way galaxy contained a black hole–no run-of-the-mill black hole, either, but a gargantuan one now known to be the mass of four million suns.

Three years later, a pair of Americans, Bruce Balick and Robert Brown, discovered an enormous source of radio waves in a region of our galaxy called Sagittarius A, now widely accepted as the theorized black hole. In fact, the astronomical community now believes that most, if not all galaxies contain what is termed "supermassive" black holes. How these are formed, however, and their connection with the creation of the galaxies themselves, is still a topic of intense debate and research.

Erin Wells Bonning (A97), along with her University of Texas at Austin colleague Greg Shields, recently gained the attention of *Science News* with a paper that may contribute greatly to our understanding of these giant phenomena. Scientists believe

> "You have to go on faith that there is reason and meaning to be found there, and you struggle with it. [Science] is the same process."

that when galaxies combine, their two central black holes sink to the center, orbiting each other until they eventually merge. Computer simulations, says Bonning, suggest that these pairs "are giving off gravitational radiation, ripples in space-time propagating away from the binary black hole. It's something that's predicted in Einstein's theory, and there are experiments going on right now attempting to detect this phenomenon."

These simulations also imply something perhaps more astounding: that the union of two black holes can release energy so great as to fling the new object entirely out of its home galaxy, sending it flying across the universe until it settles elsewhere. The idea of such a "runaway" black hole remains unproven, however. Researchers like Bonning and Shields have combed through dozens of likely candidates, and now believe they have identified one. In 2012, a team of Dutch astronomers led by Remco van den Bosch discovered an anomalous black hole at the heart of a galaxy called NGC 1277, 250 million light-years from Earth. This black hole is much larger than the galaxy's size would predict—a staggering 17 billion solar masses.

Bonning and Shields's explanation is that it's a nomad, having been hurled quintillions of miles over billions of years to reach its position. If true (and in theoretical astrophysics, it's a long road to certainty), this would be the first definite evidence supporting the "runaway" theory. As such, it is exciting to the scientific community—although difficult for laypeople to wrap their heads around. (Andrew Grant's *Science News* article on Bonning and Shields's paper can be read online at www.sciencenews.org/view/generic/id/348554/description/New_home_for_runaway_black_hole.)

Astronomy was always an interest for Bonning, as "a little geek girl [who] read all about black holes and relativity and quantum mechanics, and it was just the coolest stuff I'd ever heard of." While she devoured "anything and everything" in the space and physics section of the library, her supportive parents nurtured her interest in science, giving her a small telescope, a microscope, and a chemistry set. "One of my fondest childhood memories is of the day when my dad and I played hooky (me from second grade) to go visit the Air and Space Museum in D.C.," she says. "For the longest time, I thought it was the 'Erin Space Museum' because obviously it was built for me!"

Like other Johnnie astronomers, Bonning cites Annapolis tutor Jim Beall's influence in her choice of astronomy as a career: "He was my freshman seminar tutor, and we eventually ended up working together at the Naval Research Lab for a couple of summers while I was an undergrad" in 1996 and 1997.

Beall calls Bonning "a young woman of enormous energy, focus, and goodwill." He is "especially fond" of her postdoctoral discovery of the concurrent radio and gamma ray

variability of an active galaxy—because he discovered the first such concurrent variability years ago.

During her junior and senior years at St. John's, Bonning was invited by USNA professor Anne-Marie Novo-Gradac to work in her optics lab. (Novo-Gradac is now a program executive in astrophysics at NASA headquarters.) "She allowed me to audit her class, gave me homework sets. She was just amazing," Bonning says. "I learned so much from her in the lab, about science and also about the professional reality of being a scientist."

In 2004, Bonning earned a PhD in physics from the University of Texas at Austin. She has since held a Marie Curie Fellowship at Observatoire de Paris à Meudon,

"I was a little geek girl [who] read all about black holes and relativity and quantum mechanics, and it was just the coolest stuff I'd ever heard of."

and was the Debra Fine Postdoctoral Fellow at Yale University. Currently she is a teaching fellow in physical sciences at Quest University Canada in Squamish, British Columbia. Quest's educational philosophy is "in some respects very similar to St. John's," Bonner says. "It's very student-centered, discussion-centered, everyone around a big table." (The school's chief academic officer is former Santa Fe tutor Jim Cohn.) As an educator, Bonning believes her job is "not to place knowledge into the mind of the student, but to lead the student through the process of learning."

Bonning divides her time between teaching and research, which for her and other astronomers in academia involves more computer-modeling and data-crunching than direct observation of the heavens. "The vast majority of time is not spent at the telescope," she says. "You go and take your data, and then bring your data back to your home institution, where you use it to answer whatever questions you're posing to the universe at that time."

The topics of Bonning's questions are nigh incomprehensible to the outsider: "Multiwavelength observations and theoretical modeling of active galactic nuclei and relativistic jets. Astrophysics of strongly gravitating systems. Electromagnetic signatures of binary black hole mergers and post-merger recoils. Sources of gravitational radiation, binary black holes, numerical relativity." In less technical terms, these subjects of study seek to learn about the origin, construction, and continuing life of the universe.

Asked about which Program readings have most influenced her scientific career, Bonning names not Ptolemy, Newton, or Copernicus (although they certainly helped), but Hegel's *Phenomenology of Spirit*. "Not because of any questions it made me ask about astronomy, but because it's the sort of training we're given at St. John's," she explains. "We're given a book and we're asked to read it, and we trust that it makes sense. You have to go on faith that there is reason and meaning to be found there, and you struggle with it. [Science] is the same process. We observe the universe, and there seems to be a system of physical laws that describe what we see, that are knowable through reason." Although most of her scientific training took place outside St. John's, Bonner is grateful for an education in "being fearless when presented with something that doesn't seem to make sense at all."

HYPATIA'S LEGACY

If Thales of Miletus was the first classical astronomer, Hypatia of Alexandria was the first woman to gain wide renown in the field. Hypatia, who flourished in Roman Egypt during the fourth century C.E., was educated by her father, Theon, and is said to have authored *The Astronomical Canon*. She also studied and taught mathematics and Neoplatonist philosophy. Apparently she was murdered by a Christian mob, caught up in a conflict between the bishop and the prefect of Alexandria. Although her work is lost, she is immortalized not only in numerous historical novels but in the heavens themselves; her name has been given to an asteroid in the belt between Mars and Jupiter, and to a crater on the moon.

In the modern era, it remains common to hear concerns that women are under-represented in the hard sciences. Whether this lack of diversity is the result of institutional discrimination, cultural conditioning, or inherent gender differences is an ongoing and controversial discussion. Physics (of which astronomy is considered a sub-discipline) is the most male-dominated of the sciences–but many St. John's-educated women who have gone on to astronomy careers feel comfortable in their field. Rachel Dudik (A02), an astronomer at the U.S. Naval Observatory, and Erin Wells Bonning (A97), a teaching fellow at Quest University in Canada, agree that astronomy has changed drastically in the past 10 to 15 years in terms of gender balance, as a new scientific generation advances.

Both are grateful for the example and guidance of older female scientists, like George Mason University's Shobita Satyapal (Dudik's post-graduate advisor) or NASA's Anne-Marie Novo-Gradac, who mentored Bonning in her optics lab at the U.S. Naval Academy. "At the observatory," Dudik says, "I'm really outnumbered, but I don't think that's for lack of effort. We have tried to hire a number of women there, and most of them end up choosing not to come." She thinks many prefer to go into education.

Bonning, too, admits that "you can be the only woman in a room, but we've really come a long way. My advisor has experienced overt sexism–professors actually saying, 'Women do not belong in this class; you're taking the space of a man.' I've never heard that, and most of my female colleagues have not."

Gabrelle Saurage (EC04) studied physics as an undergraduate at Southwest Texas State University, where she was the only woman in her department, among both students and faculty members. "There was always an awkwardness about that," she says, "but I was never harassed, just looked over." The university now has a female professor on staff, who contacted Saurage years after her graduation, just to check up on how her career was progressing. "I thought that was great!" says Saurage. "Because there are so few women, we all need to take care of each other and encourage each other to keep doing what we're doing."

– Anna Perleberg Andersen (SF02)

Donna Loraine Contractor (SF82) at her loom, and one of her tapestries, Involute Curve.

Weaving Theorems: Donna Contractor (SF82) Intertwines Art and Science

by Gregory Shook

Is it possible to express the hundreds of ways to solve the Pythagorean Theorem using only cotton yarn and a loom?

For Donna Loraine Contractor (SF82), a mathematician-turned-weaver, this question speaks to the heart of her work. Sharing her love of quadratic equations, elliptical curve theory, irrational root rectangles, and the golden mean, last year Contractor put out a call to scientists and mathematicians to collaborate in creating woven, visual models of intricate and beautiful constructs; an example of which is *Apollonian Gasket,* a piece from her "Universal Language" series. As a part of her "New Math Plus" series, she may feature a tapestry based on a Copernicus theorem. Contractor has a gift for illustrating complex ideas in ways that are easy to understand. "I meet a lot of adults who think, Math? I hate math!" says Contractor. "And then they look at the piece and start letting go of their mathophobia."

Contractor did not go to art school. In true Johnnie fashion, she learned to weave by reading, observing, and engaging with other artists. Her self-taught approach coupled with a passion for great minds such as Apollonius of Perga, Helge Von Koch, Gerog Cantor, and Copernicus help her create distinctive works of art. "I'm good at finding books, reading them, and pulling in all that information," says Contractor. "Part of the reason I got into working with mathematical designs was through the process of self-teaching about color and design theory. Throughout the history of art, so much of design and composition were thought out in terms of mathematics. I'm showing those actual concepts in my tapestries. With my designs, I pull the mathematical idea–things like where the horizon line and focal point should be–to the forefront and illustrate that."

Contractor first came to New Mexico in 1977 to attend St. John's. Arriving in Santa Fe by Greyhound bus, the Midwest transplant from Kenosha, Wisconsin connected with the Southwest spiritually and intellectually. She has called New Mexico home ever since. Planting roots in Albuquerque, Contractor works from home inside a 350-square-foot studio built from a converted garage by her architect husband, Devendra Contractor (SF79). The setting is ideal. "He's done a wonderful job lighting it, with lots of windows to let in sunlight from all directions," she says.

"Throughout the history of art, so much of design and composition were thought out in terms of mathematics."

"I put crystals in the window, which cast lovely rainbows."

Having originally set out to pursue interests in math and science, she increasingly found herself wanting to nourish her artistic soul. Contractor discovered weaving by happenstance–a moment that would forever change her life. "I walked into my friend's house,

Donna Loraine Contractor,
Tunnel Vision

and there was a beautiful, six-foot loom with these great baskets full of colorful yarn. That attracted me to weaving right away," she says. Given her mathematical bent, it is no wonder she was fascinated by the loom, with all its intricate, moving parts. "My primary loom has a dobby mechanism, pneumatic tensioning system, and a worm gear," says Contractor. "I love the parts!"

Contractor enjoys weaving tapestries that teach, tell stories, and express ideas. Though math and science are perhaps the themes closest to her heart, she looks to other weaving traditions such as Old French, Native American, and Oaxacan as well as other artists' work as sources for ideas. "I have a series of tapestries called 'The Fractured Square', which is about looking at artists who I am excited and inspired by, such as Gustav Klimt," says Contractor. "I like the idea of the seemingly fractured nature of life in this modern world. You try to pull yourself together and make a whole out of all the pieces." Creating tapestries that celebrate theorems, precision and elegance of geometric forms, formulas and the beauty of color and balance, Contractor finds peace in the fine details of weaving. "You have to love the process and how the loom works."

Back to the Future: Kevin Parker (A79) Helps Humans "Talk" to Satellites

BY PAULA NOVASH

In the 1985 science fiction film, *Back to the Future,* teenager Marty McFly is accidentally transported back thirty years using a time-traveling DeLorean automobile.

When scientist Emmett Brown proposes returning him to his own era with a plan that involves harnessing electrical energy from a bolt of lightning, Marty is skeptical. "Don't worry," Dr. Brown reassures him. "As long as you hit that wire with the connecting hook at precisely 88 miles per hour the instant the lightning strikes the tower, everything will be fine!"

Kevin Parker (A79) may not be a professor of sci-fi lore, but he also juggles precise, high-tech options while trying to predict the future. As a software engineer, he creates satellite simulators at the NASA Goddard Space Flight Center in Greenbelt, Maryland, and is currently working on the Joint Polar Satellite System (JPSS), developing the next generation of polar-orbiting weather satellites. NASA Goddard has several dozen satellites in space, doing a variety of jobs that include gathering information about global climate change. In addition to ensuring a continuation of over 50 years of weather satellite observations, these new JPSS satellites will generate more accurate and timely weather- and climate-related data, ultimately saving lives and property by allowing scientists to monitor catastrophic phenomena like tornadoes and hurricanes more closely than ever before.

Parker is creating the Flight Vehicle Test Suite, a high-fidelity simulator that tests ground systems for the JPSS project and trains the engineers who run it. Once a satellite is launched, Parker explains, it streams data to these engineers in the control center. They make sense of the data and respond, he says, with "messages that the satellite will understand." Calling himself a "fake rocket" scientist, Parker makes replica systems—literally "fake rockets"—that allow scientists and engineers to practice this process.

> "It is like composing a response that not only makes grammatical sense, but endeavors to sound like [a particular] person."

Parker uses e-mail as a metaphor to help laypeople understand the different types of simulation tools. A low-fidelity simulator, he says, is like a program that can generate "To" and "From" fields, a subject line, and maybe some gibberish for a message. A medium-fidelity simulator could go a bit further and respond to a message in a routine way, by picking out a phrase like "How are you?" and answering "Fine." But Parker's sophisticated high-fidelity simulators have the ability to respond to the spacecraft itself. That, he says, is like "having some sort of artificial intelligence parsing an e-mail and composing a response that not only makes grammatical sense, but endeavors to sound like [a particular] person."

