



REPORTER

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ST. JOHN'S COLLEGE

SANTA FE EDITION

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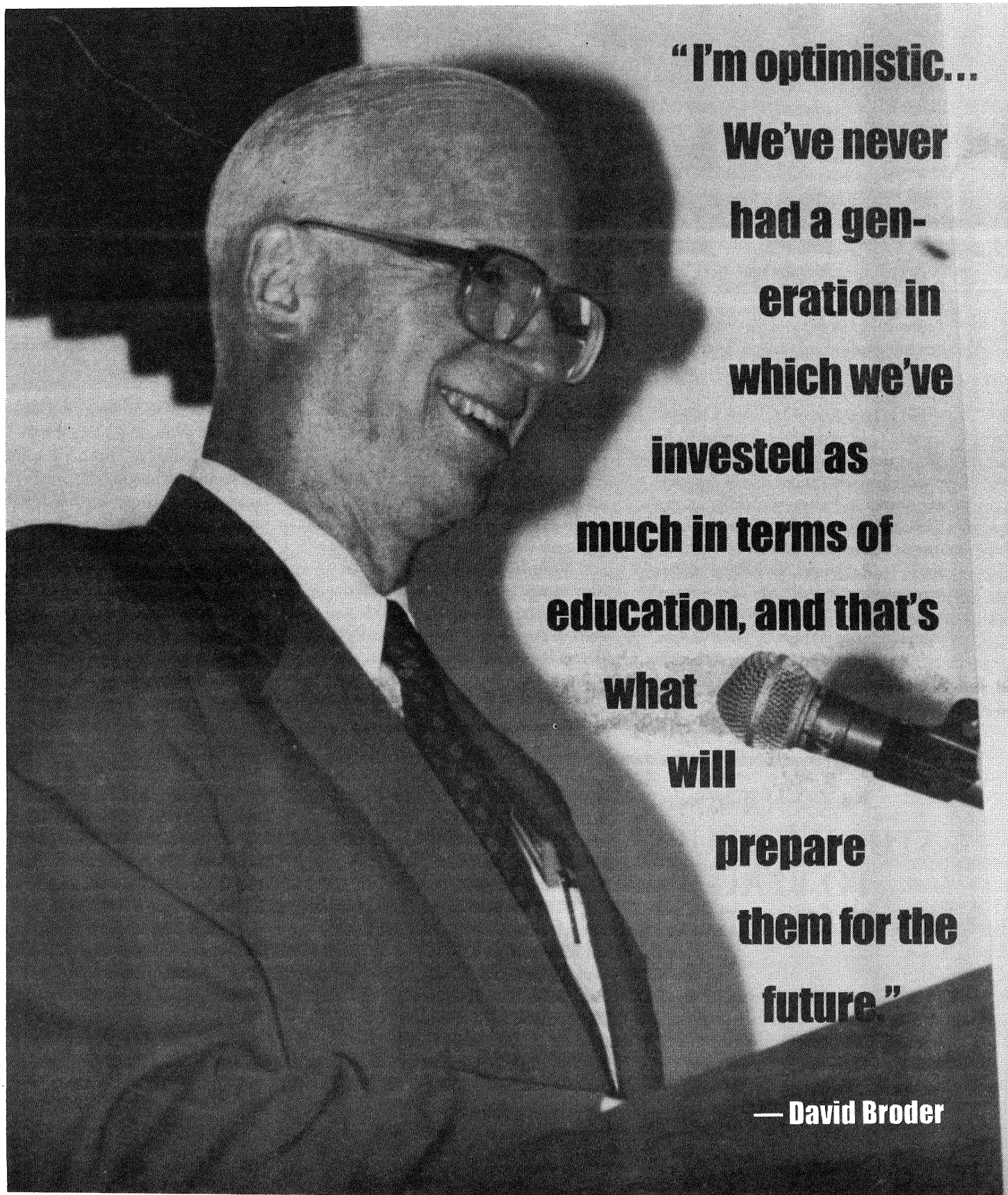
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**"I'm optimistic...
We've never
had a gen-
eration in
which we've
invested as
much in terms of
education, and that's
what
will
prepare
them for the
future."**

— David Broder

NEWS FROM THE BELL TOWERS

THE MANY FACES OF STRINGFELLOW BARR

Stringfellow Barr, who became president of St. John's when the New Program was instituted in 1937, was a man with so many faces it's hard to know how to begin describing his activities. His field was history, but as he said, "A field is for cows."

Yes, he taught history at the University of Virginia, wrote four significant volumes on history, and reviewed many books for *The New York Times* and other publications.

He also wrote fiction (short stories and a novel); helped develop a radical approach to learning that challenged the higher education establishment of the 1930s and '40s; served as president of St. John's College; served as president of the Foundation for World Government; and spoke out on political and educational issues in a variety of forums. He was accused of being a communist, and he was praised for his insight, fearlessness, and unconquerable spirit. He fought the Navy and won; he wore green suits with holes in the pants; and he received letters from the British Prime Minister addressed "Dear Winkie."

Barr "defied the departmental confines throughout his life," says Charles Nelson,



Stringfellow Barr

A45, who is drawing together a book of Barr's writings, letters, radio addresses, lectures and reviews. It will serve as a companion volume to the book he edited last year, *Scott Buchanan: A Centennial Appreciation of His Life and Work*.

Like the Buchanan book, the book on Stringfellow Barr will contain essays written about Barr and his work. These essays will be contributed by those who knew him at St. John's and in his other activities. Because Barr was such a prolific writer (as opposed to Buchanan, who taught and talked more often than he put words on paper) this volume will have much more of the subject's own work. Nelson is weaving Barr's writings together with commentary on his life written by others to illustrate the range of this extraordinary man's interests.

In his research, Nelson has unearthed some surprising material. In a box of letters, photographs, and other papers given to the college by William Barr, A42 and Stringfellow's nephew, Nelson found the original of a letter from Thomas Wolfe, written on Harvard Club stationery, to thank Barr for his favorable review of *Look Homeward, Angel* in the *Virginia Quarterly Review*. "Your proud words fill me with joy and triumph, and I no longer feel in any sense of the word an exile from my home earth," wrote Wolfe.

Stringfellow Barr: A Centennial Appreciation of His Life and Work is due to be published by the St. John's College Press in early fall, in time for the dedication of the Barr-Buchanan Center on the Annapolis campus.

COMMUNITY SEMINARS IN ANNAPOLIS SPREAD THE ST. JOHN'S WORD

The way a St. John's seminar proceeds—with members of a group calmly and rationally discussing a subject and trying to come to terms with it—is decidedly different from the way most public discourse is carried on today.

At community meetings, political debates, town meetings, school board forums and planning committees across the land, the discussion about issues often becomes polarized: one side presents its case, then the other side offers its opposing version. Some pundits even trace the negativism of the current political climate to the kind of rudeness and lack of civility in public discourse that results from polarization of the issues.

What would happen if members of a community who were trying to come to grips with a thorny issue used the St. John's approach rather than the polarizing approach? So wondered some members of the Board of the Friends, a group of local Annapolis supporters of the college.

A series of three community seminars on the theme "Working for the Common Good: Toward Civil Discourse in Public Affairs" is the result of their fascination with the St. John's discussion model. Held one night a month in February, March and April, the community seminars brought 60 participants to campus to experience first-hand how seminars work. Most of the community leaders and interested citizens who signed up had not been to a St. John's seminar before and many were unfamiliar with the college's program.

The project was spearheaded by Kathy Dahl, an Annapolis lawyer who is involved with planning and development

issues in the city and Anne Arundel County. "People get so acrimonious in public debates," says Dahl. "We thought that if they experienced how people at St. John's talked with each other, that might carry over."

The Community Seminars have two parts. For the first 45 minutes, a reading selection from a great book is discussed. Participants learn how to offer their opinions and how to listen to others' thoughts. Then the seminar participants are presented with a practical, contemporary problem—a "hot-button" issue. They discuss the problem, using the first hour's seminar as a model. At the end of a half-hour, they vote on the issue. The hope is that seminar members will recognize discussion as a useful tool for solving actual problems.

Three tutors—Geoffrey Comber, Bill Pastille and John Christensen—chose the readings and the practicum questions for this series. The subject areas were: the common good, with a reading from de Tocqueville; moral education, with Horace Mann's "The Republic and the School"; and property rights, with Tolstoy's "How Much Land Does a Man Need?"

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FACULTY STUDY GROUPS TO READ ENGLISH PROSE

Some questions addressed by the Joint Instruction Committee of tutors on both campuses during the past year have led to the formation of faculty study groups on each campus to read English prose. Six faculty members from each

campus will meet weekly during the next academic year to choose English texts, study them, and try to develop exercises that will help students to read and better understand their own language.

"The real problem is that we don't do enough close analysis of English prose," explains Annapolis Dean Eva Brann. The language tutorials include a lot of poetry, but the Instruction Committee agreed that students need to do more extended analysis. Studying examples of excellent writing will help students with their own writing, and it will foster better discussions of the nature of language.

The Annapolis and Santa Fe faculty groups will read speeches, essays and novels. Eventually, the selections and the exercises developed to examine them might trickle down into language tutorials, but now the effort is simply to have the faculty become more familiar with this type of writing and how it might be dealt with in a St. John's kind of way. "This is as open-minded a venture as possible," Brann says. "We're also hoping that the Student Committee on Instruction will do something similar."

ST. JOHN'S COLLEGE CAPTURES CROWNS IN BASKETBALL AND SOFTBALL

Great Books Better Psychos in Basketball Final

BY NICK GIACONA

With a thrilling 35-26 victory in front of a noisy contingent of faculty, staff and student faithful, St. John's College defeated a team called the Psychos to earn its first ever title in Santa Fe City League Basketball in March.

The success of the basketball team followed by a mere nine months a first championship captured by Johnnies in city league softball. Both teams consisted of faculty, staff, students and alumni, and were managed by player/coach Brendan O'Neill, SF93, who began his tenure as Santa Fe's assistant director of student activities in August 1995.

Sporting jerseys that said "Great Books" on the front and "No Gym" on the back, the SJC basketball team took the court for the title game at Fort Marcy Sports Complex on March 2. A few inches of snow remained on the ground outside the gymnasium that day, which may account for the cold shooting by both teams to start the game.

Around the 15-minute mark of the first half, with the Psychos leading 5-0, St. John's got a lift when O'Neill and tutor Leonard Ortmann entered the game. Quick buckets by Ortmann and freshman guard Adrian Lucia brought the Johnnies back to within one point. With six minutes left in the half, a three-point play by O'Neill gave the Johnnies their first lead, but the first half ended with the



The Great Books - Santa Fe's championship basketball team - consisted of: (back row) Jeff Huggins, SF97; Leonard Ortmann, tutor; Charles Brunn, SG186; Evan Skladany, SF98; (front row) Adrian Lucia, SF00; Tarek Salem, SF99; player/coach Brendan O'Neill, SF93; and Shawn Watts, SF00.

Photo by Nick Giacona

Psychos leading the Great Books, 11-10. (No jokes about the superiority of "madness" over "intellect," please.)

The second half began with two

quick buckets by the Psychos and a time-out was called by coach O'Neill. Successive buckets by forward Charles Brunn, SG186, and senior center Jeff

Huggins brought the Johnnies back in the hunt once again.

A turning point in the battle came with 12 minutes remaining in the game and the Johnnies still trailing by two points. Within 30 seconds, Ortmann blocked a shot, got a rebound, and helped break the Psycho's full-court press. O'Neill soon connected on two free-throws and a lay-up—with a superb assist from sophomore point guard Tarek Salem—giving the lead back to the Johnnies.