Parker provides this example to illustrate the simulators at work: A satellite's ground system sends a command to fire a thruster that will turn the spacecraft. A low-fidelity simulator would track the command. A medium-fidelity simulator would realize that the thruster is being fired and is now hot. A high-fidelity simulator would do all of these things plus, says Parker, "register the force on the spacecraft, gradually increase the temperature readings from around the thruster, reduce the amount of fuel remaining, and indicate to any device on the spacecraft that looks outward that it's turning, and that whatever it's looking at now is different from what it was looking at before."

Parker describes the bricklayer in the traditional story, who says he's not simply slapping together masonry, but building a cathedral. For instance, during Superstorm Sandy, weather satellites helped forecasters determine that the hurricane, which was expected to shift out to sea, was actually turning back toward the New York/New Jersey coastline. "Without the weather satellite input, they would never have seen that," he explains. "So that's the 'great cathedral' part of the work" that Parker's simulators make possible.

JEN BEHRENS

This integrated view is natural for a Johnnie; a long tradition connects astronomy and the liberal arts—Kepler united theories of astronomy, mathematics, music, and theology in his *Harmonices mundi,* for example and early Christians recognized astronomy as one of the seven liberal arts as far back as the sixth century AD. Parker thinks the connections between disciplines could be strengthened as society is increasingly shaped by engineering and technology. "Even at St. John's, which has a decent science program, it's still very much weighted towards liberal arts and literature and history," he says. "Both sides really need to talk to each other a lot more."

After graduating from St. John's, Parker spent several years in Illinois while his wife Tina (A79) was in graduate school; she has an master's in zoology. When they returned to Maryland, he got a job with a Goddard contractor. During his 30-year tenure there, he has completed two advanced degrees (a computer science master's from Johns Hopkins University and a Master of Astronomy from James Cook University) while contributing to a variety of high-profile projects that include the infrared-optimized James Webb Space Telescope. At NASA Goddard, visitors can peer through huge glass windows to view a dust- and contaminant-free "clean room" where scientists and technicians clad in full-body white suits are working on James Webb. The telescope, scheduled to launch in 2018, will seek out some of the youngest planetary systems and oldest galaxies in the universe. Parker's contributions included writing scripts to ensure that science instruments work together within the Webb's framework, so that "all the pieces are talking to each other," he explains. Parker has also developed simulators and code for the Hubble Space Telescope and the Fermi Gamma Ray Space Telescope.

Over the years, Parker has observed major shifts in his work due to radical changes in technology. When he started, "We had to basically write our own operating systems," he recalls. "Now it's more a matter of integration, what we call 'glueware,' or putting all of those pieces together. You can actually go out and buy the software that is the core of a spacecraft control center." Parker has also seen many technologies developed by NASA scientists filter down to the wider public. For instance, charge-coupled devices (CCDs), instrumental to the Hubble's photographic processes, now are widely used in digital cameras and medical imaging. "The Hubble," he jokes, "is like a digital camera the size of a bus."

> "We had to basically write our own operating systems. Now it's more a matter of integration, what we call 'glueware,' or putting all of those pieces together."

Parker enjoys the creative challenges of his work—"It's like getting paid to solve puzzles," he says—but in his day-to-day routine of writing and testing code, he sometimes loses sight of how much he's contributing to the advancement of science. A good reminder, he says, comes from visitors to NASA Goddard. "It's really appealing to show someone around, because I see the enthusiasm. I remember [walking past] a bunch of scientists, and on their door it said 'Origins of the Universe Section.' And I was like, 'holy cow.'"

For more information on the JPSS project and the James Webb and Hubble Space telescopes, visit www.nasa.gov/centers/goddard/home/index.html.

SHADOW *of* WAR

by Henry Robert, Class of 1941

Some who attended or worked at St. John's in Annapolis may have wondered about certain discolorations of the brick on the outer northeast wall of Chase-Stone House (facing King George Street). For a long time, the stains were prominent. They have faded through the decades, but what's left of them is clearly visible if one looks closely. Their origin may be of some interest.

Between the window frames of the first and second stories (above the basement) is a horizontal line of lighter-colored brick a few inches wide, running from front to back. The building had a side porch until its complete renovation in 1963, and the line of lighter brick is where the porch roof was attached to the building wall.

Henry Robert, class of 1941

Below the porch roofline at a level that would have confronted you directly if you stood on the porch,

Members of St. John's College class of 1941

When I went to bed, it must have been around two a.m.; nothing seemed amiss. That morning when we got up, lo and behold, staring passersby in the face on the outside brick wall of Chase House's side porch, were two accurately drawn, neatly painted swastikas.

are two squares of similarly lighter-colored brick approximately 30 inches on a side, centered from front to back on the wall, maybe fifteen feet apart. These discolorations arise from a very different cause from the one along the porch roofline, and they make a bit of a story.

The relevant incident happened one weekend in the early spring of 1941. The student body of the college, if I remember correctly, then numbered about 125. It was my senior year as a student in the first New Program class, the only class that had students in both programs. There were nine of us New Programmers and my recollection is then in the Old Program. A few words about the campus climate at that time may be appropriate. That period may have been looked upon as part of a "golden age." It was exciting, to be sure. Apart from the many directions in which this was true at the intellectual level, I believe we as students took a certain devilish satisfaction in thinking of our college as a place where "anything can happen and usually does."

Among the factors that contributed to this atmosphere, the college had been through a period of "civil war" between the Old (elective) Program students on the one hand, and the college administration on the other, supported by the New Program students. For a couple of years, there evidently was a feeling among Old Program students that they were merely tolerated. Through those two years, acts of vandalism, particularly window breaking, were a regular occurrence. These acts most often happened in the wee hours of Sunday mornings, doubtless done by students after drinking. This conflict had subsided by the year 1940-41. The ten or so Old Program students in my class were the only ones left, and by then our small senior group had become one happy brotherhood. Yet much of the student body's conditioning as to what might be expected on Sunday mornings persisted.

The other significant overriding element in campus outlook was that we knew that in all probability, we were moving toward war, even if much of the country's population wouldn't face the fact. England was deep in it. The continent of Europe was blacked out, cut off from civilization, overrun by Hitler's Nazis the preceding June. The Navy, in their outpost across the street, well knew that we were already at war in the Atlantic.

On the Saturday evening of the weekend of our episode, there was a formal dance in Iglehart Hall. I lived on the top floor of Stone House that year. When I went to bed, it must have been around two a.m.; nothing seemed amiss. That morning when we got up, lo and behold, staring passersby in the face on the outside brick wall of Chase House's side porch, were two accurately drawn, neatly painted swastikas. These 30-inch squares with arms two or three inches wide, inscribed with green paint, were *the* emblem of the enemy, the symbol of Hitler's Nazis!

The Navy obviously didn't think it was funny. An "unconfirmed report" had it that Winkie Barr's telephone rang promptly at 9:00 a.m. Monday. A voice demanded to speak to him, and instantly barked, "This is the Superintendent's Office. Get those things off that wall NOW!" At that time, it was easier said than done. Today you could call a power-wash man who does paint removal. He would come with his machine, fitted with an attachment to feed certain chemicals into the spray. Armed with this rig, he would–for a fee of several hundred dollars–quickly wash away all traces of paint.

Evidently, that technology did not exist or was not readily available in 1941. A laborer from the college's Buildings and Grounds force went to work with a pair of heavy-duty rubber gloves, a bucket of acid, and a scrub brush, with which he scrubbed and scrubbed and scrubbed. Two days later, the swastika patterns were gone, but in their place on the wall were two thirty-inch squares of brick uniformly stained a conspicuous yellowish-green. And there they stayed! Apparently that was the best anybody knew how to do, leaving the wall for the weather to do what it would–very slowly–through the years to come. 🕮

We knew that in all probability, we were moving toward war, even if much of the country's population wouldn't face the fact.

OPPOSITE PAGE: Members of the Class of 1944, St. John's College 1944 Yearbook, *p.30. Photos courtesy of The Greenfield Library archives. Class of 1941 and Henry Robert images: SJC-P-1906; SJC-P-0214.*

Gary Borjesson:
Dogs and the Art of Friendship

"Dogs have four hundred times the power of sense that humans have."

With a nod to Aristotle, Gary Borjesson, tutor at the Annapolis campus, says that friendship is an art. Like all arts, it requires mindfulness and practice in order to flourish. In his debut book, *Willing Dogs & Reluctant Masters: On Friendship and Dogs* (Paul Dry Books, Inc. 2012), Borjesson uses our relationships with dogs as a way of examining themes central to all friendships, such as spiritedness and the role of authority with those we love and want to love us in return. "I was already interested in dogs, but as a teacher and as a student of philosophy, I was especially interested in friendships, particularly in the moments when one friend has to tell another friend something hard and when we find ourselves judging or holding something against another friend," says Borjesson. "Those moments are really difficult for human beings to sort out."

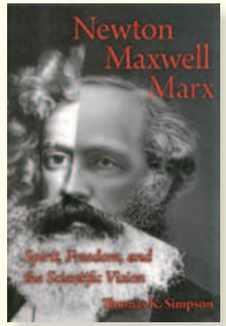
As the book's title suggests, Borjesson is interested in exploring inequalities in friendships, in which one person has some responsibility toward the other. He conducted his research from both scientific and philosophical points of view, refining what he learned by working with his canine companions, Kestra, a mixed-breed of German shepherd and Border collie, and Aktis, a nine-year-old German shepherd. The dogs helped to illustrate the book's themes and bring them to life. "We often want to keep friendships unconditional," says Borjesson. "We don't like the idea of judging our friends, and yet at the same time we are always engaged in keeping score. The point of practicing friendship is to get beyond the inequalities, to develop trust through mutual understanding." Part of the path to achieving this in our relations with dogs–or children or students, for that matter–is by compassionately using our authority to educate them. Borjesson also points out that with his dog, Aktis, "the best promise for reaching a kind of equality was to figure out what sorts of activities he takes joy in doing and bring him a sense of accomplishment." Tracking turned out to be the perfect, shared activity. Says Borjesson, "Dogs have four hundred times the power of sense that humans have, so I'm meeting Aktis where he can be fully realized, which is part of the way Aristotle defines happiness–activity of the soul in accordance with virtue."

Borjesson argues that a friendship is a journey wherein both parties have a choice. "If dogs are to be called friends, and not merely friendly in the natural, familial sense, then they, too, must be capable of choosing us as friends," says Borjesson. Training a dog, he says, builds a dog's capacity to choose and creates a world that is more coherent and trustworthy. This point relates to the role of spiritedness in friendships. "Spiritedness is the drive in the soul, both in the human and the canine soul, to be sociable and put oneself out there, to fight and love, to compete and cooperate." Part of what masters try to achieve through training and education is to use authority to nurture the cooperative nature of spiritedness.

Many dog owners may agree with Borjesson's comparison of friendships with dogs and parent-child relationships. In the classroom, Borjesson sees a similar dynamic in his role as tutor. "Like most teachers, I naturally want my students to like me," says Borjesson. "Yet I can't let this desire override my responsibility to compassionately use my authority when doing so is in the student's best interest. At St. John's, those occasions are relatively rare, as tutors and students feel more of a connection and regard for our mutual interest. When classes are at their best, the issue of authority disappears because we're all sharing responsibility for making the conversation fruitful and enlightening." Borjesson relates that experience to working with Aktis and Kestra. "There are moments when you use your authority to encourage and praise, others when you use it to discourage and correct, but as the training proceeds, you and the dog begin simply to enjoy cooperating on behalf of common good."

–Erin Fitzpatrick (A14) and Gregory Shook

Thomas Simpson:
A Vision of Science



Simpson illustrates that there is much to be gained from revisiting the major works of this familiar—albeit unlikely—trio of thinkers.

What do Isaac Newton, James Clerk Maxwell, and Karl Marx have in common? In his recent publication, *Newton, Maxwell, Marx: Spirit, Freedom, and the Scientific Vision* (Green Lion Press, 2012), Thomas Simpson, Class of 1950 and tutor emeritus, proposes that these three iconic figures share a vision of science that lends itself to achieving intellectual, material, and spiritual freedom. The book is a collection of three of Simpson's earlier essays ("Science as Mystery: A Speculative Reading of Newton's *Principia*," "Maxwell's *Treatise* and the Restoration of the Cosmos," and "Toward a Reading of *Capital*"). These essays were first published more than 20 years ago, under the editorial direction of John Van Doren, in the *Encyclopedia Britannica*'s annual series, *The Great Ideas Today*, as supplements to the *Great Books of the Western World*. Simpson expands beyond the essays–reprinted in their original form–adding introductory and concluding essays. He considers each separate work as an inquiry into and also a response to the fundamental ideas of science and nature of each of the three authors' time–one's concepts of which, says Simpson, necessarily concern one's beliefs about society and freedom.

Simpson reads the three essays anew. Inspired by fresh insights, he connects the material and proposes a dialectical thread that begins in the 17th century and develops a vision of science that remains challenging today. Simpson illustrates that there is much to be gained from revisiting the major works of this familiar–albeit unlikely–trio of thinkers; their intense regard for the human spirit is what unites them.

Beginning with Newton, Simpson writes: "We once approached the *Principia* as the founding work of modern physics; now we see it as the culminating work of serious alchemy–a mathematical biology of all natural functions, inclusive of the very cause of life itself–and indeed, as Newton's *book of life*. The unity of Newton's thought may astound us, as we ourselves try to piece together in our own time a coherent picture of the world; thus, the *Principia* holds a central place in Newton's theology, since the concept of force restores scope for God's active presence in the world, a presence crucial to Newton's faith, for which mechanism had left no room."