With good defense by freshman Shawn Watts on the perimeter and junior Evan Skladany down low, the Psychos became rattled and frustrated, and St. John's maintained control throughout the rest of the contest. The Johnnies showed great confidence, patience and poise as they withstood each final, desperate Psycho attack. Cheers erupted and the stands emptied as the final buzzer sounded victory for St. John's.

"It was really a tale of two seasons," says O'Neill, since the final success of the team couldn't have been predicted from its early season record of three wins and six losses. "I got a firm commitment from eight guys around Thanksgiving, and things began to gel soon after. Special mention should also go to Steve Houser (tutor), Dan Farley (A94), Pat Sweeney (staff), and Nick Giacona (staff), who

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HARVEY FLAUMENHAFT APPOINTED NEW DEAN IN ANNAPOLIS

Harvey Flaumenhaft, a tutor at the college since 1968, has been appointed dean of the Annapolis campus. He will assume the office in June when Eva Brann retires from the deanship, which she has held since 1990. After a sabbatical year, Brann plans to return to teaching.

Flaumenhaft received his bachelor's

degree in 1960, his master's degree in 1962, and his doctorate in 1980 from the University of Chicago, all in political

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Harvey Flaumenhaft, a tutor at Annapolis since 1968, has been selected as the new dean for that campus.

Photo by Keith Harvey

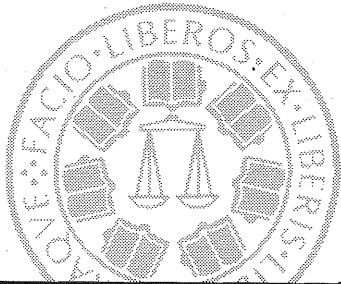


NEW LIBRARIAN JOINS SANTA FE STAFF

Deborah Cady joined the staff of the Santa Fe campus on March 21 as an associate librarian for systems and cataloging, a position formerly held by Patrick Emerson.

Cady came to St. John's from Texas Tech University, where she was the school's automation librarian. She has a master's degree in library and information science from the University of Arizona in Tucson.

In addition to managing the Internet connection for the Santa Fe campus and coordinating web pages and e-mail accounts, Cady also will supervise the student computer center and will oversee the library's network, automated system and cataloging.



SANTA FE CAMPUS WELCOMES THE HELP OF A NEW PARENTS ASSOCIATION

While parents have always been an integral part of the St. John's community, they haven't always had a clear voice in campus life. That's changing in Santa Fe, thanks to a group of volunteer parents who have come together to form the St. John's College Parents Association.

This group of nearly 15 parents held its first meeting in February, and the members are already on a fast track to help the college recruit prospective students, coordinate Parents Weekend and other parents events, raise money for the annual fund, and review concerns about student life.

Jack Poole, the president of the association and the father of Amanda Poole, SF98, says that the first priority for the new group is to create "an effective organization that will have continuity year after year... Undoubtedly, there are actions and programs that we, as parents, can undertake to improve student life simply by being more directly involved."

Faye Ashley, the vice president and

mother of Amber Boydstun, SF99, says she decided to become involved with the Parents Association to help support the college and to spread the word about St. John's.

"My daughter's experience thus far at St. John's and media reports I've seen recently have verified the importance of a liberal arts education," she says. "Contributing my energy and time seems like a good way to support that and also to help extend the opportunity to others."

The association treasurer, Bruce Blankenship, father of Kevin Blankenship, SF00, says his involvement with the Parents Association gives him the chance to learn more about the school and how his son and other students have adjusted to St. John's and its instructional program.

The association, he adds, should "be an advocate for the parents and the students in the St. John's College community. Also, I think the association should serve as a communication link between parents and the college, especially the

administration. By establishing this link, the parents, the college and the students should all benefit."

At its organizational meeting in February, the association established several committees — one each on student life, parents events, fundraising, and nominations. Each of these committees is working to develop a specific list of duties and to define their missions. Poole says that task should be completed by the summer.

"I am looking for tangible beneficial activities to be visible as soon as the 1997-98 academic year, and maybe sooner," Poole says. "President Agresto and the staff offer encouragement and support to the Parents Association. They want us to have a meaningful role in the life of the college."

For more information on the Parents Association, or to volunteer to serve as a member of the organization, contact Elizabeth Skewes at 505-984-6103, or e-mail her at eskewes@shadow.sjcsf.edu.

The Caritas Society's Flower and Garden Show, held March 14-16 in Mellon Hall, proved once again to be the group's best fund-raiser for emergency financial aid for Annapolis campus students. According to Caritas president Maryanne Spencer, the show raised about \$10,000 this year. Twenty-five exhibitors, including seven nurseries, a bonsai group, artisans, landscapers, and antiques dealers filled FSK Lobby, and hundreds of Annapolitans viewed nursery stock, spring bulbs, tools, and just about everything gardeners need to inspire them for a new season. Even the youngest visitors, like the child at right, found something of interest.

The event was chaired by Joyce Olin, and a committee of many Caritas members worked for months coordinating the effort. Founded in 1969, the Caritas Society now has more than 215 members; this year alone the group has donated more than \$12,000 to St. John's students who encounter emergency financial problems.

Photo by Keith Harvey



NEWS FROM THE BELL TOWERS

LETTERS
TO THE
EDITORTECHNOLOGY
AND
READING

It was with great interest that I read Miss Brann's contribution to the "Future of Reading in the Age of Technology" in the winter issue of the *Reporter*. I was fortunate enough to enjoy several classes with Miss Brann while I was a student at St. John's, so it is with the utmost respect and admiration that I would submit a challenge to Miss Brann, and indeed to all members of the St. John's College community.

I've spent the last dozen years working on "the bleeding edge" of technology marketing. Though the initiatives I've supported have been commercial in nature, I have learned much about the impacts of these technological advances on the way we think, the way we conduct commerce, and the way we communicate. I am firmly convinced that we are on the threshold of a change no less radical than the introduction of the Gutenberg printing press. And I would contend that as members of a community dedicated to the pursuit of knowledge we must embrace and guide these new tools so that they may best support the development of liberal thinkers.

I offer three ideas for consideration: extension of the community of learning; democratization of information; transition from passive to interactive thinking.

Much has been written about the "global town hall" that the Internet, or more properly the World Wide Web, has created. While one may argue about the effectiveness of this medium, the fact remains that it facilitates communications among a greater diversity of people than any prior medium. This change is happening at a remarkable pace, crossing boundaries of race, religion, education and income levels. In fact we are seeing a dynamic shift among developing countries that are leaping directly to the digital world as a means to educate and advance their societies. Singapore and China come to mind as examples of this phenomenon. What better tool to extend the dialogue of a community such as St. John's? What better means to challenge the traditional mass media machine than through a

medium which allows the participant to become publisher? And what better catalyst to move a society from passive acceptance to interactive thinking than the move from the television to the computer?

While I'm sympathetic to the dilemma of real-time communications and the overwhelming cycle of information exhaust it can create, I cannot accept it as a reason to discount the medium. Rather I would suggest that we must apply the same discipline of thoughtful conversation to our digital communications as we do to the "real world" analog. It is just as inappropriate to indiscriminately distribute a rambling, unfocused e-mail as it is to dominate a seminar with irrelevant chatter. We must learn to use electronic communications and publishing devices with the same consideration as we have their traditional counterparts.

After all, who is to say that we cannot make free men out of children by means of books, a balance, and a micro-processor?

—Leslie A. Jump, A84

I can make several definite statements concerning the future of reading and studying in the wake of technological innovations (*Reporter*, Winter 1997). The computer and its associated connectivity are neither savior nor anti-Christ, but simply another set of tools. My personal strategy with regard to all technology is to become familiar with the tools and to use whatever is useful, but to structure my life and my thoughts such that I am not dependent upon technology.

In that regard, my attitude tends to be consistent with that expressed by Ms. Brann. Just because I can express myself on the Internet does not mean that I wish to do so (one must always consider one's audience). It is good to have possibilities; however, I would prefer to wait until I have a need to speak to someone in Uganda, rather than casting about for any excuse to communicate globally. Furthermore, I never "surf" the World Wide Web; whenever I use it, I am always searching for something definite. More often than not, what I am looking for is simply not there.

In the current content-void state of the Internet, one of the rare useful endeavors that has remained free of the plague of commercial advertising is Project Gutenberg and similar projects which maintain electronic texts of works whose copyrights have expired.

Furthermore, I have in my possession a CD-ROM of electronic texts containing the majority of works on the St. John's program, as well as literally hundreds of others.

While I have not read *Lear* electroni-

cally, I have read several books on my computer, including a collection of short stories by Tolstoy, which I have not seen in print. (Mr. Preston, I cannot claim to have found any "subtle" differences in the works compared with the print media.) What I have found is that reading texts electronically has increased my concentration and involvement in the works. Freed from the arbitrary limitation of physical and logical pages, I was able to follow the stories entirely based on the dramatic structure. However, increased eye-strain from monitor radiation, lack of portability, and of course reliance on electricity make this form of reading less desirable than printed media.

One benefit of electronic media is its ability to search and locate particular words or phrases, which would be useful in seminars where time and attention can be consumed by paging through a book to locate a particular passage. On the other hand, having notebook computers on the seminar table may become too distracting (I'd be tempted to play games when the conversation became too boring).

So it goes. Any perceived benefit in electronic media over print has a concomitant drawback. The same sort of arguments could be made concerning reading a work or hearing it read out loud. I hope that the issue would remain one of personal preference. Perhaps any statement advocating or condemning one media or the other is simply an expression of prejudice.

In the end, I would say that with regard to the topics with which St. John's College concerns itself, the effect of technology will be negligible. After all, if the argument in the *Phaedrus* applies to books, it applies no less to electronic media or whatever else is going to develop in future years. What may develop, though, is an increasing gap between the sort of classical education encouraged by St. John's and a technology-based education which seems likely in other educational institutions. Whether this gap is a good thing or a bad thing, I have no opinion (that I'm willing to share).

—Mark Ressler, A89

P.S. — I found it interesting that in the cover photo illustrating how St. John's students still learn by reading books vs. the new technology, the young lady pictured reading was in the section of the library which contains Dean Koontz, "Pogo," "Creator," and I believe Anne Rice. Not exactly pondering the great issues, is she? Always remain especially critical of images.

ON WOMEN
WRITERS AND THE
PROGRAM

The following passage seems relevant to the issues raised in the letters on women's works in the program. It is from *Scott Buchanan: A Centennial Appreciation of His Life and Work*.

"A great book is the product of the liberal arts; the authors are liberal artists, masters of the arts. The great books improve the mind because they induce the formal habits of learning in the reader and discussant. The aim of the liberal arts is insight, understanding, imagination, and finally the transformation of the student into his own teacher and the teacher of others."

—Charles Lerner, A53

I've read the frightening letter to the editor in the Fall '96 *Reporter*. I say frightening because the thought of St. John's becoming subject to the specter of feminism is just as disturbing as the specter of fascism, nazism, communism or McCarthyism — from the right or from the left.

The problem with these "isms" is that they prevent open-minded objectivity and receptivity. If one does not have an uncluttered, open mind at St. John's, he/she is unable to adequately be affected by what the program offers. I suggest it would be far better never to get involved with St. John's than to go through the program viewing things through the feminist prism or through any such "ism" prism. I am very concerned that feminism may be the Achilles heel of St. John's. Unfortunately, this disparity in points of view has spilled over into the question of

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The Reporter welcomes letters on issues of interest to readers. Letters may be edited for clarity and/or length. Those under 500 words have a better chance of being printed in their entirety.

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SCHOLARSHIP

A NEW GUIDE TO NEWTON'S "PRINCIPIA" GETS RAVE REVIEWS

Dana Densmore, A65, is the Guide's Author

BY CURTIS WILSON

Dana Densmore's new guide to Newton's *Principia* is acclaimed as a "wonderful book" by Richard S. Westfall, the late professor emeritus of the history of science at Indiana University, in a review published posthumously in the December issue of *Isis*.

A 1965 graduate of the Annapolis campus, Densmore is one of five Newton scholars whose books appeared in 1995. It was published by Green Lion Press, which she and her husband, William H. Donahue, A67, operate in Santa Fe.

"...[Subrahmanyam] Chandrasekhar is not the only guide to understanding Newton's dynamics," Westfall writes.

"Dana Densmore's *Newton's Principia: The Central Argument* comes out of the great books tradition of St. John's. It is addressed to students, and it never forgets its pedagogical purpose.

Where Chandrasekhar's goal is to use analytic demonstrations to make Newton's geometry more accessible to the modern physicist, Densmore's goal is to help students comprehend Newton's demonstration in their own terms. The aim is not to tell students what Newton demonstrated, but to enable them to understand the force of the demonstrations by repeating them. Although attention remains focused on mathematical demonstrations, the attitude is not ahistorical in any way. Rather, we stand as it were at the historical moment when Newton first elaborated the demonstrations and scientific thought attained a new level of understanding.

"Densmore will not allow the students to take anything for granted. For example, she devotes no fewer than 74 pages to a penetrating scrutiny of

Section 1, the method of first and ultimate ratios. As the title states, the book confines itself to what it calls the central argument, that is, Section 1-3 of Book 1 and the early propositions of Book 3, the argument that concludes in the law of universal gravitation; and Densmore pursues that argument with all the intensity that the St. John's program encourages. Densmore's husband, William H. Donahue, has translated afresh all the propositions and other material from the *Principia* that the volume includes.

"This is a wonderful book. Taking Newton on his own terms, it insists on the full rigor of the demonstrations and does not hesitate to point out where full rigor appears to be lacking. The flavor of the book can be sampled in its treatment of the phenomena cited at the beginning

of Book 3, where Densmore pauses to explain in what sense generalizations not directly observable can be called phenomena (for example, Kepler's third law applied to the satellites of Jupiter) and how the data for them were collected in the late 17th century. She devotes no fewer than 40 pages, virtually a tenth of the book, to the careful examination of a passage essential to the argument that occupies five pages of the *Principia*. As she says in the 'Preliminaries,' 'we understand Newton only in understanding why he proved things as he did...Students are not the only ones who can profit from the exercise.'"

Included among the five books reviewed is Francois de Gandt's *Force and Geometry in Newton's Principia*, for which Curtis Wilson, an Annapolis tutor emeritus, did the translation.

LETTERS CONT. FROM PAGE 5

the reading list in a way I don't think Scott Buchanan would have approved. The argument on what books trivializes the program. If (Buchanan) felt that deBeauvoir's *The Second Sex*, *The Diary of Anne Frank*, Emily Dickinson, Sappho, Virginia Woolf, Jane Austen, etc., belonged in the program, would he not have included them? I note that *Pride and Prejudice* is now on the third year list. I saw the movies of *Pride* and *Gone With the Wind*, so why read the books? Whatever they have to say was, I suggest, said in the films.

There is a whole host of authors in the class of Jane Austen. The Buchanan list is obviously under siege. We can expect the siege to become ever more strident. Every Tom, Dick and Suzi author will have his/her constituents for placement on the St. John's list. The more said-constituents succeed, the more St. John's will become like every other college and university in the U.S. The vision of Scott Buchanan will have drowned in the lowest common denominator of mediocrity. If St. John's is to survive as a preeminently unique beacon of light for education around the globe, we must resist the onslaughts of the Jane Austen proponents and her "romantic" peers. A "romantic" perspective on the universe will not, I offer, achieve the educational intention

we all aspire to.

—George Caley, A45, SGI78

There may be many reasons why literature, philosophy and essays written by women already proven great—despite not already being on the list—are not officially read and discussed in seminars at St. John's. I hope it is not because the powers that be assume that it is a "small step from gender literature to ethnic literature and multiculturalism" to quote from Mr. Hazo's letter. It cannot be escaped; all literature has a form of gender (written by man or woman), and the literature read at St. John's is already from many different cultures, albeit Western. Indeed, the books we have considered great so far have helped define the culture in which they were written, which is one of the reasons we admire and protect them in the first place. We like to think the ideas transcend gender, race and culture, and perhaps, by the same token, we think the men who picked the books transcend them as well.

However, great books and the list did not fall out of the sky. Books written by men—not women—were placed on the list by men—not women—influenced by their culture, just like any other men in any other time in history. Now these choices are being challenged. Perhaps it is

less sexism than this challenge to the God-like nature attributed to the list, the books and the men who wrote and picked them, that causes alumni to balk. Or maybe balking at change is part of any "ism" which oppresses and denies human rights and thought. That women have not had enough time to write something truly great is a bizarre argument. Do people really still believe that because women could not vote or own property they were not thinking or writing? Women were not just given rights. They fought for them and took them precisely because they were thinking and writing. Mr. Hazo's letter proves Ms. McMurrin's point. "Adding one or two great books by women (especially Wollstonecraft, deBeauvoir or Woolf) is a means of making the dialogue on gender a fruitful one because these great works formulate new, original and insightful ways of conceiving gender."

If St. John's still has no works written by women on its official list of the great books read and discussed in seminars, it is a poor show for representation of Western thought—both ancient and modern—in my opinion. I defend the right of St. John's to define the boundaries of the education it offers to young people. However, if my children were going to be taught that women are inferior because there is no equally approved and formal

access to the discussion of the best thoughts, ideas and opinions of women—especially in a school that holds itself out to be the best—then I would defend my right to send them to college elsewhere.

—Mary Tarail, M.D., SF73

THE ST. JOHN'S MISSION

The original mission of the college was to bring students into the great tradition of the West by means of a serious study of its most famous and characteristic written works. One may reject this goal, but it can at least be accomplished reasonably well in four years. Over the years, however, both students and tutors have been tending toward the study of any works that could qualify as great or near-great. The program in Eastern classics and Mike Weaver's letter urging the inclusion of Islamic writings are symptoms of this tendency. Once "greatness" becomes the criterion, there is nothing to prevent us from adding the Bhagavad-Gita, Confucius, the Qur'an, or *The Tale of Genji*; in the end, we could have a curriculum based on great books of the world, not just the Western world.

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GREAT MINDS CONSIDER THE GREAT BOOKS OF THE 20TH CENTURY

What do you think the Great Books of the 20th century might be? This was the question St. John's College, as part of its 300th anniversary celebration, put to more than 300 people, ranging from the President and members of the Cabinet to academics and nationally syndicated columnists. Respondents were asked to name their choices for the greatest works of this century on several criteria: that the work has had significant impact on human understanding; that it has addressed, in new and brilliant ways, fundamental questions of human concern; that it has changed the way in which we view the world; and that it promises, by virtue of these qualities, to transcend this century and endure.

The responses were interesting and wide ranging. As President John Agresto, who initiated the inquiry, says, "Not one mention of Eurocentrism, phallocentrism, logocentrism or any other epithets of the modern intelligentsia came in the mail. Perhaps, they couldn't spare the effort. Or, perhaps, when no one's watching, even the most cynical think that there are some books and authors so central, so important, so lasting and intelligent that they deserve both recognition and study."

Respondents ranged widely across the political and professional spectrum, and included Eugene McCarthy, Arthur Schlesinger Jr., Charles Krauthammer, Tom Brokaw, Dan Rather, Shelby Foote, Justice Stephen Breyer and Nobel Prize winner P. Sherwood Rowland.

In the end, 89 works—many of them on several lists—and more than 100 authors were recommended for consideration. "Many of the works recommended were what we expected. Few would argue that Einstein and Freud don't meet our qualifications. Others surprised us, such as a recommendation for the Beatles' *Sgt. Pepper's Lonely Hearts Club Band*," says Agresto.

The decision for inclusion on the final list, that in fact turned out to be two lists, was made by a committee composed of Agresto, the deans of both campuses and six faculty members.

The first list contains those books or authors that the committee saw as serious contenders as the great books of this century. The second contains those about which the committee was less sure, though positive that people will profit from reading them and that the books

have made valuable contributions to knowledge and culture in the 20th century.

Except for a few works in the sciences and mathematics that the committee felt were crucial, the list fairly accurately reflects the respondents' recommended texts. The committee members note that this list obviously does not contain *all* of the great works of this century, only those about which they are sure and confident enough to judge.

FIRST LIST

ADAMS, HENRY:
The Education of Henry Adams

BORGES, JORGE LUIS:
Ficciones

CELAN, PAUL:
Poems of Paul Celan

CHEKHOV, ANTON:
The Three Sisters

CONRAD, JOSEPH:
Heart of Darkness

EINSTEIN, ALBERT:
On the Electrodynamics of Moving Bodies (The Special Theory of Relativity, 1905)

FAULKNER, WILLIAM:
The Sound and the Fury

FREUD, SIGMUND:
Interpretation of Dreams

GÖDEL, KURT:
On Formally Undecidable Propositions of Principia Mathematica and Related Systems

HEIDEGGER, MARTIN:
Being and Time

JOYCE, JAMES:
Ulysses

KAFKA, FRANZ:
The Castle

KEYNES, JOHN MAYNARD:
General Theory of Employment, Interest and Money

MANN, THOMAS:
The Magic Mountain

PROUST, MARCEL:
Remembrance of Things Past

RUSSELL, BETRAND AND WHITEHEAD, ALFRED NORTH:
Principia Mathematica

STEVENS, WALLACE:
Collected Works

TURING, ALAN:
On Computable Numbers

VALERY, PAUL:
Charmes

WEBER, MAX:
Science as a Vocation

WELTY, EUDORA:
Losing Battles

WATSON, J. D., AND CRICK, F. H. C.:
"Molecular Structure of Nucleic Acids"

WITTGENSTEIN, LUDWIG:
Philosophical Investigations

WOOLF, VIRGINIA:
To the Lighthouse

YEATS, W.B.:
The Collected Poems of W.B. Yeats

SECOND LIST

BECKETT, SAMUEL:
Waiting for Godot

BOHR, NIELS:
"On the Spectrum of Hydrogen"

BRECHT, BERTOLT:
The Three Penny Opera

CAMUS, ALBERT:
The Plague

CHURCHILL, SIR WINSTON:
Marlborough: His Life and Times

DUBOIS, W.E.B.:
The Souls of Black Folk

ELIOT, T.S.:
Collected Poems

ELLISON, RALPH:
The Invisible Man

FEYNMAN, RICHARD:
Lectures on Physics

FITZGERALD, F. SCOTT:
The Great Gatsby

HEMINGWAY, ERNEST:
The Short Stories of Ernest Hemingway

HUSSERL, EDMUND:
The Crisis of European Sciences

JACOB, FRANCOIS AND MONOD, JACQUES:
Genetic Regulatory Mechanisms in the Synthesis of Proteins

JAMES, HENRY:
The Ambassadors

KING, MARTIN LUTHER:
"Letter from Birmingham Jail"

MARQUEZ, GABRIEL GARCIA:
One Hundred Years of Solitude

LEVI-STRAUSS, CLAUDE:
Tristes Tropiques

MUSIL, ROBERT:
The Man Without Qualities

O'NEILL, EUGENE:
Long Day's Journey Into Night

POINCARÉ, HENRY:
Science and Hypothesis

NABOKOV, VLADIMIR:
Pale Fire

O'CONNOR, FLANNERY:
The Complete Stories

QUINE, WILLARD VAN ORMAN:
Two Dogmas of Empiricism

SOLZHENITSYN, ALEKSANDR:
The Gulag Archipelago

SHAW, GEORGE BERNARD:
Man and Superman

STRAUSS, LEO:
Natural Right and History

NANCY BUCHENAUER: LEARNING HER PARADIGMS

BY BARBARA GOYETTE

Here's an old St. John's saying to the effect that "a tutor is the most advanced learner in the class." Nancy Buchenauer, with her devotion to

back and forth between the earliest works and modern writings because each illuminates the other—"there's a certain way in which all the works that we at St. John's

read after the first ones make us better readers of the early ones," she points out.