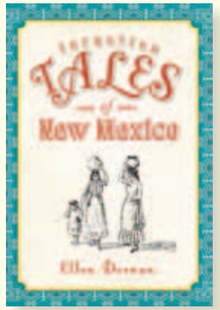
Simpson is passionate about the scientific contributions of Maxwell. He has published three books on the subject: *Maxwell on the Electromagnetic Field: A Guided Study* (Rutgers University Press, 1998), *Figures of Thought: A Literary Appreciation of Maxwell's* Treatise on Electricity and Magnetism (Green Lion Press, 2006), and *Maxwell's Mathematical Rhetoric: Rethinking* The Treatise on Electricity and Magnetism (Green Lion Press, 2010). Simpson writes, "Maxwell perhaps reflects the larger course of human history when with equal concern he carries this same human spirit to the level of its democratic manifestation."

Arguably, Simpson's connection to Marx is the most curious, as he examines the science behind Marx's vision of human society. "It is almost as if we had read *Capital* until now only as ideology, failing to confront the vastly expanded concept of science which Marx is proposing, in which society itself, its institutions and its practices, become objects of serious scientific thought," writes Simpson. According to Simpson, Marx extends the scope of science, and would have us reason as a community, intelligently and cooperatively, in matters belonging to the social domain as we do in those of nature and technology.

A dyed-in-the-wool Johnnie, Simpson reminds us that a great work of science is a great work of literature. He invites readers to explore Newton's *Principia*, Maxwell's *Treatise on Electricity and Magnetism*, and Marx's *Capital* with fresh eyes and open minds, receptive to the possibility of rethinking prior notions about these individuals whose revolutionary ideas have been reduced and even distorted over time. When taken together and presented as an intertwined scientific vision, these complex works underscore that history is never left behind, but always remains an integral part of the present.

–Gregory Shook

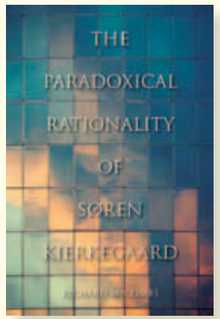
Thomas Simpson and illustrator Anne Farrell (A69) recently released an e-book, Lewis Carroll Meets the Imaginary Number, *available on iTunes. To learn more: http://thomasksimpson.com.*



Forgotten Tales of New Mexico

By Ellen Dornan (SF93)
The History Press, 2012

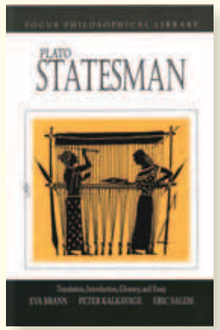
Coinciding with the 100th anniversary of New Mexico's statehood, Ellen Dornan's (SF93) *Forgotten Tales of New Mexico* takes readers on a voyage through the state's colorful past, from the Apache Wars to Los Alamos. In the collection of 40 quirky stories rife with complexities and controversies, Dornan carefully balances oral history, genealogy, and scraps of 400-year-old documents to present alternate interpretations of individuals and events that shaped the course of the state's development. From heroic outcasts and scheming governors to women warriors and fierce revolutionaries, she sheds light on stories unfamiliar even to New Mexicans. For those who have ever wondered about the tiny plaque commemorating Fray Geronimo de la Llana in Santa Fe's St. Francis Cathedral, or why New Mexico leads the nation in midwifery care, Dornan's tales surprise and delight and give readers the inside scoop on the rich heritage of the Land of Enchantment.



The Paradoxical Rationality of Søren Kierkegaard

By Richard McCombs
Indiana University Press (Indiana Series in the Philosophy of Religion), 2013

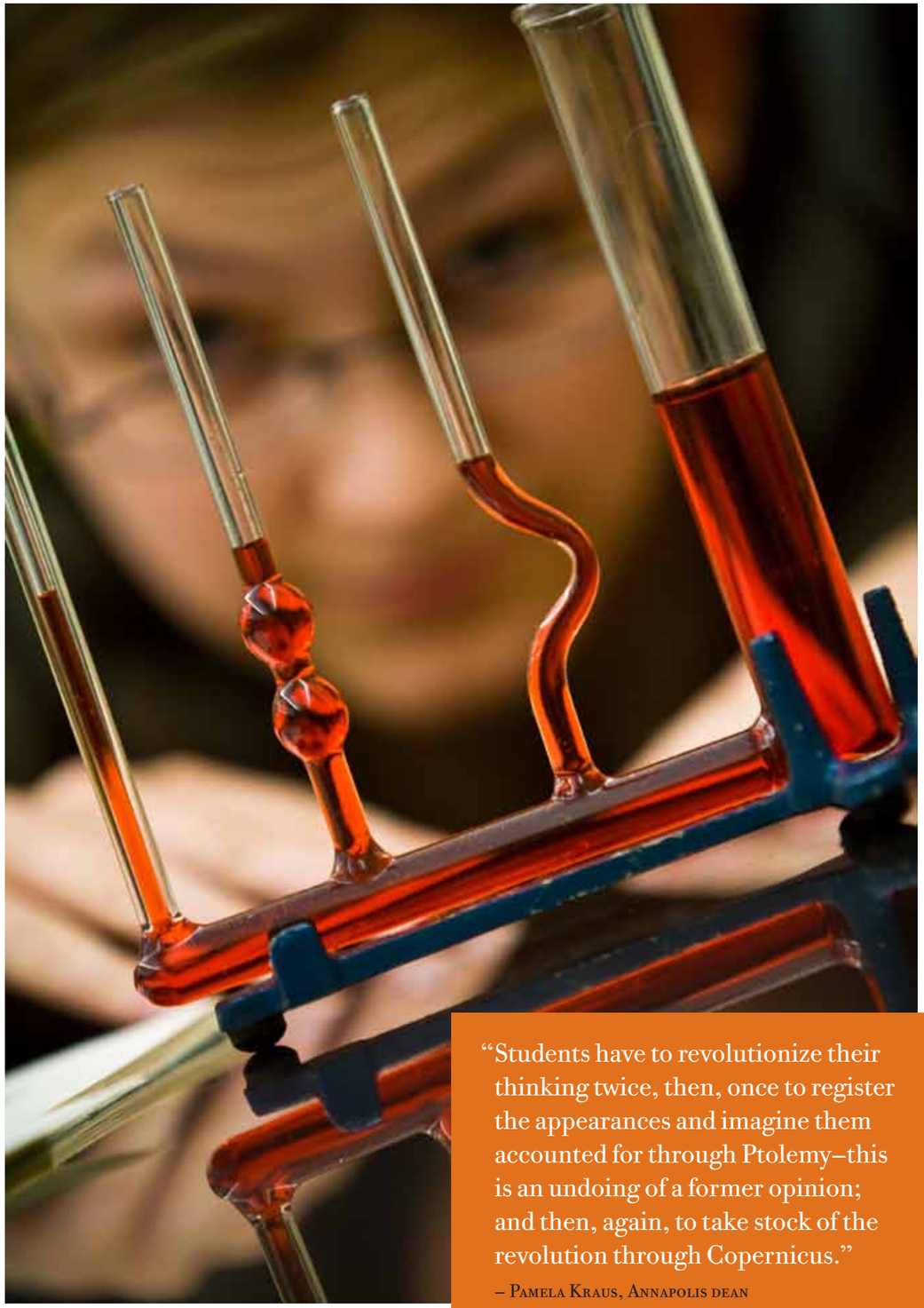
In his new book, *The Paradoxical Rationality of Søren Kierkegaard*, Santa Fe tutor Richard McCombs presents Kierkegaard as an author who used irrationalism as a deliberate strategy to present rational arguments about reason and faith, often via the use of pseudonymous writings. McCombs finds Kierkegaard's pretense "rational enough to be instructive and mistaken enough to need correction." Initially, McCombs explores Kierkegaard's conception of reason and why Kierkegaard thought his irrational rhetorical pose was necessary to communicate its opposite. In subsequent chapters, he delves more deeply into the paradox that Kierkegaard creates through his use of indirect communication regarding the paradox. McCombs shows evidence of Kierkegaard's respect for reason in several instances, such as his great admiration for Socrates, whom he could not respect so highly if he did not respect reason, "For to esteem Socrates but not to respect reason would be like loving circles but detesting roundness."



Plato *Statesman:* Translation, Introduction, Glossary, and Essay

Eva Brann (HA89), Peter Kalkavage, and Eric Salem (A77)
Focus Philosophical Library, 2012

This valuable new translation of Plato's *Statesman* by three St. John's tutors does justice to the distinctive character of the philosopher's style. Plato's artistry exists in the nuances of diction and register, metaphor and allusion that leave the reader with much to think about when the resources of the argument turn out to be insufficient to answer all our questions. It is particularly useful to have a translation of Plato that acknowledges this supreme importance of style by its exquisite attention to detail and its unerring ear for what is both readable English and faithful to the peculiar speech and thought of the dialogue's main speaker, the stranger from Elea. The translators include thoughtfully chosen aids that prepare the novice for the journey and help the serious student to delve into Plato's restless political and philosophical imagination. *–Greg Recco, tutor*



"Students have to revolutionize their thinking twice, then, once to register the appearances and imagine them accounted for through Ptolemy–this is an undoing of a former opinion; and then, again, to take stock of the revolution through Copernicus."

– PAMELA KRAUS, ANNAPOLIS DEAN

1934

Celebrating a Century

Mary J. Leslie writes, "My grandfather, **James F. Leslie** (Class of 1934), turned 100 years old on March 30, 2013. From him, I have heard many stories of his time spent at St. John's, including missing his graduation ceremony, to the deep disappointment of his mother because he was ill (I think he told me he had the measles). He was a Naval Officer during World War II and a history teacher and guidance counselor at Towson High School in Towson, Maryland. He lived many years in Stevensville, Maryland, and is presently fairly healthy and living well for a 100-year-old in Tappahannock, Virginia. He can be reached at P.O. Box 2025, Tappahannock, VA 22560."

1942

At Homecoming last September, **Ernest Heinmuller**, Class of 1942, had planned to have his new book, *A Different Reading,* available for signings. It did not come from the publisher on time. The book is a series of Bible passages, each followed by a poem that conveys a different idea about the passage.

1951

Tony Hardy (A) announces the publication of his new book, *Symbol Philosophy and the Opening into Consciousness and Creativity*, in which he explores the symbol philosophy of Ernst Cassirer (not on the St. John's reading list!).

1961

Richard Freis (A) has released his debut novel, *Confession*, an intense and engrossing thriller of psychological suspense. It was published by Sartoris Literary Group in May 2013 and will also be available in an e-book edition. A Mississippi resident for almost 40 years, Freis is a poet whose work has appeared in *Poetry*, *The Southern Review*, *Drastic Measures*, and other magazines and anthologies.

1963

Easing into retirement, **Marcia E. Herman** (A) enjoys doing a blend of scientific and garden writing. She writes, "A second edition of my first gardening book, *Sipping My Garden*, came out in the spring of 2013 and is available at www.seedpodpress.com. I have several more in mind. I hope to make Homecoming in Annapolis this fall."

1966

Ian Harris (A) writes that a third edition of his book, *Peace Education* (co-authored with Mary Lee Morrison), is being published by McFarland Press.

1971

George Elias (A) and his wife just sent their youngest daughter off to Vassar, while their 21-year-old daughter announced she was taking a year off after completing her junior year at Columbia. Their older sister graduated from the University of California, Berkeley several years ago. Alas, none of them wanted to attend his alma mater. More than five years ago, George changed careers to become a financial advisor (and trader) at Merrill Lynch. He expects to continue working in this field for at least another 20 years, perhaps longer. He also finished the manuscript for his second book, *New Genesis: A Creation Story for Global Civilization.* Championing monotheism and evolution, it is a sequel to his first book, *Breakout Into Space* (William Morrow, 1990). Visit his website at www.newgenesis-creationstory.com. He is looking for severe and articulate critics to review his work.

1973

Susan Martin Dressel (SFGI) writes, "If I survive my husband, for whom I am now caregiver, I will definitely come for some alumni seminars in a year or two. It will be nice to see new faculty and students."

Barbara Rogan (SF) has a new novel titled *A Dangerous Fiction*, coming out with Viking Penguin in July 2013. She writes, "I think that Johnnies, as people who appreciate the power of books, will get a particular kick out of this mystery set in the New York City publishing world. I'm delighted to announce that my last three books, *Suspicion*, *Hindsight*, and *Rowing in Eden*, have been reissued as e-books and paperbacks by their original publisher, Simon & Schuster, and two more backlist titles will follow shortly. On a personal note, we had the pleasure of seeing our elder son marry this year. He and his Israeli wife have moved from Tel Aviv to New York, and we couldn't be happier about that. Our younger son lives in D.C. and works for the government. We could tell you what he does, but then we'd have to kill you."

1974

During the last few years, **Roberta Faulhaber** (SF) has been developing a new business in visual facilitation. She writes, "It's a fascinating field, first developed by David Sibbet in the 1970s and inspired by watching designers and architects work and applying their visual thinking-based approach to the business environment. I'm based in Paris and have been working 15-hour days to introduce the French to using visual facilitation in meetings, especially in collaborative and creative sessions such as world cafés, open-space meetings, and innovation development. During the process, I find myself calling on skills I developed at St. John's, such as active listening, the ability to wade through verbiage to the salient points in record time, and a complete faith in people's ability to solve their issues through dialogue, if one can call that a skill. As a side benefit, I'm finding the work incredibly stimulating for my personal idiom as an artist, and have taken to creating pieces using the Surrealist technique of automatic writing/drawing by doing both at once while listening to Collège de France lectures in metaphysics. I suppose that's a start!"

1976

Alice Joy Brown (A) writes, "I spend a great deal of time when I'm on the Internet learning Torah. Great sites for learning are www.chabad.org, www.aish.com, www.torahanytime.com (try Rabbi Zecharia Wallerstein, among others); and www.torahlectures.com (try physician and rabbi, Rabbi Akiva Tatz, among others). I'd welcome hearing from anyone who wants to recommend other speakers, specific articles, videos or audios, and other Torah sites. You can contact me at ajbluv@yahoo.com."