At Brown, where she received her doctorate, Buchenauer studied in the classics department, where the ancient history courses were offered. "It wasn't as

much a divergence as it might seem," she explains. "Being in the classics department broadened me out; it gave me the opportunity to see that reading literature and philosophy texts was as important to me as reading history texts."

Buchenauer considered coming to St. John's to teach as an opportunity to continue to broaden and at the same time deepen her own education. During the course of her teaching, she has taken on some substantial challenges. The first was to learn and teach junior math and lab. "Physics to me was a great terror, an area I felt I never understood, so I decided early to take it on," she says. She found that the St. John's way of teaching calculus and physics really clicked for her—not only was she able to work through the classes and lab sessions, but she began to comprehend, really see things. "It was exhilarating to finally catch a glimpse of the world of Einstein's relativity. And electricity and magnetism—what a beautiful land!"

A second chunk of time—from 1991 to 1994—was devoted to serving as director of the Graduate Institute in Santa Fe. "As an undergrad (at Cornell) I felt invisible; no one paid attention to me. I wanted to know whether it was possible to have an administration that would

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Nancy Buchenauer at her new "home" in Annapolis.

studying across the curriculum and her constant striving to, as she says, "become a deeper and deeper reader," is a paradigm of that description.

A tutor in Santa Fe since 1980, Buchenauer moved to Annapolis this semester. She attributes the change to two causes: curiosity and health. "I was simply curious about this other half of the college," she says of the Annapolis campus. "I thought 'Wouldn't it be lovely to go there and have seminars with the tutors I have met and talked with over the years?' Finding that I had become allergic to just about everything in Santa Fe pushed me over the edge to make the decision."

Buchenauer's first academic love was ancient history. She has both a bachelor's and a master's degree from Cornell in that discipline—with Greece and Rome her primary areas of study. While reading T.S. Eliot and Ezra Pound early in her college career, she realized that she was going to have to go back to the beginnings of the Western tradition to really understand the context of modern poetry. Once she got started in history, she was hooked.

"I was interested in the origins of things, for example how democracy starts," she says. She still enjoys going

EDO: ALIVE AND WELL

BY SUSAN BORDEN

Ten years after its Annapolis campus debut, the St. John's-born band EDO returned to the college this winter to play a backstage concert.

Alumni who were in Annapolis between 1987 and 1990 will probably remember EDO and its fearless leader, Eliot Duhan, A89. And some might even find, while digging in the back of their cassette box, the group's first release *Waltzing With The Dogs*, which featured classic EDO hits such as "The Anomaly Song," "Bad Piece of Business," "The Ice Cream Shimmy" and "Big Pizza."

Today, EDO is alive and well and living in Philadelphia. The group plays between six and eight times a month, with usually only one of those performances taking place in the city of brotherly love. For their other concerts, the musicians travel up and down the eastern United States, playing in towns like Albany, Boston, Williamstown, Binghamton, Pittsburgh and Baltimore. As their promotional literature puts it, "EDO wants to play on your stage, perform in your city, whoop it up on your airwaves, and sleep on your couch."

Also in their promotional literature is page after page of favorable reviews. From the *Philadelphia Inquirer*: "Truly touching and outright riotous, crammed with big ideas and clever asides." From the *Philadelphia Daily News*: "A smart melange of punk-rock, funk and jazz...not for the easily offended or musically narrow-minded." From the *Philadelphia City Paper*: "Excellent kick-ass music."

"We have achieved some level of critical success," Duhan says. "In Philly we get picked every year for things like the top five bands, the best unsigned band, things like that."

Unfortunately, however, being one of the five best bands in the fifth-largest city doesn't pay the rent. "I've held down various day jobs over the years in order to finance my nighttime music habit," says Duhan, whose consulting work for the Philadelphia Music Conference and part-time job as a mover of art and antiques

help pay his bills.

In reference to its commercial plight, EDO has adopted a motto: "Bands that are funny seldom make money." But this is only one of the group's many mottoes. Others are: "House Band on Pluto," and a long-standing favorite, "EDO: The Joke's on Us."

But jokes are not just a motto for EDO—they're part of the group's art and its identity. Duhan describes EDO as a "Marx Brothers Tribute Band."

"We do musically what the Marx Brothers did on stage and film, producing a great sense of only mildly controlled chaos. It's music with a sense of humor, music that doesn't take itself too seriously," Duhan says.

As part of its chaotic humor, EDO concert-goers have watched Duhan cook a piece of raw meat with a clothes iron ("It's enough to make you turn vegetarian!" one reviewer exclaimed), climb a tree (from which he later had to be rescued)



EDO's Eliot Duhan, A89, is not usually known to shy away from the spotlight.

during an outdoor concert, toss food into (or at) the audience, and smash up small appliances.

"We're living in a time when all sorts of appliances, from toasters to VCRs, are more expensive to repair than to buy new," Duhan says, adding that he only smashes items that can't be fixed. "I'm very excited. I recently found a perfectly good looking, but not functional IBM Selectric typewriter."

From the group's roots in Annapolis a decade ago, when Frank Alden, A90,

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LESSONS FROM THE PAST HOLD PROMISE FOR THE FUTURE

Writers and Scholars Look at the Role of the Past During a 300th Anniversary Conference in Santa Fe

BY ELIZABETH A. SKEWES

I have but one lamp by which my feet are guided, and that is the lamp of experience. I know of no way of judging of the future but by the past.

Patrick Henry
Speech in the Virginia Convention,
Richmond
March 23, 1775

St. John's College was not even a century old when Patrick Henry spoke those words; and the new program, which owes its intellectual heritage to the past, was something that would come about only in the far distant future. But the message of Patrick Henry tells us that the lessons of the past are our legacy. Contemporary writers and scholars apparently would agree.

In early April, 17 writers, educators, politicians and scholars gathered at St. John's in Santa Fe to consider the role of the past in our present and our future during a two-day conference funded by the Lynde and Harry Bradley Foundation. As the capstone event of Santa Fe's celebration of the college's 300th anniversary, the conference, "Does the Past Have a Future," was a major success.

A standing-room-only crowd attended the keynote speech by *Washington Post* columnist David Broder; and the panel discussions on politics, culture, education, and science and technology also were filled to capacity. Throughout the two days, those who attended heard that we can meet our obligation to the future only if we heed our past.

"We are very future-oriented as a people, but in an odd way, we have a tradition of being future-oriented," Broder said in an interview prior to his speech. He said that in the world in which he works—that of journalism and politics—there is a lot of tension between truth, which is permanent and universal, and events that are unfolding.

"There are trade-offs that you make," he said. "The late publisher of my paper once called journalism 'the great rough draft of history' because there are things



New Mexico Attorney General Tom Udall speaks during the panel discussion on politics.
Photo by Alan Taylor

you don't know when you write a story." However, it is the "rough drafts" of earlier science that have paved the way for many of today's technological advances, said Edward Tenner, a visiting geosciences professor at Princeton University who was part of the panel on science and technology.

"Scientists have a surprising degree of interest in the past," he said. "Biologists at Princeton will go back to Darwin to understand how he phrased a question. Scientists regard the works of earlier scientists as part of a family tree."

At times in history, he said, different parts of the tree have bloomed more fully. "From one period to the next, there are different areas or disciplines in which important discoveries can be made," Tenner said. "For instance, you

won't have the same speed of discovery in particle physics in the next decade as you had in the past. However, the history and regulation of the earth's climate is an exploding field. All kinds of things are being done regarding Gaia hypotheses and the field is much more exciting than it has ever been before."

He said in the world of science and technology, researchers are always working at the edge of what is technologically possible. And they often look to the scientists who preceded them for inspiration. "These people were so clever and so ingenious that they are models of research given the resources available to them at the time," he said.

Tenner also said that the advances of technology have come at a cost. Each new technological development adds an increasing layer of complexity to the world, he said, which means that more training is required and more things can go wrong. Laparoscopic surgery, for example, "requires learning a kind of mirror-image technique" and even cars, which are easier

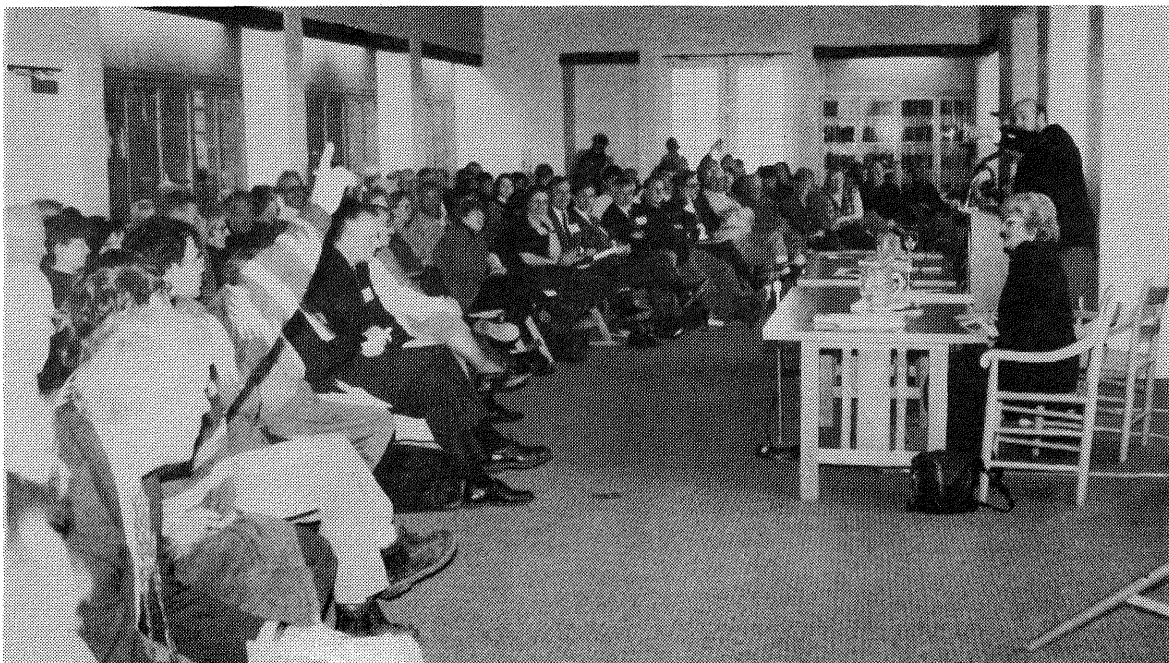
for the consumer to drive, have become more difficult for a mechanic to diagnose and repair.

He said that with all scientific and technological advances, it's also important to understand the historical context of the discovery. "It's not a coincidence that mad cow disease and cloning occurred in the same country in a relatively short period of time," he said. "Because of the German blockade during World War II, Britain was a country afraid of starvation." As a result, much of the focus of research in that country has been on food and food production.

For Catharine Stimpson, director of the MacArthur Fellows Program and a member of the education panel, new technologies mean new challenges for educators. The Internet and computers are changing the way people learn, she said, in much the same way that genetic engineering has changed biology. "It's like the faculty sitting around after Gutenberg and saying, 'What are we going to do with these things called books?'"

She said one of the fundamental questions for educators today is how to best use education and technology to study the problems of the next century—

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Santa Fe Dean James Carey, who moderated the panel discussion on education, takes a question from the audience.

Photo by Alan Taylor

ALUMNI PROFILE

AT HOME IN THE LAND OF THE DELTA BLUES

John Ruskey, SF90, Makes the Blues his Livelihood and his Passion

BY ELIZABETH A. SKEWES

It was a canoe trip with a college friend that first brought John Ruskey to Clarksdale, Miss. But it's the blues that brought him back after graduation, and it's the blues that have kept him there ever since.

Ruskey, SF90, decided to head to Clarksdale in the spring of 1992. He went to St. John's for a year and a half before transferring to the University of Vermont, where he graduated in 1991. After spending a few months at home in Silver City, N.M., and a few more months in Austin, Texas, trying to make it as a street musician, he realized that what he really wanted to do was study the blues. So he packed up his few possessions—a guitar, an accordion and his backpack—and headed to the home of the blues.

For many, Clarksdale is no more than a spot on Highway 61 between Memphis, Tenn., and Greenville, Miss. But for Ruskey and others who grew up listening to Muddy Waters and John Lee Hooker, it is a musical mecca.

"I first came through Clarksdale in 1991 just to see the land that they came from," Ruskey says. A year later he was back, hoping to find a musician he could study with and wondering how he'd eke out a living.

"When I got here I was broke. For a while, I drove a tractor with the Mennonite farmers; and on the rainy days when they weren't in the fields, I volunteered at the museum," he says.

"The museum" is the Delta Blues Museum, which opened its doors in 1979 as a division of the Carnegie Public Library and averaged 30 or so visitors a month in its first decade. However, the tide started to turn in 1988 when ZZ Top, a Southern rock band, took a strong interest in the museum and began staging benefit performances for it. A few years later, with additional funding from private sources and the National Endowment for the Humanities, the museum was ready to hire its first full-time curator. Since Ruskey had already been cataloging the collection and planning exhibits as a volunteer, he was a natural for the job.

Today the museum takes up 5,000 square feet in the upstairs section of the old library. It houses thousands of photographs, records, CDs, videotapes and books—many of which are available for public use. It also houses hundreds of

Education Program, which he co-founded in 1992 with Rex Miller, a New York photographer. It is the education program, now operated after school out of the museum, that brings new life and vitality to the blues, he says.



John "River Rat" Ruskey, SF90, spends his days curating exhibits and running an education program at the Delta Blues Museum in Clarksdale, Miss. In his spare time, however, he takes up his real passion, playing the blues as a member of the Wesley Jefferson Band.

Photo by Ingbet Grüttner

instruments, including a copy of "Lucille," B.B. King's guitar, and "Muddywood," a guitar commissioned by ZZ Top and made from wood taken from Muddy Waters' childhood home.

But just as important as the collection to Ruskey is the Delta Blues

Education Program, which he co-founded in 1992 with Rex Miller, a New York photographer. It is the education program, now operated after school out of the museum, that brings new life and vitality to the blues, he says.

play an instrument and how to behave professionally in the music field. In fact, the application form tells them that the Delta Blues Education Program has "a zero-tolerance" policy for students caught fighting, lying, cheating, drinking, using drugs or being sexually suggestive. Infractions result in expulsion from the program, period.

In addition, the application tells them they must be "good citizens in their community.... They will spread understanding and harmony throughout the world with their music. They will be examples of talent and cooperation. They will carry the Delta Blues tradition, which itself was born of African roots in the Mississippi Delta, with pride and courage. As children of an important cultural heritage, they will be serious, compassionate, and generous."

Despite the ground rules—or perhaps because of them—the students come and many of them stay to learn from master blues musicians including Michael "Dr. Mike" James, Harvell Thomas, Andrew Turner, Dione Thomas, James "Super Chikan" Johnson and Johnnie "Mr. Johnnie" Billington.

The children often are quick learners, Ruskey says. The museum is open for lessons every weekday from 3 to 5 p.m., and many of the students practice on their own. The result is a group of musicians—some barely big enough to hold a guitar or see over the drum set when they're sitting at it—that has enough talent to have opened for B.B. King and to have played at benefit performances in New York City.

"They play good and they play hard," Ruskey says, "harder than a lot of adults I've seen. We've had real success with 'at risk' students. In fact, some of our best players come from a program, called Pathfinders, for kids who are at risk of getting into trouble."

While the Delta Blues Education Program began through the public schools, providing music training as a part of the normal school day, Ruskey says they decided to make it an after-school program last year "because a lot of

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SUMMER CLASSICS PROGRAM FILLS IN THE GAPS

BY JOHN SCHROEDER

You've just finished a seminar on Homer's *Iliad*, and your mind is moving a hundred miles a minute, but it starts slowing down as you walk through a narrow, adobe-lined street dating from the 17th century and enjoy the beautiful summer weather. There is a storm rolling in from the west, but you know it won't last long when it hits; and it'll be enough to cool the temperatures this evening. And besides, this life is a thousand miles from your everyday grind.

It is exactly that scene that brings people to Santa Fe each summer for the Santa Fe campus' Summer Classics Program. John Agresto, the president in Santa Fe, initiated the program in 1990 and brought out 13 former students to discuss one of the great books and to explore Santa Fe for a week. In eight years, that small group of friends has exploded into a program that brought a record 130 people to Santa Fe last year, and will feature 11 different seminars held over the course of three weeks this summer.

Program participants range in age from 20 to 80, cover all educational and professional backgrounds, and come from all over North America. It is this special combination of backgrounds, along with the close-knit community that is formed, that has made the Summer Classics program such a huge success. At nearly 40 percent, Summer Classics has one of the highest return rates of summer academic programs.

One of those participants who returns year after year is Tricia Tiensch, a

portfolio manager for a major New York Bank. "I saw an ad in *The New York Times* in the second year of the program, and came out and took a course on Shakespeare, fell in love with the place, and have been returning ever since," Tiensch says.

Morning seminars form the core of the Summer Classics program. Led by members of the St. John's faculty and guests from other institutions, seminars meet for two hours every day over six days. Because Summer Classics participants cover in a week what is normally covered over a longer period of time, in many ways the seminars are even more intense than those taken by regular St. John's students.

"You really live the book at that pace," says Claudia Honeywell, a Santa Fe tutor who has also led several Summer Classics seminars. "It almost makes the book unforgettable."

Part of what adds to that intensity is the composition of all of the seminars. "You're surrounded by people of so many different backgrounds, and each one of them brings something different to the text. The conversations are so much better than I imagined them, and I always have high expectations for the seminars," Tiensch says.

Another of those who attends the seminars is Pam Carter, a marketing professional from Tulsa, Okla. She found out about the program the way that many of the participants do—by word of mouth.

"Cheryl Foote Thomas, who is my next door neighbor, attended one sum-

mer and told me about it, and so we came together the next year. I was excited about attending, but I had no background in the great books," Carter says. "Now I love the classics. I'm reading all the time and I can't get enough of it. It's really amazing to have a group of people all read the same work and come up with totally different perceptions about what it's saying."

Tiensch adds, "In the Dante seminar I took last year we had bankers, lawyers, doctors, entrepreneurs, teachers, a parts rep for one of the major car manufacturers, and even a producer for NBC news. It was a huge cut across the spectrum, and everyone combined to form a cohesive whole. What's really amazing is that every year everyone gets along, and that also is part of the magic."

Carter has become such a convert to the St. John's method that she now has brought St. John's to Tulsa. Along with Cheryl Foote Thomas, who is also a member of the college's Board of Visitors and Governors, Carter formed the Tulsa Seminar Series, which brings tutors from the Santa Fe campus to Tulsa once a month to lead a discussion on that month's topic.

"It's so much better when you can talk with someone about what you're reading and they're reading the same thing," she says.

In addition to the morning seminars that are the foundation of the Summer Classics program, the college leads excursions to areas of interest around Santa Fe,

which have included a guided tour of Los Alamos and a geological tour, as well as trips to Bandelier and Pecos National Monuments, to name a few. It is the mixture of the seminars with everything else that brings others to the program, including John Balkcom, a management consultant from Chicago.

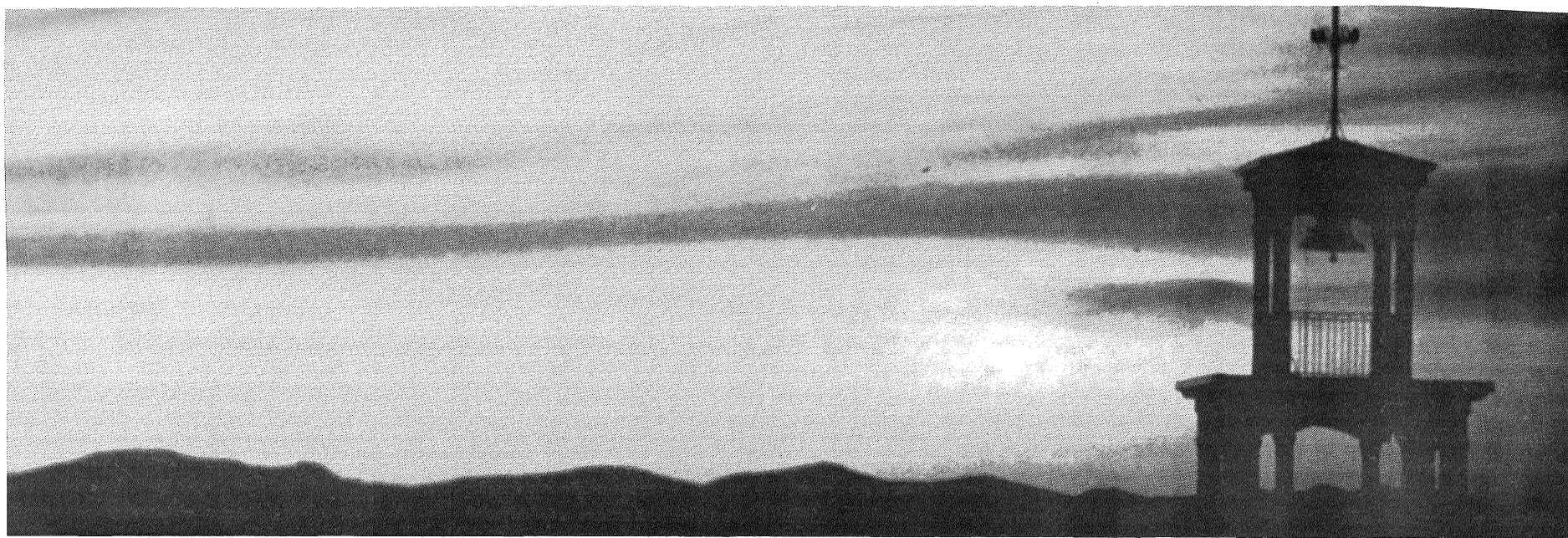
He originally heard about the program when he brought his daughter out for a visit when she was a prospective student looking at colleges. Balkcom was so enamored by the program that he decided to give Summer Classics a try.