Christian Burks (SF) and **Janet Moody** (SF) had their first grandchild, became dual citizens (Canada and U.S.A.), and relocated to Seattle. Janet is working in recruiting on the creative-design front, and Christian is working in biotech. Their daughters are in Portland and the Bay Area. Christian and Janet write, "Look for us on any map of seismic, volcanic, or career hotspots/risk in North America."

Miriam Marcus-Smith (SF) writes, "I've worked in the fields of health-care quality improvement and patient safety for about 15 years in the Seattle area, and for several years have split my work life between the Foundation for Health Care Quality, where I'm the program director of the Washington Patient Safety Coalition, and the University of Washington, where I'm a research manager in the Department of Health Services. It's a mix that works well for me. My boys are growing up: Nathan (25) is in grad school at UMass Amherst, working on his masters in biomechanics; Aaron (23) lives in Seattle and is nearly done with an associate degree; his plan is to become a history teacher. When not working, I play a lot of chamber music, sail whenever I can find a boat that will take me, hike, cross-country ski, read, and weave. I may be the only person in Seattle who does not have a computer at home by choice. (I don't have a TV or microwave either, but it's the lack of computer that people seem to find odd.)"

1977

Paul Kneisl (A) writes, "Recently at work I soldered the (top secret) CPU on the motherboard of the computer that controls the look-down-shoot-down-target-acquisition device of the hit-to-kill kinetic warhead of the SDI Missile Interceptor, for a program sometimes known as Star Wars."

Carla Schick (A) won first place in the 2012 Barbara Mandigo Kelly Peace Poetry Contest for her poem, "Their Grandmother's Palm," which is in the style of a Pantoum, although modified. During most of her time, she is teaching mathematics at a high school in Hayward, California. She is currently teaching the AP calculus class. Her St. John's background prepared her well to teach this course that focuses on critical thinking and problem solving rather than rote memorization.

1979

Lisa Simeone (A) reports that since being blacklisted by NPR in 2011 for her involvement with the Occupy movement, she's as politically active as ever. She still hosts two nationally syndicated public radio programs, *World of Opera* and the *Chicago Symphony Orchestra Broadcast Series*, and she continues to write for Baltimore's *Style Magazine*, where she's the beauty editor. She keeps in close touch with **Bruce Babij** (A) and his family, who live only half a mile away.

1981

While browsing in the library of the U.S. Treasury Department where he works, **Kurt Schuler** (A) found the transcripts of the Bretton Woods financial conference. The conference, held in Bretton Woods, New Hampshire, in 1944, established the International Monetary Fund, the World Bank, and the world exchange-rate system that lasted until the early 1970s. The transcripts, never intended for publication, show previously unknown details of how it all happened. Schuler and his co-editor, Andrew Rosenberg, have issued *The Bretton Woods Transcripts* as an e-book from the Center for Financial Stability in New York. A hardcover version will appear in the spring. Schuler's discovery of the transcripts was the subject of stories in the *New York Times* and foreign newspapers. The book is available at www.centerforfinancialstability.org/brettonwoods.php. Read the *New York Times* story here: www.nytimes.com/2012/10/26/business/transcript-of-1944-bretton-woods-meeting-found-at-treasury.html?_r=1&.

1983

Ann Walton Sieber (A) and **Coldwell "Khyber" Daniel IV** (A84) married each other twice, in Quaker meetinghouses in Houston (July 2011) and Memphis (May 2012). Both are independent writers, and they are living a two-city life. In addition, Khy continues his theater work, and Ann cooks for meditation retreats. After a 25-year separation, they rediscovered each other on Facebook in 2008. They are pretty tickled about this whole turn of events, and welcome contact and tidings from other Johnnie friends.

An App for That

Peter McClard (SF) writes, "I've just released a new iPad app called Biographer, which helps people organize the events of their lives into chapters and then within those chapters to sort out the memories, anecdotes, pictures, etc. The final result is a nicely formatted e-book that can be shared or not, with no knowledge of design or layout required. Love to all my fellow Johnnies! Send me your stories."

1987

Scott Cuthbert (SF) is pleased to announce the publication of two new chiropractic textbooks: *Applied Kinesiology Essentials: The Missing Link in Health Care*, and *Applied Kinesiology: Clinical Techniques for Lower Body Dysfunctions*, which bring the outcomes and basic-science research underlying applied kinesiology chiropractic technique up to date. Another textbook, *Applied Kinesiology: Clinical Techniques for Upper Body Dysfunctions*, is under development.

1986

Bullies Beware!

Kristen Caven's (SF) new book, *The Bullying Antidote: Superpower Your Kids for Life* (Hazelden, 2013), will hit the shelves in July. Caven, who co-wrote the book with her psychologist mother, Dr. Louise Hart, says that it provides a "unified field theory" of bullying. Aiming to help parents teach their children to develop the communication skills, self-respect, and self-esteem needed to be confident and resilient when facing a bully, Caven writes, "The book also includes a pretty thorough presentation of the best current thought on positive parenting." In addition, she just released a new e-book, *The Souls of Her Feet,* a postmodern, magical-realism version of Cinderella, and is currently writing a blog column, "Life in the Fast Brain," for *ADDitude* magazine. Her books can be ordered through the St. John's bookstores. Visit www.kristencaven.com for more information.

1988

Tobias Maxwell's (A) book, *Homogium*, was published in January.

Jimmy McConnell (SF) is now a published author. He can be found on Amazon under Curtis James McConnell. His other work appears in a free podcast at drabblecast.org and two anthologies from third-flatiron.com. He welcomes contact from Johnnies at cjmfanbase5@ymail.com.

Kim Paffenroth (A) edited three essay collections in 2012: *Augustine and Psychology* (Lexington Books, 2012); *Augustine and Science* (Lexington Books, 2012), which includes a back-cover endorsement by Mr. Kalkavage; and *The Undead and Theology* (Pickwick Publications, 2012). The latter was recently announced as a finalist for the Bram Stoker Award, which was given on June 15 at a ceremony in New Orleans.

1989

Burke Gurney (SFGI) was recently promoted to full professor with tenure at the University of New Mexico School of Medicine Physical Therapy Program, where he is an active researcher, teacher, and clinician. In addition, he directs a yearly trip to Guatemala, where his students study Spanish and do volunteer work in physical therapy at a hospital/orphanage in Antigua. He is married with two children, both of whom chose small liberal arts schools (but alas, not St. John's). His older daughter just graduated from Colorado College with a degree in comparative literature and is studying in Colombia on a Fulbright scholarship, and his younger daughter is finishing her degree at Carleton in economics.

Sarita Cargas (A) has just changed jobs and will be teaching human rights at the University of New Mexico in Albuquerque. She is excited to be near a St. John's campus and looks forward to catching up with her dear alma mater.

1990

Kilian Garvey (SF) writes, "My wife and I welcomed our second daughter into the world. Margaret MacEachern Garvey was born on June 8, 2011. I also just recently joined the Department of Psychology at the University of Louisiana, where I teach social cognition and evolutionary psychology, among other things, and conduct research primarily at the intersection of affect, (ir)rationality, and motivated cognition."

David Long (A) lives in Baltimore with his wife, Dr. Liz Selvin, an associate professor of epidemiology at Johns Hopkins, and his two boys, Benjamin (5) and Eli (2). He writes, "My work is divided between my management consulting firm that specializes in pre-K-12 and higher education, and my film production company. That and writing puppet shows for my boys."

Jon Ying (A) earned a PhD from Cornell University's School of Industrial and Labor Relations. His dissertation was entitled "Essays on Translational Bioscience Entrepreneurship: Evidence from America, China, and Taiwan." Currently he is an assistant professor of global business and society at the University of Wisconsin-La Crosse, where he teaches courses on global corporate social responsibility and on China.

1993

Rachel E. Blistein (A) has been meaning to share the news of the launch of her natural hair-care company for some time. She writes, "I went from a graduate degree and career in landscape design to formulating, manufacturing, and selling my own hair-care products. Everyone always asks me if I have a degree in chemistry (I do not), but I do feel that my education at St. John's gave me the tools I needed to educate myself, and the belief that I can do anything! As far as an update on the personal front, I am living in Ypsilanti, Michigan, with my husband of eight years, Paul Alexander, who is a senior research engineer at General Motors, our two active dogs, and one surly cat. Life is good!"

James Craig (AGI) has published a book of his photography, *The Moon has been Eaten—Images from a Year on Easter Island*, in the form of a signed, limited edition (500) hardbound volume. The book features 98 tritone images, with anecdotes and extras. More information is available on his website, www.jamescraigphotography.com.

1994

William Kowalski (SF) and Alexandra will celebrate 11 years of marriage this March. They have been living in Nova Scotia for 10 years now. He writes, "Our girls are aged 7 and 9: beautiful, healthy, smart, bilingual in French and English. Alexandra is over a decade deep into a rich, tantric yoga practice; I write and teach adults how to read, find jobs, and use computers. Life is quiet and good. My fifth novel, *The Hundred Hearts*, will be published by Thomas Allen Publishers in April of 2013. Please visit my website (www.williamkowalski.com) for more details, or just to say hello."

1995

Janet Sunderland (SFGI) has a new book of poetry, *At the Boundary*, published by Finishing Line Press and available through the press and on Amazon. Some of the work is thanks to studies at St. John's. "If I hadn't read the *Iliad* again," she writes, "I'd never have found a line like "bronzed green-gold like Hephaestus forging eternity.'"

1996

Heather Pool (SF) writes, "I graduated from the University of Washington with my PhD in political science in December 2011, and, after a year and a half on the academic job market, landed a tenure-track job at Denison University in Granville, Ohio, starting in August 2012. Denison, like St. John's, is a small liberal arts school (enrollment is a whopping 2,200), and I'm thrilled to be on faculty there. If folks are passing through Columbus and want to get in touch, give me a shout at heatherpool@gmail.com."

1997

Heidi (Jacot) Hewett (A) writes, "I'm temporarily taking a break from my career in data analysis to be a stay-at-home mom. My daughter, Ariadne (good classical Greek name!), is almost a year and a half now, very bright, very curious, very into everything. We live in Woodstock, Illinois, with my husband, Bob, a sculptor, teacher, and the art department chair at a local high school. I've recently started a classics reading blog based on Clifton Fadiman's 'Lifetime Reading Plan' at http://hjhreader.blogspot.com."

Jill Nienhiser (SFGI) started a blog last summer to promote sustainable agriculture and food freedom. Read it at farmfoodblog.com. She continues to work as a consultant for Mind & Media in Alexandria, Virginia, and as the webmaster for the Weston A. Price Foundation (westonaprice.org and realmilk.com). In addition, she is developing new shows for children as a member of Kaleidoscope Theatre Company (ktheatre.org).

1998

Philip Armour (EC) married **Amanda Dumenigo** (EC), whom he actually met in the Eastern Classics program and eventually married in 2006. He writes, "We have two boys (7 years and 9 months) and have much to thank St. John's for–and Santa Fe and New Mexico, in general. We still have many dear friends in the area, and my graduate degree helped me kick-start my journalism career at *Outside* magazine, where I worked from 1998-2004. Amanda now does therapy work using horses (mainly to help children), and we live on a five-acre farm/ranch in north Boulder County, Colorado. We thought a lot about St. John's recently, with Baltimore's run to the 2013 NFL championship; our elder son is named Raven, which amused us all.

Max Fink (SF) returned to the States after living for eight years in South America. He is raising boisterous 3-year-old Anastasia with "Porteña" wife Gabriela. He works in Internet marketing in the finance industry and resides in Las Vegas, Nevada. He is happy to meet any Johnnie who comes through town!

Dawn Star Sarahs-Borchelt (A) (nee Shuman) and her husband, Matt, gave birth to Juniper Evening Sarahs-Borchelt on December 9, 2012. Juniper joins older siblings Wolfy (8), Robin (6), and Daysi (3). The family is now living full-time in Philadelphia, home/unschooling away, and hoping to sell their house in Maryland as soon as it's worth more than its mortgage.

2000

Doug Howard (SFGI) is one of 10 attorneys who have been named to the partnership at Duane Morris law firm, where he is a member of the firm's Corporate Practice Group in Baltimore.

Zach Warzel (SF) and **Erika (Carlson) Warzel** (SF) welcomed the birth of their second child, Rye Samson Warzel, on November 21, 2012. Rye, Corrina, and parents are happy and healthy. Erika also took a new position as the National and State Register Historian for History Colorado, the State's historical and preservation arm.

Abby Weinberg (SF) has been working for nine years at the Open Space Institute directing conservation research. She is currently doing a deep dive into climate adaptation, water quality, and sustainable forestry. Her 3-year-old son and learning about physics and meditation are providing great joy outside of work.

2001

Raife Neuman (SF) graduated from Lewis and Clark Law School in 2008 with a certificate in environmental and natural resource law. Two years ago, he founded Intelekia Law Group (named after his favorite Greek word!) with two other partners, in Portland, Oregon. Intelekia focuses on forming and advising sustainable businesses and working with entrepreneurs of all types. Raife also works extensively with homeowners facing foreclosure. If Johnnies are in the Northwest, he'd love to hear from you at raife@intelekia-law.com.

2002

Dillon and **Justin Naylor** (A) write, "Thomas John was born on August 30, 2012, weighing 8 pounds, 15 ounces. He joins brothers Peter (5) and James (3). We're still dorm parents at Wyoming Seminary, a college prep school in northeast Pennsylvania, where Justin teaches Latin. Our labor of love is Old Tioga Farm, our four-acre property where we raise vegetables and run a farm-to-table restaurant on weekends. Staying busy, as always!"