"The combination of reading, the dialogue, hiking, the opera and everything else that goes on during the week is deeply nurturing and recuperative to the soul, and so different from my everyday business experiences, that I have to come back every year," Balkcom says. "I love being a small part of a community of learners that I find wonderful, cooperative and curious. I can't imagine not being at St. John's during the summers for the next 10 years."

Balkcom has come to love the St. John's program so much that he has since joined the Graduate Institute, one of two Summer Classics alumni to do so, and has also become a member of the college's Board of Visitors and Governors.

"I could say this is about completing my education, but it's really about getting the education I missed studying philosophy as an undergraduate," Balkcom says. "I found that in my late 40s I had more to

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ALUMNI PROFILE

JOHNNY LAWYER WINS SUPREME COURT CASE

BY BARBARA GOYETTE

Margaret Winter, A66, a lawyer for the American Civil Liberties Union's National Prison Project, won a unanimous decision before the U.S. Supreme Court in March. The Court ruled that the State of Oklahoma violated the due process rights of an inmate who had been ordered back to prison after five months on an early release program. Winter argued that the early release program was similar to parole, which cannot be revoked without a hearing. The Attorney General of Oklahoma, arguing for the state, contended that the release program—which was designed to relieve overcrowding in the jails—was simply another, minimum security form of incarceration that could be changed to higher security at any time without cause.

When she found out that the Court had agreed to hear the petition, Winter thought it was a bad sign for proponents of prisoners' rights. "Usually when a prisoner has won in an appeals court and the Supreme Court agrees to hear the case, it is overturned," she says. Another hurdle in the case was that the prisoner himself—with only an eighth grade education—had presented his pleas before the state trial court, the Oklahoma Court of Criminal Appeals and the Federal District Court, losing them all but finally winning in the Court of Appeals for the Tenth Circuit.

"Many of the important prison cases decided by the Supreme Court over the years have been brought by prisoners, but in general the prisoners are not being helped out," says Winter. "Usually their cases get thrown in the wastebasket without a chance."

The prisoner, Ralph Harper, is a convicted murderer who had served 15 years of a life sentence when he became eligible for the early release program. The program allowed the early release of a certain number of inmates when the prisons become too crowded. Inmates in the early release program live on their own, get jobs or go to school, and report regularly to a parole officer. After five months of freedom, Harper was told at 5:30 one morning that he should report back to prison by 10 a.m. because his parole, which had subsequently been reviewed independently, had been denied. Although he had not violated any of the terms of his early release, Harper was not given a hearing or a chance to challenge the order.

When the State of Oklahoma asked

the Supreme Court to hear the case and the Court agreed, Winter was appointed to represent Harper. "I flew out to Oklahoma and asked him if he wanted me to represent him...When he represented himself, he had found the essential analogy in *Morrissey v. Brewer* [a 1972 Supreme Court decision granting due process to parolees], which no lawyer would have missed. But the way he did his papers was lucid and simple. He has a wonderful mind and could have been a first-rate lawyer," says Winter, who received her law degree from Georgetown.

Winter's office handles prison-related Supreme Court cases, so she had worked on briefs before, but never argued a case herself. It was intimidating. "All nine of the judges are asking you questions, interrupting you all the time during the half hour you have to present your case," she says. The justices were familiar with the case because they had studied the elaborate brief filed ahead of time.

"What they are doing in asking the questions is dealing with issues in the brief that trouble them," she says. "I was elated when the justices were questioning the Attorney General from Oklahoma because I could see that they had understood the most difficult part of my argument."

The heart of her argument involved persuading the justices that the early release program resembled parole. The state argued that returning Harper to prison was merely a change in his confinement status—that he had not been freed like someone on parole. In the opinion, written by Justice Clarence Thomas, the Court called the differences between Oklahoma's early release program and parole "phantom differences" and affirmed Winter's arguments about the nature of Harper's release: "that respondent's [the prisoner's] continued participation was conditioned on extrinsic events [i.e., overcrowded prisons] is illusory, and the analogy to furlough inapposite."

Winter says that while it is too early to tell what the ramifications of the decision might be, she hopes it will "nip in the bud" the current "constitutional free-fall...The states don't want to have to return people to prison only for cause...A number of state attorneys general were hopeful that this decision would be in favor of Oklahoma and would give them more license to do whatever they want to prisoners. The Court said no."

CAPTURES CROWNS CONT. FROM PG. 3 filled in while the students were gone during winter break, and started us on our run of eight and one to finish the season."

For the St. John's softball team, the start of the season was a lot smoother as the team easily defeated most of its opponents, winning its first city league division title with a record of seven wins and one loss. In fact, the team was so dominant that the mercy rule—which says that a game will be called if one team is leading by 10 runs or more after five innings—was invoked in four of the Johnnies' wins. Due to these four mercy killings, St. John's became known as "The Kevorkian" team.

The cause for the winning season? "It's Gotta Be the Jerseys" was the team's rallying cry. The embroidered jerseys gave added inspiration to the team and were provided by David Elman, SF82, president of Right Now Productions in Kensington, Md.

O'Neill said the successes in both softball and basketball this year resulted from a lot of practices and a comfortable atmosphere on the field or court. "I also stressed the team concept, and tried to make sure that everyone was relaxed and having fun," he says.

And O'Neill is looking ahead to other arenas in which St. John's can make its athletic mark in Santa Fe. While a few people have suggested a Greco-Roman wrestling team, O'Neill has his own ideas. "City league bowling," he says. "We're gonna kill 'em!"

St. John's College 1996 Division Champions Greater Santa Fe Softball

MEMBERS:

Dan Cortez, SF96, pitcher/catcher

Joe Shaffer, staff, pitcher/outfield

Pat Sweeney, staff, catcher

Ted Gonzales, staff, first base

Dan Farley, A94, second base

Tim Quintana, official ringer, third base

Nick Giacona, staff, shortstop

Brendan O'Neill, SF93 and staff, outfield

Tim Wolff, SF97, outfield

Mark St. John, SF83 and staff, outfield

Chris St. John, staff, outfield

Tony Lovato, staff, outfield

Steve Houser, SF79 and tutor, outfield

BUCHENAUER CONT. FROM PAGE 8 further students' learning," says Buchenauer. What a program needs, she discovered, is listening and attentive administrators, not lots of money.

Buchenauer's third project at St. John's was helping to find a way to study art in the program and the introduction of the fine art segment during senior year on the Santa Fe campus. She spent two sabbatical years in Europe studying and looking at art. "I felt there was a way to present and discuss paintings that would be unique to St. John's," she says. "Art history programs can never look at a painting in its integrity and wholeness. At St. John's, we look at the artwork and ask, 'What kind of a whole do we have here?'"

Buchenauer says that the fine art segment has helped her develop a new sense of sight—its primary purpose, as opposed to other art history classes which teach how to see a painting in its historical context.

Now Nancy Buchenauer is ready to take on yet another challenge—becoming acclimated to a new campus, with new traditions, new personalities and a new group of students. Already she feels at home—a special St. John's home. "I felt enormously welcome," she says. "Right away, the tutors were encouraging me, showing me what was available, and helping me with my interests. I have found this to be a single college in the best sense."

EDO CONT. FROM PAGE 8

Marshall McMillan, A90, Yanni Papadopoulos, A91, Karl Meyer, A90, and Jenna McKenna, A91, were among its members, EDO remains an important part of Duhan's life. And although Duhan is the only Johnny still in the band, he says he tries to remain true to the group's original spirit.

EDO recently played an 11-day tour in Minneapolis, arranged by Pat O'Donnell, A88, president and founder of the group's record label, SKODA. The band's immediate plans include another CD and a lot more touring.

"We're going to keep doing this for at least a while," Duhan says. "Over the last seven years we have gotten really good at putting on a live show and I don't want to give it up. If I did, I'd have to find a whole new avenue for creative expression. My clarinet's not up to snuff, and my writing's kind of rusty..."

For Duhan, that leaves the life of the musician as the most likely outlet for his creativity. Ten years after the inception of EDO, Duhan continues to take the fame he's earned while leaving the fortune to fate, because, he says, "it's still artistically and emotionally satisfying to do what we're doing."

EDO can always be contacted at (215)it-be-shy. Email: <eliot@p3.net>.

A CARPENTER'S APPRENTICE

For Annapolis Senior David Haber, it's Tool Time for Ten Hours a Week

BY TRAVIS DUNN, A98

David Haber sees a side of St. John's that some people never see—the attics and storerooms, the crawl spaces and structural innards, the smashed remnants of college furniture and the broken pipes twisting through the bowels of the college. He spends hours toiling over the things from which most mechanically-inept Johnnies immediately avert their eyes. When something breaks, Haber and his mentor, college carpenter Chuck Wallace, are the first ones on the scene.

A 22-year-old senior from Poughkeepsie, N.Y., Haber has worked as assistant to Chuck Wallace for the past four years. He spends 10 hours a week serving as the college's handyman, doing everything from fixing broken classroom chairs to hanging sanitary napkin holders in lavatories. Whereas most work-study students are employed in the offices of the college's bureaucracy, in the depths of the dining hall, between the stacks of the new library, or behind the desk of Temple Iglehart, Haber wears a leather belt that jangles with tools as he saunters around campus.

He came to St. John's with no carpentry experience and the expectation that he would be assigned to the dining hall dishpit for his student work-study position. However, apparently due to a conversation between Haber's mother and the financial aid office, in which she mentioned that he enjoyed "working with his hands," David found himself assigned to this unusual post.

The initiation into his four-year stint as carpenter's apprentice was inauspicious. The bewildered freshman marched to the heating plant, home of Chuck Wallace's office. Wallace greeted



David Haber, who spends his work-study time wearing a tool belt, checks on a door to Paca-Carroll that needs to be repaired.

him with a smirk, pointed to a pile of rusted window screens, and said, "Guess what you get to do?" David started a task with which he was to become quite familiar—painting.

Besides painting screens and other worn surfaces on campus, Haber played gofer during much of his first year on the job. "At the beginning, Chuck wouldn't even let me touch the drills," says Haber. "That was probably a good thing. I dropped tools a lot." He followed Wallace around campus, fetching tools when he needed them, and, more importantly, watching him patch holes and fix door locks. It was from careful and constant observation, and by helping Wallace with the routine inspection of dormitory

rooms over the summer, that Haber became familiar with the troubleshooting art of the handyman.

In his sophomore year, Haber's tasks expanded with his increasing practical knowledge. He would occasionally work with Gordon Carlton, the campus electrician, and Sid Phipps, the plumber. By the spring of his senior year, Haber says he "learned how to fix anything that's broken." This includes a wide range of objects, many brought to a sorry state of disrepair by vandalism of students, drunken and otherwise. He has patched many holes in dorm walls. Sometimes, he says, he can even recognize the body prints of particular students.

He has repeatedly been sent to Randall, a "well-known destruction zone," he says. Once he and Wallace found the front door to Randall kicked in three mornings in a row. "Stuff like that happens all the time," says Haber, "and all we can do is laugh." His attitude seems to be that since such behavior is inevitable, he might as well admire it when it is somehow ingenious.

One memorable incident involved a former student who utterly destroyed the bathroom in Humphreys' basement. Haber says, "I looked at it the next morning, and I was thoroughly impressed. I didn't know a human body could perform such a feat. The sink was in pieces all over the place. The toilet was ripped out, along with three feet of pipe. It was really impressive—classic. It was one of the more incredible feats of destruction I have ever seen." And it took a couple of weeks to clean up.

Besides piecing together the broken wreckage of college property, Haber also

FLAUMENHAFT CONT. FROM PAGE 3 science. His dissertation was titled *The Administrative Republic of Alexander Hamilton*. Before teaching at St. John's, he was a lecturer in political science at Roosevelt University, a lecturer in liberal arts at the University of Chicago, and instructor in government at Wheaton College. At St. John's, Flaumenhaft has taught throughout the curriculum and has served several terms on the Instruction Committee.

As a Constitutional Fellow of the National Endowment for the Humanities, Flaumenhaft was on leave during 1985 to work on a book about Alexander Hamilton, which was published in 1992 by Duke University Press as *The Effective Republic: Administration and Constitution in the Thought of Alexander Hamilton*. With his strong interest in the early Federalists and the founding of the nation, Flaumenhaft has written scores of articles, chapters and lectures on these subjects. Typical of St. John's tutors, though, his interests have expanded considerably in his almost 20 years on the faculty. With a Sloan Foundation grant, he led a faculty study group on computers and subsequently delivered a paper on computer-aided humanistic learning at the Naval Academy in 1984.

In 1987, he became editor of a series of guidebooks intended to bring the great works of science to a wider, liberal arts educated audience. Called the Masterworks of Discovery series and published by Rutgers University Press, the books cover original material from the great scientists—Mendel, Aristotle, Maxwell, and Newton so far—along with commentary, explanations of terms, and background on the scientist. Flaumenhaft himself has been working several years on a volume about Apollonius. With his new duties as dean, Flaumenhaft says he is putting his work on the guidebooks on hold for the time being. ❖

CONT. ON PAGE 16

JOLTIN' JAVA

Everyone remembers coffee during college as the savior of bleary mornings, fading afternoons, and brain-boggled seminar entrances. This year, juniors in Annapolis carried the notion of joltin' java just a step further when they constructed a "crown of cups" out of coffee cups according to the description of Assesandro Volta. Each cup was filled with saltwater and had a copper and lead plate submerged in it. The chemical reaction that takes place between the plates and the solution generates an

electric current that keeps on going and going—a perpetual battery. "Yes! The apparatus of which I speak...will doubtless astonish you..." wrote Volta to Sir Joseph Banks, the president of the Royal Society, in 1800. Led by tutor Grant Franks, the junior lab class arranged almost 90 cups to try to generate enough power to run a light bulb. Not enough juice was created for that, but the brave who stuck their fingers in the cups did feel a tingling shock.



CAMPUS LIFE

STARTING OVER

Transfer Students to St. John's Think the Education is Worth Beginning Again

BY JOHN SCHROEDER

Yale, M.I.T., Princeton, the U.S. Naval Academy and Columbia. The list reads like a veritable who's who of academic excellence in the United States. Graduate from one of these schools and, the theory goes, doors will be opened for you simply because of your diploma. Yet, every year St. John's College receives transfer students from these and other prestigious institutions who are not only willing to leave these schools to go to St. John's, but also to begin again as freshmen because transfer credits are not accepted.

In every freshman class, anywhere from 20 to 25 percent of the students have taken college classes somewhere else before attending St. John's. One of those students is sophomore Sam Markham who came to the Santa Fe campus via Princeton. "I hadn't even heard of St. John's before I went to college. My father was a Princeton alumnus and my sister was a student there, so it was the natural place for me to go," he says, "and I went straight there from boarding school."

After his freshman year, Markham became sick and was forced to take time off. It was during this time that he decided he didn't like Princeton, and started looking for another place to attend. He heard about St. John's and decided that this was the only place he wanted to go.

Another of the students who discovered St. John's College later in his educational life was Bob Schroeder, a senior, who started out at the U.S. Naval Academy in Annapolis.

"I remember receiving a brochure from St. John's in my junior or senior year in high school," he says, "but I really didn't pay any attention to it because I was set on attending the Naval Academy. When I was in Annapolis, I obviously

became more aware of St. John's, but my only real contact with Johnnies was with those students who would throw nickels at us as we marched by."

After leaving the Naval Academy, he shuffled through majors at Arizona State University in Tempe and had finally accumulated more than 150 credit hours,

Heather Elliott, SF96, came to St. John's while Taffeta chose to attend M.I.T. The two would talk on the phone about what they were currently studying, and Heather was always telling her about all the great things she was reading and discussing at St. John's. Taffeta decided that she was missing too much at M.I.T. and

education in a very specific area, but there would have been a lot of holes in my education.

"When I decided to come here, my friends said 'Well, what can you do with it afterwards?'" Markham adds, "but right now I want to get a good education and try not to worry about what I do

afterwards. I think that was too much of a concern at Princeton. I had friends my freshman year who were talking about what they were going to do after they graduated. I really think you should be concentrating on what you're doing now. Besides, because of what I'm doing now, I will definitely have a lot more leeway when I graduate about what I can do."

Other than the dissatisfaction with the specialization of their educations, what would cause someone to give up all of their credits to come to St. John's?

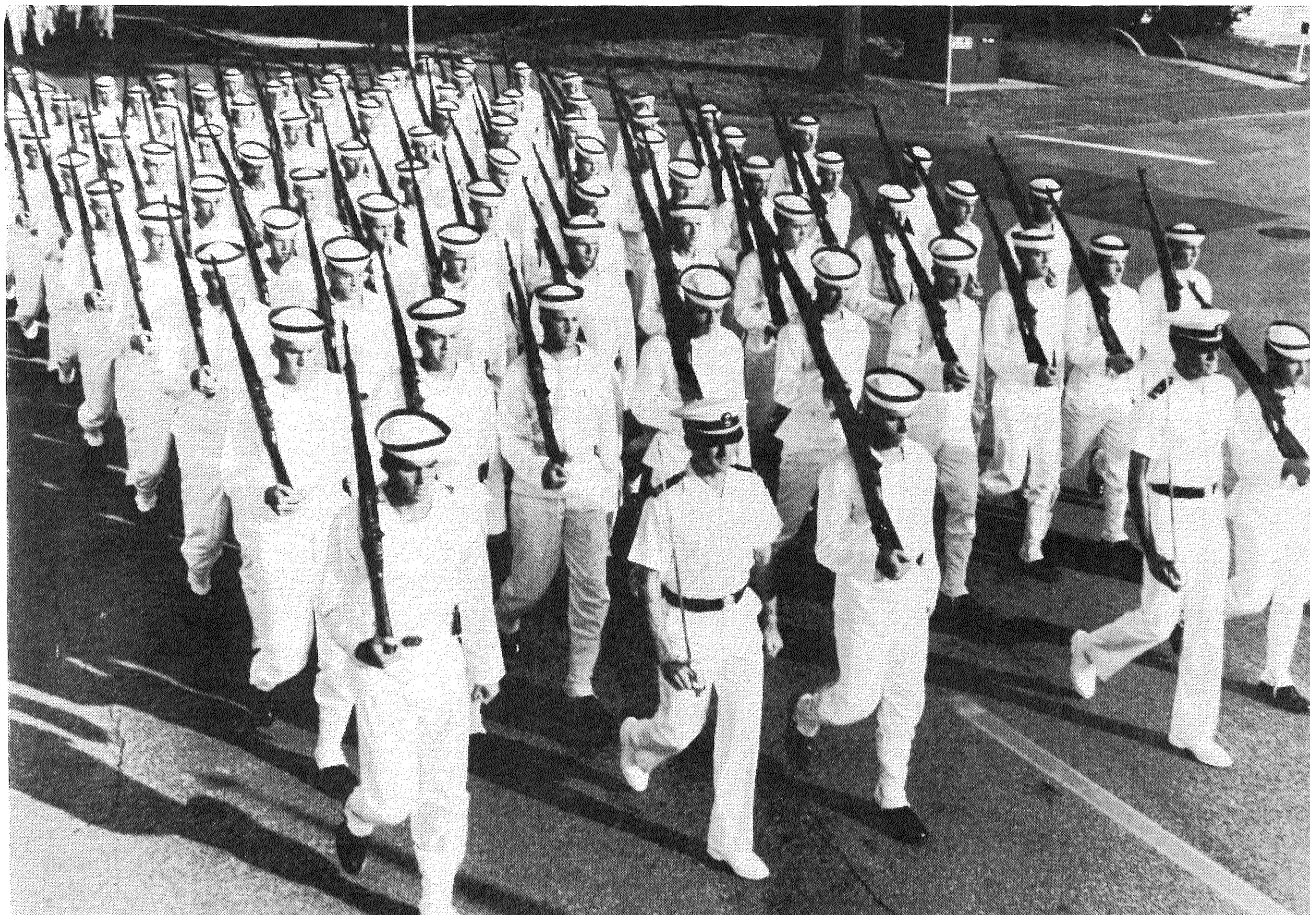
"Of course I was somewhat reluctant to give up everything I had done to that point," Schroeder says, "but I hadn't accumulated any educational debt, so who cared?" What made the decision worth it, however, was when he sat down to figure out the length of

time that he had left in school.

"I had two years of classes remaining to get a degree in history, as most of the credits I had were all lower division," he says, "but because ASU was so big, it would have taken me three to three-and-a-half years to get all of the classes that I needed. Then I would have ended up doing a liberal arts program for part of my graduate study."

"Or, I could give it all up, start over again at St. John's and spend four years getting the type of education that I wanted to get in the first place, and a far superior education to what I would have gotten

CONT. ON PAGE 15



Bob Schroeder (second row, third from right), a senior in Santa Fe, marches with his company during plebe summer at the Naval Academy in Annapolis.

but no degree, when he decided that ASU was not the place for him. As he moved into more and more upper division courses, he found that he wasn't receiving the type of education he really wanted. "I didn't want to be 'just an engineer,'" he says. "I wanted to be someone who could communicate with people other than those who were working in my field, whatever that might be."

It is the broadening of educational horizons that brings many of the transfer students to St. John's. Taffeta Elliott, also a senior, found that she, too, was not receiving the type of undergraduate education she wanted. Her twin sister,

left to come to Santa Fe. In the long run, she feels that the education she is receiving is better for her future career in science than what she would have received at M.I.T. because her St. John's education encompasses a full range of topics, not just a narrow scientific field.

Markham also finds the non-specialization to be a good reason to attend St. John's. "St. John's forces me to do things that I otherwise wouldn't have done, like science and math," he says. "I was leaning more towards the humanities and that's what I probably would have majored in, but I thought the focus was too narrow. I could have gotten a good

STARTING OVER CONT. FROM PG. 14 anywhere else. The only real difference was the accumulation of debt."

For Markham, the education that he would receive was the biggest difference. "To tell you the truth, I felt that there were too many student-athletes on campus and everything was shifting away from the academic side," he says. "At Princeton you could hide from the professors. You can't hide at St. John's, and everyone here is more involved in their education, both in and outside of the classroom which is what I really like," he said.

According to Larry Clendenin, director of admission in Santa Fe, the reasons given by transfer students for attending St. John's are not any different than the reasons given by the rest of the applicant pool: "There aren't enough other people around me who are sincerely interested in learning; there are too many fluff courses; mastering the facts is all that matters; and there isn't enough encouragement or time to delve deeply into serious questions."

Clendenin adds that "because of their experiences, transfer students tend to know with a little more certainty what they are looking for. Having tried another college the typical transfer student is wiser about his or her education. And while I don't have any proof of this, I would say that transfer students succeed at a higher rate, because they have lots of motivation and lots of incentive."