2003

Cassie Sherman (A) and **Martin Marks** (A04) married on April 19 in a small ceremony at the Cloisters in Baltimore. Many thanks to **Aidan O'Flynn** (A05) for his design of invitations and all graphics for the wedding website, which can be chuckled at here: mermansharks.com. **Neil Swanson-Chrisman** (A02) officiated, and various Johnnies were in the party, including **Sarah Peters** (A02), **Katherine Nehring** (A), **Tori Tyrrell** (A), and **Remi Treuer** (A00). They write, "We are very happy that St. John's gave us

In Eloquent Fashion

by Chelsea Batten (A07)

With insight, humor and disarming intensity, Mimi Nguyen (A09) sports the personae of fashionista and bookworm

Like much of literary fiction, Mimi Nguyen (A09)–fashionista, bookworm, first-generation Vietnamese American –does not fit neatly into a category. No matter where you encounter her–in the main branch of the Washington, D.C. public library, where she works as an associate in the Popular Services division, or on her edgy fashion blog–you're seeing only one side of a multifaceted person who has spent as much time examining her lens on life as looking through it.

Read her blog, "Mimi+Pravi," to find references to Mimi's favorite literature. Canonical Russian novels keep company with pulpy urban fiction: "I learned English largely because of the *Sweet Valley High* series, so just 'cause I've read, like, Kant in college (re: read, not understood), who am I to get all high and mighty about tastes?" she writes. "People who read totally rule. High five, lovely, literate humans."

Mimi observes that "the way people present themselves through dress is literally a snapshot of history." Her own history can be graphed through the evolution of her personal style. Growing up as the daughter of Vietnamese immigrants made it hard to fit into her high school in Little Rock, Arkansas. Fashionable clothes helped her to blend in with her peers. But her deep respect for her mother kept Mimi from becoming one of the crowd. Mimi describes her mother as "really intense, but down-to-earth, kind of a feminist." As an original hipster, she bought her clothes at thrift stores before it was cool. "Back then, I was really ashamed," Mimi says, "because as Nabokov says in *Lolita*, there's nothing more conservative than a child." Eventually "the way she carried herself, the way she dressed really influenced me. She was always interested in the unique."

Mimi's own sense of style was established by the time I met her on the third floor of Pinkney Hall, when she was a junior and I was a senior. With her striking appearance counterbalanced by demure poise, Mimi seemed like Billy Wilder's Princess Anne reimagined by Wong Kar Wai. One day, she knocked at my door, holding an armful of clothes. She'd been cleaning out her closet, she said, and thought I might be interested in some of her clothes. I caught my breath at the sight of what must have been the *eidos* of trench coat. It was the perfect color (camel beige), the perfect weight (assertive but flexible), and boasted ideal proportions between its length and the spread of the lapels. It was the kind of garment that advertises nothing but the wearer's discerning taste.

Last year, I was elated to learn that Mimi was launching a fashion blog. "Mimi+Pravi," a bicoastal collaboration with her friend Pravisti, is nothing like the what-to-wear guides that glut the genre. Like Mimi herself, the blog recombines facets from several categories to create something novel. It's free of label-worship; if a designer is mentioned, it's likely to be someone from another field. "I may not entirely enjoy Mies van der Rohe's architecture, but I do subscribe to his philosophy of less is more when it comes to clothes," she writes. "This dress is very minimal, structured, and, to me, lovely. Paired with maroon red heels for a bit of pop, and a little belt, and this entire outfit took me from work to after-hours play with no fuss."

"I MAY NOT ENTIRELY ENJOY MIES VAN DER ROHE'S ARCHITECTURE, BUT I DO SUBSCRIBE TO HIS PHILOSOPHY OF LESS IS MORE WHEN IT COMES TO CLOTHES."

CASEY DANIELSON

She includes affectionate tributes to her upbringing: "Built-in accessories are an excellent economical choice for those who want to look fairly fancypants nice without spending over $7 on any given clothing item. Hey, I'm a proud product of immigrant parents, OK? Cut me some slack."

And yes, even homages to Program authors: Feeling "good in this color," she says, "is the sartorial equivalent of Baudelaire's 'Enivrez-vous'; on wine, on poetry, on virtue."

As a fashion blog must, "Mimi+Pravi" features headlines both silly and snarky, such as "The Return of Flower Power" and "Space, the Final Frontier." Plenty of photographs appear, with sources for each clothing ensemble. Would-be imitators beware: Nearly everything shown on Mimi's blog was thrifted or gifted–part of Mimi's style ethic. "I don't believe in spending a lot of money on clothes," she writes. "I really want to stress that. You can find beautiful, well-made clothes in thrift stores." This statement reveals the blog's subtle ethnographic slant.

Mimi says she's "obsessed with identity as a narrative expressed through clothes." As "a first-generation Vietnamese woman who grew up in Arkansas," she explains, "sometimes I feel like I don't have cultural legitimacy in either country. Sometimes I don't know who I am, beyond my experiences and personal preferences. Perhaps these experiences and preferences are precisely what build identity. I am always concerned about what sort of narrative I'm projecting when I pull on a certain sweater, wear a certain hat, throw on a certain scarf, because, at the age of 26, I haven't decided yet what sort of human I am. But clothes are pretty expressive."

When Mimi began working in the library after graduation, her first foray into the blogosphere, "POP! Street Fashion," featured photographs and interviews with library patrons about their varied, distinctive styles: WASPs dressed in J. Crew read Tobias Wolff, punkers in torn jeans and imitation leather checked out comic books. Like Mimi herself, most of her profile subjects defied categorization. Yet the details of dress offer glimpses into intriguing stories. In a Raymond Chandler-like spirit, Mimi charges each scene with visual details, and leaves you to imagine the rest.

These days Mimi prefers to wear clothes with "clean, classic lines. I like red a lot. I like to wear things that fit me, that are unusual, that punctuate subtly, that evoke a mood." Although she hasn't yet defined her personal style, her blog requires her to carefully assemble interesting outfits that "maintain a sense of self."

Mimi often finds books to be better companions than people. Her life has more in common with the originality and unpredictability of a great novel than with the average Washington twenty-something. She shares that experience in much the same spirit as she gave me the trench coat. Feeling as though some ineffable wisdom had been passed on to me, I wore the hell out of that coat during life after graduation.

Mimi Nguyen's personal fashion blog is at mimipravi.com. Find "POP! Street Fashion" at dclibrary.org.

FASHION WATCH

Mimi Nguyen's fashion sense was inspired by a few SJC tutors. Some of the tutors are fondly remembered for their sartorial panache—described by the Johnnies who admired them:

Ms. Kraus always reminded me of Jacqueline Kennedy with her classic sweater-skirt-and-pearls combination.

Mr. Zuckerman had a set of linen suits, and could rock a corduroy sport coat better than any man in history.

Ms. Heines's perfectly styled hair and coordinated jewelry set off her striking eyes. Not sure if that was a coincidence or a calculated move.

Mr. Maistrellis was like a pre-hipster prep poster boy.

Ms. Kronsberg's pencil skirts, paired with tall leather boots, made it look as though she was carrying a riding crop. (It was actually Cady's leash.)

Mr. Sageng had a dapper-looking white mustache and long white hair, and often wore bow ties or loud ties with clashing button-down shirts. But with his horn-rimmed glasses and smile, the effect was charming.

Mr. Badger's wardrobe appeared to have been lifted from the set of *The Matrix*—trench coat and all—and the gorgeously greasy hair of a '90s grunge rocker.

Mr. Milner always wore bow ties with exceptional conviction.

Mr. Page's tweeds and perfectly laundered shirts, all in a color spectrum evocative of the Scottish moors.

Mr. Beall gave a Sean Connery vibe, especially when crossing the field from the observatory in his leather jacket and aviator glasses.

Mr. Bell talking with Mr. Simpson—"one glorious shock of white hair nodding to another."

Brother Robert seemed to possess exactly two suits, two hats, and two different pairs of Birkenstocks. He always looked exactly like Brother Robert, and more than this we cannot ask.

FASHION STANDOUTS

Ms. Seeger's chunky folk-art necklaces

Mr. Aigla's magnificent black beard

Mr. Lenkowski's safari vest

Ms. Delgado De Torres's urban black chic

1997

Award for Exceptional Service

Juan G. Villaseñor (A), Assistant U.S. Attorney in the U.S. Attorney's Office for the District of Columbia, received the U.S. Department of Justice's Assistant Attorney General's Award for Exceptional Service for Securing the Extradition of Five Terrorists from the United Kingdom. He writes, "This award was presented to a group of 11 individuals responsible for securing the extradition from the United Kingdom of five terrorists who now face charges in the United States in connection with, among other things, the 1998 East African Embassy bombings and the taking of 16 hostages in Yemen in 1998. The ceremony was held on December 10, 2012, in the Great Hall of the Robert F. Kennedy Department of Justice building in Washington, D.C."

Pictured from left to right: Deputy Attorney General James M. Cole, William Nardini, Stephen B. Reynolds, Juan G. Villaseñor, Susan Prose, Chris Synsvoll, Lystra Blake, Berit Fitzsimmons, Attorney General Eric H. Holder Jr., Deputy Assistant Attorney General Bruce Swartz, and Assistant Attorney General Lanny A. Bruer.

so many wonderful friends to stand by us—not to mention each other. The date was planned so that the celebration could continue the next day at Croquet in Annapolis. We recently bought a house in the improbable and charming Dickeyville neighborhood in Baltimore; are reading about the care and feeding of its slate roof and how to vanquish English ivy in our absolutely nonexistent spare time."

Michael Tereby (A) is moving to Arizona from China. Michael and his wife, Yan Ma Tereby, celebrated their first anniversary at the Grand Canyon after their marriage in the Great Hall on August 13, 2011.

2004

Emma Elliot (A) was married to Lucas Grassi Freire on December 22, 2012 in College Park, Maryland. A large number of Lucas's family in Brazil was able to travel to the wedding. After their marriage, the two moved to Exeter in the United Kingdom, where Lucas works at the University of Exeter.

Annette Prapasiri (SF), after four children (Sam turned 8 in March, Rose and Claire turned 5 in February, and Fin will be 3 this August), is venturing back into the world of design. She writes, "Keep an eye out for my interpretation of the Johnnie Chair in the 2013-2014 Calendar due to be released this summer. Reserve your copy of this limited-edition print at aprapasiri@gmail.com."

Justine Schneider (SF) and her husband, Jason, have welcomed their first child into the world. Gabriel John Schneider was born on November 14 at 12:06 p.m., happy and healthy. They write, "He was born at our home in southern Utah (yes, we planned to have him there)."

2005

Amy E. Taylor (A) finished her clinical psychology PhD in 2012 at Duquesne University, in a psychology program that finds its roots in philosophy and is a good fit with the St. John's Program. She writes, "At that point, I began a postdoctoral fellowship at the Austen Riggs Center, a top-ranked psychiatric hospital using psychodynamic and systems approaches to treatment. At Austen Riggs, my primary task is to engage in intensive four-times-weekly psychotherapy with individual patients. The hospital offers research internships for undergraduate students, which may be of interest to current St. John's students or recent grads."

2006

Allison (Ali) Bastian (AGI) is graduating from the University of North Dakota School of Medicine and Health Science this May. She is looking forward to residency in family medicine somewhere in the Rocky Mountains.

Aran Donovan (SF) received his masters in Italian from Middlebury Language School in May 2012. He is now finishing his MFA in poetry and translation from the University of Arkansas.

Christopher Stuart (A) and **April Sharp** (A07) welcomed **Kallan Stuart** (A35?) into their lives this past October. They write, "He is beautiful, fine, noble, and good."

Emily Terrell (A) (formerly Nisch) is having a baby due in August!

Hollis Thoms (AGI) has been invited to submit 11 of his major musical scores, which include operas, oratorios, and three symphonies, for a special collection at the Maryland State Archives in Annapolis. Thoms has written more than 125 works for a variety of ensembles. His Symphony 2 will be premiered in January 2014 by the Londontowne Symphony Orchestra under the direction of Dr. Anna Binneweg. Visit www.hollisthoms.com for more information.

2007

Chelsea Batten (A) is a writer and itinerant journalist. She profiled **Mimi Nguyen** (A09) for this issue of the magazine. You can read more of her work at www.chelseabatten.com.

Christopher Benson (SFGI) now teaches literature at The Cambridge School of Dallas, a classical Christian school. He continues to write for *Christianity Today*, *Books & Culture*, and *The Weekly Standard*.

Anna Fenton (SFGI) is one of the founders of a new venture, Sustainable Learning Inc., a nonprofit incorporated in the state of New York for the purpose of facilitating experiential and theoretical learning on the subject of environmental sustainability. She writes, "Under the name Sustainable Summer, we operate summer educational travel programs for teen student groups with a curricular focus on sustainability issues, while also providing an enriching, safe, and exciting travel experience. My business partner and I have combined our expertise in teen travel programs and environmental education with the resources and experience of like-minded organizations in developing communities that possess dynamic opportunities for the experiential teaching of sustainability."

Blair Thompson (A) traveled to Hong Kong, where she taught for three months. She writes, "After my return, I applied to law schools, and received a full scholarship to attend law school at Drexel University. I graduated and passed the Maryland bar exam in 2011. I served as law clerk for the Honorable Robert B. Kershaw on the Circuit Court of Maryland for one year, and am now an attorney at the Maryland Office of the Public Defender in Baltimore City, where I represent indigent persons charged with crimes who cannot afford to hire private attorneys. I wanted to go to law school so that I could become a public defender, and I am living the dream, fighting the good fight, and always contemplating what justice means. I encourage anyone interested in public criminal defense to contact me at bthompson2@opd.state.md.us."

2008

Ashley Cardiff's (A) new book of humorous essays, *Night Terrors: Sex, Dating, Puberty, and Other Alarming Things* (Gotham Books, 2013), will be published in July.

Reid Pierce (EC) writes, "After St. John's, I received my JD from the University of New Mexico. I am about to start a cool job as manager of legal affairs for a tech startup in Kathmandu."

2009

Sara Luell (A) was recently promoted to the position of Public Affairs Officer I for the State of Maryland at the Anne Arundel County Department of Health, where she has served as Public Affairs Specialist since August 2009.

João Santa-Rita (A) graduated in 2012 with a JD from the University of Chicago Law School. He is currently working at a private firm in Washington, D.C. Students or alumni considering law school may contact him at santarita.joao@gmail.com.

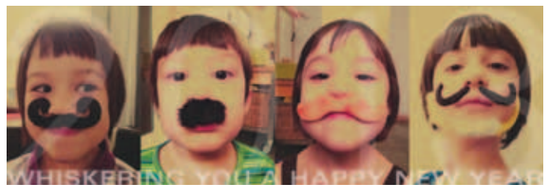
Pauline Stacchini (A) became the new reference and instruction librarian for the Bellevue University Library in Omaha, Nebraska, after graduating from the University of Iowa with a masters in library and information science in 2011.

2010

Kirstie Dodd (A) just received notification that she has been accepted as a Fulbright Scholar, and will be teaching English in Luxembourg starting September 2013-June 2014.

Aldona Dye (SF) is currently working on her masters in musicology at Brandeis University, from where she expects to graduate in 2014.

Drew Nucci (SFGI) currently works at Santa Fe Prep, where a very exciting summer program for teachers is starting. Information on the program as a whole can be found at www.sfprep.org/index.php?/colloquium/C184, and information specifically on the course that he is teaching can be found at www.sfprep.org/index.php?/colloquium/mathematics_as_the_gateway_to_western_metaphysical_thought.



2013 New Year card by Annette Prapasiri (SF04)

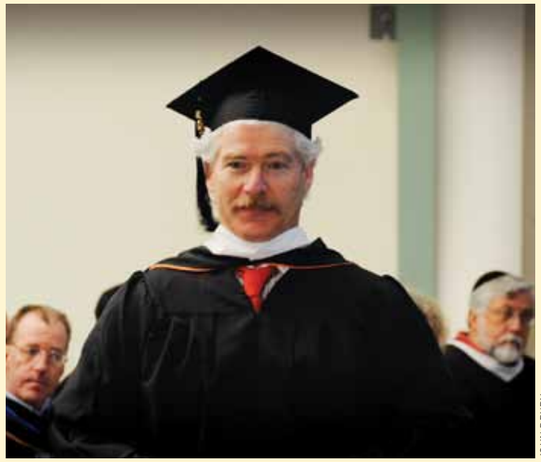
Theater Goes National

San Francisco playwright **Candice Benge** (SFGI) is in her second year as a founding member of a national traveling theater cooperative, Transient Theater (www.transienttheater.com), a group she started last year. Following the group's first production in summer 2012, they did a tour to 14 cities in nine states across the country. The group performed at the New York International Fringe Festival, where it received great reviews and won several awards, including the Overall Excellence Award for Directing, as selected by a panel of 40 theater professionals. This year, Transient Theater plans to perform in 20 cities from coast to coast, and has recently hired current St. John's sophomore, **Gabriele Montequin** (A15), as Annapolis co-producer. Candice writes, "Our mission is to increase empathy in our culture by producing new plays from various communities and giving those plays a national audience. There's a short documentary video (about 13 minutes) that summarizes our process last year." View the video at https://vimeo.com/58157656. The password is "sweetpotato."

David Drury (SFGI09): Firefighter Turned Teacher Inspires Future Johnnies

BY JENNIFER LEVIN

David Drury (SFGI09) understands what it means to triumph over adversity. After 20 years as a New York City firefighter, Drury was looking at retirement and planning to go to college. Then the World Trade Center was attacked on September 11. "Certainly it was a crossroads for me," says Drury, who was one of the first-responders that morning. Following his intended plans, he ultimately pursued his undergraduate degree at Columbia University. Two years later, his wife passed away. With school as his solace, he threw himself into his studies, setting his sights on graduate school. "Life just changed," says Drury. "But I told myself, 'I can do this.'"



JOHN DRURY

Armed with a bachelor's in history and a minor in teaching, Drury came to the Graduate Institute at Santa Fe with the goal of becoming a teacher. As a firefighter, he taught courses in rescue and hazmat skills at the New York City Fire Academy on Randall's Island. Until recently, Drury taught middle-school history both in a classroom and on a moving bus. His students were professional singers at the American Boychoir School in Princeton, N.J., the country's only non-sectarian boychoir boarding school. The students, who tour four times a year for up to a month at a time, sing at churches, schools, and larger venues, including Carnegie Hall. In 2005, they performed at the Academy Awards.

Drury was drawn to the American Boychoir School because of its emphasis on discussion-based learning; the head of the school, Lisa Eckstrom (A84), is a Johnnie. In his regular classroom, Drury and the students engaged in texts while gathered around a seminar table in St. John's style. "In sixth grade, they're learning how [the seminar process] works," says Drury. "By the eighth grade they handle it really well." He was recognized at his school for his ability to motivate his students and instill in them a passion for learning. "I call our history classes an ongoing historical discussion with a little bit of philosophy thrown in," says Drury.

Observing Drury's classroom, Eckstrom was surprised to find the boys reading a Supreme Court decision. "To be honest, I was a little skeptical that middle-school boys would be able to decipher the text," says Eckstrom. "But within 15 minutes, I was silently applauding. David's teaching style–grounded in the St. John's approach to discussions–has had a wonderful impact on our students. Imagine finding your seminar voice as a middle-school boy!"

Drury's discussion approach was also useful when the students were on tour, as classes on the bus vary in duration and are often disrupted. Being able to pick up where the class left off is a way of keeping the learning engaging as well as flexible. "It's not a stationary classroom," says Drury. "You have to get your sea legs, which is certainly challenging, but it's a great experience."

This summer, Drury returned to New Mexico, where he will be teaching at the Estancia Valley Classical Academy, a new charter school in Moriarty. He relished the opportunity to parlay his St. John's experience at the American Boychoir School, inspiring a new generation of future Johnnies. Last school year Drury's seventh-grade class read portions of Tocqueville's *Democracy in America*, a book he first encountered at St. John's. It continues to resonate with him today, especially 'The Unlimited Power of Majority' chapter. Tocqueville writes, "If these lines are ever read in America, I am well assured of two things: in the first place, that all who peruse them will raise their voices to condemn me; and in the second place, that many of them will acquit me at the bottom of their conscience." As a teacher, Drury finds the book an excellent, if challenging, source of inspiration. "I fought Tocqueville–that book and that line–tooth and nail," says Drury. "And then I came to love it for its accuracy, its impressions, and its philosophy."

Drawing from his own life experience, Drury looks to his young students, as they, too, grapple with the text, and tells them the same thing he told himself several years back: "We can do this."

Curtis A. Wilson

AUGUST 24, 2012

Tutor and dean, Annapolis

Gentle of heart and wise in spirit, Curtis Alan Wilson (1921-2012), a widely recognized historian of astronomy who twice served as dean of St. John's College in Annapolis, died in Petoskey, Michigan, at McLaren Northern Michigan Hospital. He had been vacationing at nearby Mackinac Island when he sustained a heart attack. He was 91.

A 1945 graduate of the University of California at Los Angeles, Wilson received his doctorate in 1952 from Columbia University. He undertook two separate, four-year stints as dean of the Annapolis campus and, as part of the original faculty, taught for two years on the Santa Fe campus when it opened in 1964. Wilson's association with the college began in 1948 during the formative years of the New Program.

During his first deanship (1958-62), Wilson effected the first major change in the New Program when the college approved his proposal for preceptorials for the junior and senior years, the only elective part of the curriculum. Another change occurred during his second deanship. In 1976-77, the faculty, under his guidance, decided that five sophomore classes were too many, and the sophomore laboratory should be discontinued, with its components absorbed into the three other years. An important effect of this decision was that the college was able to strengthen the sophomore music tutorial. He also was responsible for planting the seeds of what was to become the Mitchell Gallery.

Wilson retired in 1988 but continued an active association with St. John's. His extensive writings resulted in an international reputation. He became the first recipient in 1998 of the LeRoy E. Doggett Prize for writings in the history of astronomy, awarded by the American Astronomical Society. Wilson was "the most highly regarded historian of astronomy of this generation," wrote the *Journal for the History of Astronomy*.

Besides Wilson's final book, *The Hill-Brown Theory of the Moon's Motion: Its Coming-To-Be and Short-Lived Ascendancy (1877-1984),* published just before his 90th year, and many articles and reviews, he edited the second volume of *The General History of Astronomy: Planetary Astronomy from the Renaissance to the Rise of Astrophysics,* published by Cambridge University Press. Wilson belonged to both the International Academy of the History of Science and Commission 41 of the International Astronomical Union.

He is survived by his wife of 58 years, the former Rebecca Marston, their two sons, and a number of nieces and nephews. A memorial service was held on September 30 in the Great Hall. Gifts in his memory may be made to St. John's College, P.O. Box 2800, Annapolis, Maryland 21404.

At Wilson's memorial service, he was lauded with speeches by five tutors–former Dean Thomas Slakey, Nancy Buchenauer, Joseph Cohen, Thomas May, and Louis Petrich–by Professor Paolo Palmieri, a Galileo scholar from the University of Pittsburgh, and by Wilson's two sons, John (A81), of Blacksburg, Virginia, and Topper (Christopher), of Pueblo, Colorado. Repeatedly, speakers cited three qualities for which Wilson was known: his gentleness, kindness, and integrity.

"Curtis stood for something, a kind of moral perceptiveness and intellectual integrity. He showed himself genuinely unselfish and completely honest. Invariably his words were deeply considered and deeply human in the highest sense."
—Nancy Buchenauer

"Curtis Wilson was universally admired and loved by everyone whose life he touched as tutor or dean, friend or colleague, including those who knew him mainly as a renowned scholar of the history of astronomy."
—Joseph Cohen

"Curtis was more than a historian and a philosopher of science. Curtis was a master of humane scholarship. He was a rare figure of humanist and scientist. His rigorous methodology was never divorced from poetic imagery. He cultivated the history of astronomy, combining the rigor of intellectual analysis with the most sophisticated elegance of exposition."
—Paolo Palmieri

David Hanford Stephenson

November 29, 2012
Tutor, Annapolis

David Hanford Stephenson (1936-2012) joined the college as a tutor 50 years ago. An informal gathering in the Great Hall was held on November 30, 2012, the day after he died. Students, faculty, and staff remembered him in speech and joined in singing *Sicut Cervus* in his memory. The community gathered again for a memorial held on April 14 in the Great Hall.

Over the course of his devoted service, Stephenson led every one of the seminars and tutorials that comprise the curriculum of the New Program. When asked what his favorite class was, he replied that it was usually the one he was teaching at the moment. Accordingly, his

favorite author was Montaigne or Sophocles or Leibniz or Dante or Kant, though he confessed that he was drawn back to Homer every other year. Stephenson's very first seminar, in 1962, had been with Jacob Klein and John Sarkissian as co-leaders. His students and advisees remember him as a leader rather than an expert, one who met them from the start as an equal and then patiently drew them forward and upward, as curious and delighted as they were in what could be found and seen together.

This was equally true of the way Stephenson conducted the St. John's Chamber Orchestra for many years. In his very gestures, he expressed Schopenhauer's claim about the absolute uniqueness and universality of music. Similarly, in freshman music he firmly believed the class capable of the most difficult and beautifully splendid things, whether it was the final chorus of Bach's *St. Matthew Passion* or the finale of Mozart's *Magic Flute*. He led his laboratory classes with a confidence born from his native interest in all things natural, as well as from his formal study of physics and music at Columbia University. The phenomena themselves as well as their theoretical illumination interested him deeply, and he was delighted by the restoration of the Foucault pendulum in Mellon Hall.

Stephenson was a poet as well as a composer, and he hosted a poetry writing group in his home on Prince George Street for a number of years. His final lecture this past November, a meditation on the *Meno*, was a typically profound, wide ranging, and witty exploration of questions and analogies suggested by this dialogue so central to the program he loved. It was truly a poignant ending to a half century of joyful inquiry and dedicated service to this community.

Elliott C. Carter

November 5, 2012
Tutor, Annapolis

Elliott Cook Carter Jr. (1908-2012), the Pulitzer Prize-winning composer and St. John's tutor, died at his home in New York City. He was 103.

From 1940 to 1942, Carter was a tutor and director of music at the Annapolis campus during a time when the college was establishing the New Program. He approached music as an art form closely intertwined with the liberal arts. In the years after St. John's, Carter wrote two essays that relate to his tenure at the college: "Music as a Liberal Art" (1944) and "The Function of the Composer in Teaching and the General College Student" (1952).

Carter received his bachelor's in English literature and his master's in musical composition from Harvard. He is best known as a composer who fused European and American modernist traditions in seminal but formidable works. "As society evolves," he once said, "people will have to become much cleverer and much sharper. And then they will like my music." Igor Stravinsky was credited with calling Carter's "Double Concerto for Harpsichord, Piano, and Two Chamber Orchestras" (1961) the first American masterpiece.

In the late 1930s, Carter created neoclassical, approachable, "American" works such as the ballet "Pocahontas," which had its premiere in 1939. That same year, he married sculptor Helen Frost-Jones. She died in 2003. In the mid-1940s, Carter wrote the "String Quartet No. 1," which was considered his first real breakthrough. The work won him the first of his two Pulitzer Prizes in 1960; the second was for "String Quartet No. 3" in 1973. In addition to his two Pulitzer Prizes, Carter's awards include the National Medal of Arts, the Edward MacDowell Medal, and two Guggenheim fellowships.

He is survived by his son, David, and a grandson.

Journet G. Kahn

Class of 1942
October 7, 2012
Tutor, Annapolis and Santa Fe

Journet Gordon Kahn (1921-2012) dedicated his life to the art of the Socratic seminar and innovation in interdisciplinary program design. A tutor at both the Annapolis and Santa Fe campuses, he died at 90.

Born in Baltimore, Maryland, Kahn was the oldest of four children of Rose and Ellis Kahn. After graduating from the Annapolis campus in 1942, he joined the faculty for the following year. Kahn received his Licentiate from Quebec's Laval University, his doctorate in philosophy from the University of Notre Dame, and completed 14 post-doctorate courses in graduate psychology. He taught at numerous Midwest universities, including Notre Dame, Marquette, and St. Xavier in Chicago. From 1964 to 1965, Kahn returned to St. John's, where he was one of the original tutors at the Santa Fe campus.

In addition to his passion for education, Kahn was an accomplished photographer and an avid supporter of the arts. He lived in Chicago for 48 years, raising two families, his first with Peggy Kahn, and his second with Barbara Moriarty. Preceded in death by his parents and one sister, he is survived by his eight children, David, Carl, Stephen, Judy, Elizabeth, Margaret, Jonathan, and Daniel; two sisters, Harriet Kessler and Thelma Richman; 13 grandchildren; a great-grandchild; and numerous nieces and nephews.

Carl A. Linden

Tutor, Annapolis
April 2, 2012

In 1965, Carl Arne Linden joined the faculty in Annapolis, where he taught for five years and led study groups with students on 19th- and 20th-century political writings of Russian authors. Born in Greenwich, Conn., Linden received a master's degree in Russian studies from Harvard in 1956 and a doctorate in political science and international affairs from George Washington University in 1965. He did intelligence work with the Air Force during the Korean War and was a political analyst for the CIA-affiliated Foreign Broadcast Information Service from 1956 to 1965. At the time of his death at 82, Linden was a professor emeritus at George Washington University's Institute for European, Russian and Eurasian Studies. He taught full-time at GWU from 1971 to 2001.

Teresa (Engler) Raizen *(SF78)*

December 13, 2012

Teresa Raizen (1955-2012) of Cambridge, Mass., died of metastatic breast cancer. She was 57. After earning a JD from the University of Chicago, Raizen spent three years practicing law. She worked for several years as the director of development at the Waldorf High School of Massachusetts Bay and volunteered as a La Leche League leader. She also enjoyed writing short stories, singing, playing recorder, knitting, and travelling. Raizen was thrilled to see both of her sons find their way to St. John's. She was a strong supporter of the college and gave generously to it. Raizen was loved for her devotion to her family, strength of character, steadfast courage, and the loving kindness she displayed to all. She is survived by her husband, Dan (SF79), and her three children, Nathaniel (SF10), Ben (SF13), and Claire.

John C. "Jake" Smedley
Class of 1944
December 9, 2012

Born in England, John C. "Jake" Smedley (1921-2012) moved to California to live with his aunt and uncle in 1930, following the death of his parents. Smedley studied at St. John's from 1940 until he entered the Army in 1942. After marrying Georgianna "Georgie" Rogers of Baltimore, he served in General George Patton's Third Army in Europe. Following Smedley's discharge in 1945, he returned to Annapolis, where he graduated from St. John's in 1948. He pursued a career in social work and received his MSW from the University of Pennsylvania in 1951. His career took him from Ruxton, Maryland, to Hastings-on-Hudson, New York. In 2007, Smedley and his wife moved to Silver Spring, Maryland, to be closer to family. Smedley is survived by his four children Beth, Bill, Joe, and Webb; five grandchildren, including Giovanni (A08); and three great-grandchildren.

William A. Rohrbach *(A85, SFGI-EC98)*

January 15, 2013

William Alan Rohrbach, a Santa Fe resident for 37 years, died at home at 50.

Devoted to his family and to his community, he will be remembered for his intellect, warmth, and imagination, and for his fidelity to St. John's College. Rohrbach was a member of the St. John's Search and Rescue team from 1995 to 1999. He became an accomplished artist over the past decade and enjoyed playing the piano. Rohrbach also served on the board of the William H. and Mattie Wattis Harris Foundation for 20 years. Over the years, the foundation has been a champion of the Eastern Classics program. He is survived by his wife of 24 years, Elizabeth Rohrbach, (SF85, SFGI-EC03); son Alan; mother Louise Heydt, (SFGI-EC95); father Charles; and many other caring family members.

Also Deceased:

Irving Abb, *Class of 1947*
July 13, 2012

Harvey Alexander, *Class of 1961*
November 23, 2012

Anne Allen, *Class of 1954*
May 23, 2012

Dawn Osoff Andrews, *SF80*
October 2012

H. Richard Bixby, *Class of 1951*
September 19, 2012

Lorin Blackstad, *SF08*
November 7, 2008

Louis Brin, *Class of 1947*
December 23, 1998

George Cochran, *AGI82*
March 30, 2013

Thomas Eaton, *Class of 1965*
March 1, 2013

Robert T. Everett Jr., *Class of 1942*

Lawrence Scott Fitzpatrick, *A83*
April 4, 2013

Jack Cruz Hopkins, *SFGI78*
March 30, 2004

Robert Hunter, *Class of 1943*
June 3, 2012

Diane Katz, *Class of 1965*
September 5, 2012

Samuel Kramer, *Class of 1964*
November 13, 2012

Carol Lackman, *A78*
June 9, 2012

Gloria Lagasse-Page, *SF76*
February 24, 2013

Hallie Leighton, *SF92*
April 30, 2013

Barry Lexton, *Class of 1960*
April 28, 1995

Paul Liebow, *Class of 1964*
April 30, 2012

Kathleen MacDuff, *A68*
October 20, 2012

Gordon McNamee, *Class of 1949*
October 16, 2012

Don McQuoid, *Class of 1961*
February 10, 2013

John Meehan, *Class of 1952*
January 29, 2013

John Miller, *Class of 1948*
April 16, 2013

Ernest Piron, *Class of 1954*
December 23, 2012

John Povejsil, *A92*
June 26, 2012

Gilbert Renaut, *A68*
February 27, 2013

Nicolas Richardson, *A99*
February 8, 2013

Tevell Scott, *SFGI69*
August 28, 2009

Haven Simmons, *Class of 1944*
May 15, 2012

Vernon M. Smith, *Class of 1945*
July 30, 2012

Gerard Sparaco, *A90*
February 20, 2013

Raymond Starke, *Class of 1951*
March 22, 2013

F. Elizabeth Tapia, *SFGI94*
October 12, 2012

George Van Sant, *Class of 1947*
January 20, 2013

Peter Whipple, *Class of 1950*
January 2, 2013

Fund for Health and Wellness Honors Hallie L. Leighton (SF92)

Hallie L. Leighton (SF92)
April 30, 2013

Hallie Leland Leighton, who fought successfully for passage of New York State's Breast Density Inform Bill, a bill that would require doctors to notify patients if they had dense breast tissue, which can hide cancer during a mammography, died while fighting her own battle with metastatic breast cancer. She was 42.

At St. John's, Leighton was known for her many friendships as well as her intellectual and leadership contributions, among which was the creation of Johnny-Xpress, an electronic bulletin board for alumni that she started with Bill Fant (A79) in the 1990s. The board served as a mechanism for alumni diaspora communication about job openings, rental property availability, and other short announcements.

Born and raised in New York City, Leighton attended the High School of Performing Arts where she majored in drama. After St. John's she worked in writing and publishing.

With her late father, the actor/impersonator Jan Leighton, she co-authored two books: *Rare Words and Ways to Master Their Meanings I and II* (Levenger Press, 2003, 2008), a collection of useful but little known words. At the time of her death, she was working on a documentary on her father's career.

Leighton is survived by her mother, Lynda Myles; her brother Ross Leighton; her Aunt Wendie Myles; and a large, loving extended family.

Inspired by her many contributions, fellow alumni, friends, and family have launched the Hallie Leighton Fund for Health and Wellness at St. John's College. The group hopes to raise $50,000 to name the student health office on the Santa Fe campus after Leighton. It will serve as a tangible and lasting memorial to Leighton's legacy of advocacy, commitment, and action. In addition, it will provide needed health-related services and support to St. John's College students. The goal is to raise $50,000 by June 30, 2014, in time to hold a naming ceremony as part of the Fiftieth Year Celebration of the Santa Fe campus.

To make a gift to the Hallie Leighton Fund for Health and Wellness, send a check to the college, or visit www.stjohnscollege.edu/giving.

The Fund will serve as a tangible and lasting memorial to Leighton's legacy of advocacy, commitment, and action.

Scholarship Fund in Memory of Michael A. Chiantella (A97)

Michael A. Chiantella (A97)
May 30, 2012

Michael A. Chiantella was only 16 when he started his freshman year at the college. We first met when I showed up looking for a corkscrew on the second floor of Randall. We began a conversation that lasted 18 years.

We sat in his room, smoking cartons of cigarettes and drinking cases of Coke, and talked about everything young Johnnies talk about. Even early on, he knew exactly what he wanted from his life. My greatest memories of him, selfishly, have to do with how he, through our interactions, made me feel about myself and the hope he gave me for my future. Through who he was innately and the generous soul he had cultivated, he gave me a glimpse of who and how I wanted to be.

Chiantella was a gallant dreamer. He married his childhood love, Karen. They had two children, Dylan and Morgan, and lived in Venice, Fla., where Chiantella had a successful estate law practice. I saw him build the life that he had so wanted and so clearly described as a 16-year-old boy. Chiantella's dreams included not only helping his family and friends, but also buying a house across from the college and getting a third master's degree from the Graduate Institute.

It would belittle his memory to solely state the obvious: that he was brilliant, beloved, and generous. This man was a catalyst. He changed people and the course of their lives. From the charity work he did with his law practice, helping thousands of veterans create wills, to telling me to change my major in graduate school, he nurtured and encouraged those he knew.

The last book he gave me was a volume of Marcus Aurelius. As I sat in the church while they held his funeral mass, I found a passage that did not comfort, but did explain why my dear, dear friend was now dead.

I have thought so many times about the Oxford English Dictionary sitting on his bookshelf, surrounded by books from the authors whose names we all know. His OED was both the latest and the last edition. That large collection of words, with its history and dedication to helping us more fully understand the words we use each day, is married in my mind to my memory of Michael A. Chiantella. The OED will not be printed again; a renewed, physical version will not enter new peoples' lives. Accessing the OED online is not the same as pulling one of its volumes off the shelf, just as the memory of Chiantella is not the same as him living in the world with us.

–Vada Mossavat (A00)

To make a gift to the Michael A. Chiantella Memorial Scholarship Fund, send a check to the college, or use the online giving form for the Annapolis campus. (Select "other" and designate the Michael A. Chiantella Memorial Scholarship Fund.) The online form is available at http://community.stjohnscollege.edu/AN-DonationForm-CURRENT

The Graduate's Odyssey

By Charlotte Lucy Latham (SF02)

"I have brought you here with intelligence and art;
Now you must take your pleasure for your guide;
You are out of the steep and narrow way.
[...] No longer wait for words or signs from me.
Your will is free, just and as it should be,
And not to follow it would be a fault:
I leave you master of your body and soul."

—VIRGIL TO DANTE, *The Divine Comedy: Purgatory* Canto 27

I don't remember the day after graduation. I had a job to teach in France, but halfway through the summer, I refused it. Not because something else appealed, but because I didn't know why I was going other than to do the next thing, always the right thing. I remember a lot of fear that summer while others seemed so relaxed.

By August, I found work as a governess, tending a six-year-old girl and eight-year-old boy for a wealthy Texas family. I spun romantic stories for them about my life in Pecos, living in an old, baby-blue Airstream trailer on top of a hill made of rose quartz, though the long drive each way felt lonely. However, their troubles did not need the addition of mine; in fact, they needed me to help them learn how to handle their challenges. The job ended after eighteen months, whereupon I decided to work with another family. I moved with the family to a plot of land deep in Santa Fe National Forest. I got a truck that could make the hill out of Tesuque up to the stone cabin where I lived and read and thought, and watched their little ones become conscious of the world around them.

And so did I. Working with children was, I learned after another year, no longer for me. From working as an artist model at an art gallery and school in Santa Fe, I became their interim art director. My organizational experience (from previous work as a stage manager and as Polity Chair) got me planning one-week workshops, helping visiting students, overseeing the bookkeeper, writing content for the website, and pretending every day that I knew what I was doing. I learned most of it after hours. Unfortunately, I found the owner careless and stupid, and argued with her vehemently. Though everyone thought my work was excellent and expected that I would be promoted, she fired me.

I was devastated. Not knowing what to do in Santa Fe, I moved to Vermont where my boyfriend had family, where we could live and reassess our options. I went online to do personality tests. I read horoscopes. I talked to friends. I think we all felt guilty admitting how much we were floundering. With no clear goal in mind, I decided to become a family therapist. When I was rejected from an MSW program, I tried not to cry. Visiting an aunt in New York, I decided to stay. With a few hundred dollars to my name, I needed employment, an apartment, and a new life.

I left messages with everyone I knew that I was looking for a job. I would take anything. A week later, over a Diet Coke, the owner of a medical publishing company to whom I had been referred asked me many unexpected questions, including "Pick: black or white?" I answered red. What I knew about publishing came from working as an editor at my high school paper, but I made it sound good. I had a job. Promotions came regularly, until I launched the education division, overseeing a half-million-dollar budget in the first six months. The job was grueling but I learned about work, life, business, and myself across those four years. I left the job, despite my success there, because I realized that I really could learn anything, and the compelling work I sought would only come from a new direction.

"With a few hundred dollars to my name, I needed employment, an apartment, and a new life."

I'm now in graduate school at the City University of New York. My dissertation thesis focuses on how poetry and prose can help us look at fine art–full circle to the conversations I had with the artists in Santa Fe. I have discovered a niche: helping artists and writers break through creative and business challenges by offering them readings that shake them out of mental stupor. This fall I will be on the job market again because a PhD isn't the end of the road.

All is not settled, but my liberal arts education at St. John's College helped me immeasurably in finding my way. I learned non-linear geometry and the rationality of freedom in the books, but also the faith to persist, to keep on discovering. Virgil spoke to Dante with sincerity, and though Dante wept, he knew that the stories from their travels had taught him much. Now in my conversations with Johnnies, we admit how complicated the first decade out of school was. Yet we describe our quests with pride. We were lost innumerable times, but learned to incorporate missteps into our journey, to tread paths we couldn't have imagined. Life is an odyssey, and it's the adventures–and terrors–that make the story so satisfying in the end.

Charlotte Lucy Latham seeks stories from liberal arts graduates about how they have fared in the first decade after graduation. www.scriptandtype.com

SAVE THE DATE

Homecoming 2013

Santa Fe
Friday, September 20-
Sunday, September 22

Annapolis
Friday, September 27-
Sunday, September 29

Homecoming 2013 is gearing up to be a fantastic weekend for alumni. Both campuses will offer a wide variety of activities, including seminars, dancing, and career networking events, that will make your return to St. John's fun and memorable. Early Bird registration opened June 7. A special rate is offered to recent alumni. Please join us and your classmates as we celebrate and support St. John's College.

Sarah Palacios and Leo Pickens,
directors of Alumni Relations

For more information and to register:
http://alumni.stjohnscollege.edu.
Click on "Homecoming."

Annapolis Alumni Office
410-626-2531
alumni@sjca.edu

Santa Fe Alumni Office
505-984-6103
alumni@sjcsf.edu

Inviting Conversations in Texas

Admissions staff and alumni worked together to host two "Inviting Conversations" events in Texas that combined alumni gatherings with receptions for prospective students and their families. On April 20, at the Driskill Hotel in Austin, and the following day at Hotel Icon in Houston, alumni played a key role in recruiting new students. According to Larry Clendenin (SF77), director of Admissions in Santa Fe, anywhere from 50 to 75 percent of prospective students who attend these events go on to apply to or confirm their decision to enroll at St. John's.

"We've been doing these joint receptions for a few years now," says Clendenin. "Alumni introduce themselves and talk about when they graduated and what they've done with their St. John's education since then. We had a wonderful mix of younger and older alumni, men and women–scientists, professors, attorneys." The alumni introductions in Houston went especially well, convincing one applicant's father of the college's virtues. He approached Clendenin at the opening of the reception to say that he just wasn't sure how St. John's stacked up against the other colleges where his daughter had applied, despite her enthusiasm for St. John's over the other schools. "He didn't know why she wanted it so much or how practical it was going to be," says Clendenin. "But at the end of the event he told me the alumni had sold him, that they'd made the case for the college perfectly."

In addition to talking to prospective students and their families at "Inviting Conversations" events, the Austin/San Antonio alumni chapter has found a number of ways to give back to the college, including raising scholarship funds for the Summer Academy at St. John's. Each year for the past five years, Larry Davis (SFGI87) has also searched all the Half Price Books locations in Austin for complete 54-volume sets of the *Encyclopedia Britannica's Great Books of the Western World* to give to an underclassman from the Austin/San Antonio area. He uses coupons and sales to further reduce the cost to as low as $100 per set. He then asks other chapter members to help underwrite the gift. This year, Davis found two sets. One was given to a rising sophomore from Austin and, after the college confirmed there were no other currently enrolled underclassmen from the area at either campus with financial need, the other set went to an incoming freshman from San Antonio.
–Jennifer Levin

> "We had a wonderful mix of younger and older alumni, men and women–scientists, professors, attorneys."
> *–Larry Clendenin (SF77)*

Lincoln Comes to Baltimore

The elegant 1847 mansion at 14 Mount Vernon Place in Baltimore's historic Mount Vernon neighborhood—one of nine buildings in that area belonging to Agora Inc.—was the ideal setting for a seminar led by Annapolis President Chris Nelson on Abraham Lincoln's second inaugural address and the Gettysburg Address. "These two documents, more than any others since 1790, have provided the basis for the re-founding of the nation on the 'proposition' (requiring demonstration) that all men are created equal rather than the 'self-evident truth' that this is so," says Nelson. "I think this has profound implications that would be good to explore. And for those who have seen the recent film, *Lincoln*, the time is fortuitous."

Baltimore chapter Johnnies gathered in March for lively conversation. "During the discussion, an interesting question came from the Gettysburg Address regarding political philosophy and the nature of being tested," says chapter co-leader Nathan Betz (AGI09). "We talked about whether or not war is a suitable example for testing humanity." Betz and fellow chapter co-leader Talley Kovacs (A01) were among the approximately 20 alumni, along with President Nelson and Annapolis Alumni Director Leo Pickens, who participated in the seminar—and kept the conversation lingering afterward over glasses of wine at a local watering hole. "This was definitely one of the best attended seminar events we've had," says Betz, who initiated the reading. "At first I proposed that we read Lincoln's and President Obama's respective second inaugural addresses. It was President Nelson who suggested we read two Lincoln documents instead, which actually worked even better."

As for the chapter's future activities, Betz says the members balance socializing with scholarly pursuits. They welcome Johnnies in the Baltimore area to connect with them via their Facebook page: www.facebook.com/groups/71905982751. "We've got plans to catch an Orioles game and do a seminar on Euripides' *The Trojan Women*. There's a real desire for ongoing interaction among Baltimore Johnnies."
–Gregory Shook

To read President Nelson's "Lincoln and Liberal Education" blog, visit www.huffingtonpost.com/christopher-nelson/liberal-arts-education-lincoln_b_2966192.html

Alumni Association Board President
Phelosha Collaros (SF00)

"The Alumni Association and St. John's staff are working together to create meaningful ways that alumni can volunteer to support the mission of the college. Together, we can make sure the life-changing education we had is available to new students for many years to come."

CONNECT TO THE COLLEGE

Alumni online community:
http://alumni.stjohnscollege.edu

Agora career mentoring network:
http://alumni.stjohnscollege.edu
Click on "Career Services"

Alumni offices:
alumni@sjca.edu
alumni @sjcsf.edu

Facebook:
facebook.com/stjohnscollege

Waldo in Wonderland

BY GREGORY SHOOK

Throughout the afternoon on April 20, 2013, St. John's croquet players, decked out in red-and-white-striped shirts and hats and round black glasses, peeked through the crowd of more than 3,000 spectators gathered on campus for the 31st annual St. John's-U.S. Naval Academy croquet match. This year's croquet team, led by Imperial Wicket Drew Menzer (A13) of Granville, Ohio, sported uniforms inspired by the globe-trotting character from the *Where's Waldo?* children's books created by British illustrator Martin Handford–and rather convincingly at that. Unlike in the books, in which Waldo is clearly hidden, the team's outfits popped against the backdrop of bow ties, spats, umbrellas, vintage suits, and festive frocks. "I got the idea for the uniforms during the summer after my sophomore year, long before I knew I would become Imperial Wicket," says Menzer. "Out of nowhere, the idea just popped into my head, and I went with it."

With new wooden mallets in hand, courtesy of the Annapolis campus master craftsman, Gary Dunkelberger, the players burst onto the front lawn with vigor and gusto. This year's "Prime Mover" award recipient, Shaun Callahan, U.S. Naval Academy Class of 1985 and the Imperial Wicket that competed against former St. John's Imperial Wicket, John Ertle (A84), struck the opening shot. The

game was afoot! Geared up for another St. John's triumph, the teams tapped and swung their mallets for more than five hours, one of the longest matches–if not the longest–in the event's colorful 31-year history. Alas, like Waldo, for the Johnnies victory was hard to find. Their seven-year winning streak ended. The Midshipmen paraded downtown with the Annapolis Cup after a decisive 4-1 win. Josh Cohen, Annapolis mayor and son of tutor emeritus Joseph Cohen, Class of 1956, presented the victors with the trophy. "I have never even seen the Annapolis Cup until today," says Midshipman First Class Ross Herman, the U.S. Naval Academy's Imperial Wicket.

For students on the croquet team, the sport is not only about having fun; it is an opportunity to build relationships with their neighbors on the other side of King George Street. Menzer was impressed with the level of camaraderie established between the two schools during the past several months. "More than any other year, the St. John's and Navy teams really made an effort to spend time together and get to know each other as friends," says Menzer, who plans to start law school in the fall. "Croquet's been such a fun part of my experience at St. John's. I hope to keep playing for years to come." The match is a centerpiece for the waltz and swing dancing, a grand lawn party, and alumni homecoming. "Croquet is a great second Homecoming, when alumni can catch up with each other and their friends at the college," says Babak Zarin (A10), a law student at Elon University who hopes to attend the match each year–and the alumni-student seminars.

"A Mad Tea-Party" and "The Queen's Croquet-Ground," two chapters from *Alice in Wonderland* by Lewis Carroll, were the readings at the alumni-student seminars led by President Christopher Nelson (SF70), and tutors Eva Brann (H89), Sam Kutler (A54), and Joseph MacFarland (A87). Gathered in one of the McDowell Hall classrooms, Brann posed the opening question, "How can you achieve depth through pure zaniness?" Alumni and students explored the value of silliness and the meaning of Wonderland, which, it seems, is always close at hand.

Croquet Mix

Waltz archon Virginia Early (A13) provided a local radio station deejay with the playlist for dancing during croquet, including these favorites:

"After I Say I'm Sorry"
"Crazy Rhythm"
"Bei Mir Bist Du Schein"
"C-Jam Blues"
"They All Laughed"
"On a Slow Boat to China"
"Lean Baby"
"Jersey Bounce"
"I'm in the Mood for Love"
"I Can't Give You Anything But Love"
"Hey, Good Lookin'"
"Hallelujah, I Love Her So"
"Hard-Hearted Hannah"
"Oh, When the Saints"
"Bidin' My Time"
"Honeysuckle Rose"
"Bye Bye Blackbird"
"You Are My Sunshine"
"Oh, Lady Be Good"
"720 in the Books"
"I've Got the World on a String"
"Take the 'A' Train"
"Route 66"
"My Blue Heaven"
"Jive at Five"
"Sailing Down the Chesapeake"
"Tainted Love"
"Ja-Da"
"All God's Children"
"Moon River"

"When it comes to game time, we're not afraid to make the bold move–and we're not afraid to have it go wrong either."

IMPERIAL WICKET DREW MENZER (A13)

KENNETH TOM

OPPOSITE PAGE:
Saul Leiken (A13), master of ceremonies, introduced the players from both teams.

CLOCKWISE (FROM TOP):
Swing dancing all afternoon; spectators toast the match; Patrick E. McDowell (A01), his wife, Citali, and their newborn son in the vintage outfits that Citali designs for the match each year; former Imperial Wicket John Ertle (A84) and Shaun Callahan (U.S. Naval Academy Class of 1985), former U.S.N.A. Imperial Wicket (1983-1985); Mandee Glasgo (A14) prepares a shot; the "Prime Mover" mallet. Photos by Anyi Guo (A14) unless otherwise noted.

ANYI GUO (A14)

Continuing the Conversation

"This photo resonates with Johnnies because of our fierce, and occasionally irreverent, pride in the Program," says Hugh Verrier (A14). "Johnnies appreciate the freedom of thought that is encouraged at the college, and we are glad to see that culture grow and renew itself with each generation of students."

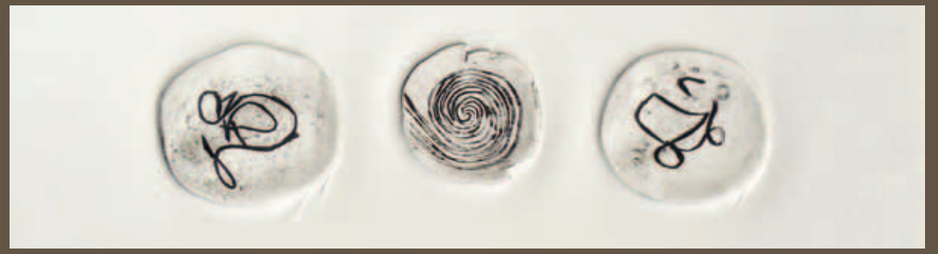
During Homecoming in Annapolis, Verrier and Noam Freshman (A14), joined by photographer Anyi Guo (A14), immortalized their Johnnie pride by recreating the familiar photograph of Stringfellow Barr and Scott Buchanan, founders of the New Program, in conversation on the steps of McDowell Hall.

"We were both trying to stand there and look as accurate as possible, even standing on the exact steps they did. As the photo was being snapped, I couldn't help but think of what Barr and Buchanan were thinking when the original was taken, and what courage it took to start the college and embark on the New Program," says Freshman.

After the image was posted on Facebook, the trio was surprised by the response from fellow classmates. "It was this outpouring of appreciation that really made me feel like we had tapped into a deep tradition, which was very fulfilling," says Verrier, who credits Freshman for originating the idea. "His passion for the Program and his good nature drive him to find new and fun ways to participate in our college traditions."

"During our summers in Taos, I worked and talked often with another potter and St. John's graduate, Betsy Williams (SF84). Our conversations ranged widely over many things besides clay…. We also talked about printmaking, and one winter day I got a package from Betsy, enclosing used tea bags with the opening question, 'What can you do with these?' This series of [collagraphy] prints is my attempt to answer that."

—Ebby Malmgren (AGI88), member, Mitchell Gallery Board of Advisers



Ebby Malmgren (AGI88), a printmaker, potter, and writer, lives in Annapolis, Maryland. Her work can be seen at The Harwood Museum of Art in Taos, The Rift Gallery in Dixon, New Mexico, and The Eastport Gallery, in Annapolis. Her interest in printmaking began with a chance invitation to a monoprint workshop in Taos. After about a year of monoprinting, Malmgren realized she missed the three-dimensional aspect of her work in clay; she has adapted her Bret clay slab roller as a printing press, and uses polymer clay—"Sculpey"—which can be run through a press without breaking.

Collagraphy, from the Greek *koll* or *kola*, describes a printmaking process in which materials such as clay are applied to a rigid surface, inked with a roller or paintbrush, then printed onto paper or another material.

From top to bottom: *Imaginary Journey, Meditation, There is Always a Bright Spot.*
Photos: Courtesy The Eastport Gallery

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