Figures from the placement office support Clendenin's belief. Transfer students typically account for 20 to 25 percent of an entering class, but they accounted for 42 percent of the last two graduating classes. In addition to validating that the St. John's approach is the right way to be educated, transfer students also can help the admission office in getting the word out about what kind of education is really offered at other colleges.

Caroline Knapp, a freshman, had narrowed down her college choices to Princeton and St. John's when she was given Markham's phone number. The two of them talked about his experiences at Princeton versus St. John's, and the conversation eventually helped her make the decision to come to Santa Fe.

But in the end, transfer students come here for the education. Schroeder says that most colleges and universities don't require students to read very much to earn a degree, and they don't teach students how to think.

"I think that's the real reason I came here—to learn how to read literature better and how to deal with reading things," he adds. "What's the point of an education if all you can do is recite facts at the end?"

PAST/FUTURE CONT. FROM PAGE 9 for example, to further space exploration. "Star Trek is not just a television program," she said.

Another problem for educators is how to assure equal access to good schools—a question that educators had to struggle with in the past, as well. Today, she said, the barriers are often financial. Poor school districts simply cannot afford to provide the same quality of education that wealthier districts can. But assuring equal access to a good education is "a fundamental social contract that we have all the way through a child's life." If that access cannot be guaranteed, society may be the biggest loser, she added.

"A cow can be cut up for hamburger or filet mignon, but both the person selling the hamburger and the person selling the filet have the same interest in that cow not having mad cow disease," Stimpson said.

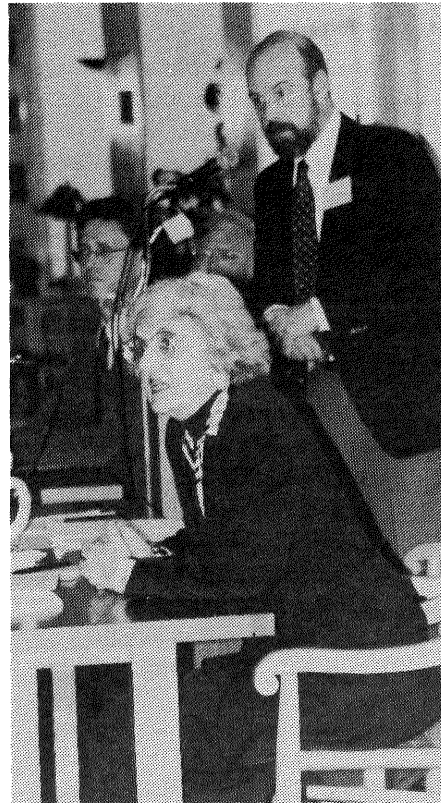
She said one of the strengths of the American education system, which has to be preserved, is its variety. There are more than 3,500 colleges and universities in the country and many, such as St. John's, offer unique programs.

"Obviously schools are the place where the past, present and future meet," she said. "Schools convey history, educate people in the present, and hopefully make people better in the future."

And while Stimpson is concerned with the fundamental contract of education, Gary McDowell, director of the Institute for United States Studies at the University of London, is more concerned with the fundamental contract that is the foundation of the United States—the U.S. Constitution. McDowell, who spoke as part of the panel on politics, said that the last 40 years have been ones of serious erosion of the Constitution, particularly in the way that it has been misinterpreted by federal judges and Supreme Court justices who are more interested in making policy than preserving the law of the land. "The whole idea of a right to privacy didn't exist until *Griswold v. Connecticut* in 1965," he said. "There is no Constitutional text that assures a right to privacy. That was totally created by judges."

He said the "constant drumbeat" from the extreme ends of the political spectrum have put judges in the position of making policy through Constitutional interpretation. Congress and the President have helped create the situation, he said, by abdicating much of the power of the legislative and executive branches to the courts.

The fix, he said, is a Congress with the political nerve to retrain the courts, but he hasn't seen that kind of nerve in Congress recently. And while the U.S. Senate is considering a "litmus test" for Supreme Court nominees that would



Catharine Stimpson, director of the MacArthur Fellows Program, answers a question from one of the 130 members of the audience at a panel discussion on education held as part of Santa Fe's 300th anniversary conference, "Does the Past Have a Future?" Photo by Alan Taylor

include a Constitutional view of the world, rather than an activist one, McDowell said that it will be a long battle to get the courts back to the point where they are out of the policy-making business.

Broder, however, isn't as alarmed by the power of the courts and said that when the political branches can't reach consensus, the judicial branch does step in. "The benefits of having an independent judiciary, however, far outweighs the disadvantages of that."

The bigger threat to government as envisioned by the nation's founding fathers, Broder said, is the increasing political clout of interest groups. "The management of public opinion is an important factor, and interest groups have become much more adept at doing that than either of the political parties," he said, pointing to health care as one issue where interest groups have had significant clout.

Broder said that our biggest challenges into the next century are finding a workable health care system and a way to make quality education—especially primary and secondary education—equally as accessible to those in the cities as those in the suburbs. "But compared to what this country has dealt with in the past, these are not insoluble problems. I'm optimistic about our future... We've never had a generation in which we've invested as much in terms of education, and that's what will prepare them for the future."

FASHION CONT. FROM PAGE 28 vacant look, sideburns, serious mouth.

Torso: Mythical black turtleneck. ("Though I think they are still worn in spirit," one survey noted.)

Shoulders: Earnestly hunched.

Legs: Jeans—cleanliness not required.

Feet: Barefeet popular, as are socks with Birkenstocks.

Posture: Insouciant (or careworn) slouch; in some we note an intellectual strut.

Other: "And don't let's discount the tattoo craze!" an enthusiastic respondent noted. "The careful guys go to Miss Brann for pre-tattoo proof-reading."

THE FEMALE LOOK

Hair: Short and chic (wet look currently "in").

Hat: Either the black SJC cap or some truly eccentric chapeau.

Head: Cool, clear eyes of a seeker of wisdom and truth (but generally myopic); pensive pout at times; as many as five earrings discovered in a single ear.

Torso: Shirts are often two sizes too big or one size too tight. Midribs occasionally visible.

Legs: Long, flowy skirt, blue- or black-based currently favored. Black tights a timeless favorite.

Feet: Socks are often a focus. ("Are we a nation of sock-fetishists?" one survey respondent wondered.) Second generation Doc Martins often spotted.

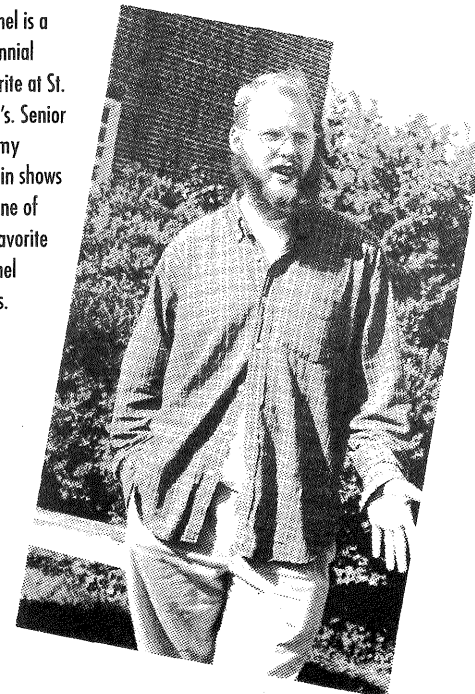
Cross-Gender Accessorizing:

"No books on person!" one survey read. "You should be able to tell—the books are implied." Cigarettes are held downward on palm side, protected by outside of hand. ("It might be interesting to note the high incidence of smoking among the undergraduates and the high incidence of agonizing smoking-quitting stories on the Johnny-net," notes one respondent.)

Worth Thinking About:

One anonymous, though observant, respondent replied: "I honestly believe that if we did a thorough body-shape study of alumni, we'd find evidence of early seminar-chair shaping."

Flannel is a perennial favorite at St. John's. Senior Jeremy Melvin shows off one of his favorite flannel shirts.



CAMPUS LIFE

SUMMER CONT. FROM PAGE 11

bring to the texts than I did when I was in college, and they definitely have more impact now than they did before.

"I remember being profoundly moved when reading a conversation in the *Aeneid* about the meaning of life and death, and that's just one of a hundred such instances that I've had."

Carter found the same enrichment happening in her life. "Summer Classics has rounded out my life, and filled in a gap of living. I don't think you can realize this until you're middle-aged, when you have time and when your not focused solely on one thing, but can look around and analyze your life."

1997 SUMMER CLASSICS
SEMINARS AND TUTOR

(Participants choose one seminar per week)

Week I

July 13-19

Dante, *Paradiso*

Ron Herzman

Michael Bybee

Austen, *Sense and Sensibility* and *Emma*

Victoria Mora

Maren Cohn

Conrad, *Lord Jim* and *The Secret Agent*

Krishnan Venkatesh

John Cornell

Week II

July 20-26

Swift, *Gulliver's Travels*

John Agresto

Ron Herzman

Opera, *Semele* and *Arabella*

William Fulton

Robert Glick

Homer, *Iliad*

Nancy Buchenauer

Barry Goldfarb

Aristotle, *Politics*

Warren Winiarski

Laurence Berns

Week III

July 27 - August 2

Goethe, *Elective Affinities*

Georgia Knight

Werner Dannhauser

Plutarch, *Lives*

Jim Cohn

Alice Behnegar

Opera, *Così fan tutte* and *La Traviatta*

William Fulton

Robert Glick

Dostoevski, *Brothers Karamazov*

Jim Carey

Samuel Johnson

For more information, or to receive a 1997 Summer Classics brochure, please call the Office of Public Relations in Santa Fe at 505-984-6104.

LETTERS CONT. FROM PAGE 6

Now, these are well worth reading, but let's not kid ourselves: such an approach would be a radical shift in the college's mission. The faculty as now constituted is hardly equal to such a task, and the danger of superficial reading would be even greater than it is now. The controversy over whether to read a few essays by women is nothing compared to this.

It seems to me that the administration and the faculty must face this situation squarely. Without a clear focus, the program is doomed to implode, and financial anemia will follow. As for me, if I were asked to recommend a school where one could get a serious liberal education in the Western tradition, I would recommend Thomas Aquinas College.

—W. Geoffrey Rommel, SF81

COMMENTS ON THE
FALL 1996 ISSUE
OF THE "REPORTER"

What's in a Motto? (page 4): Why must there be an official translation of the motto, "Facio liberos ex liberis libris libraque"? The motto is, after all, a play of words, and so David Starr's playful interpretation is apt: "I liberate lads and lassies with libraries and labs." Sometimes it is best not to take certain things too seriously.

Unity Question Revisited (p. 13): The last sentence of Robert Hazo's letter holds the basic question: Is St. John's to be one college with two campuses, or two colleges with the same name? The original intention was for the two campuses to comprise one college. That is how it should remain. One Instruction Committee should manage the content of the academic program, and the program should be the same at both locations. I agree with all of Robert Hazo's arguments for maintaining the integrity of the curriculum, but I would not go as far as he does when he suggest that unilateral changes to the program be tried out on one campus for a set period of years. One way to provide for some variation is to have extracurricular courses of study. I am thinking of Simon Kaplan's Old Testament study group and Winfree Smith's extra classes on Ptolemy. There were others. During the academic year 1954-55, Clayton Lane, retired diplomat and husband of Bent Lane, who was then an artist-in-residence at the college, led a discussion group on religious writings of the East. Such an approach would allow for some variation, but not at the expense of the curriculum. St. John's would remain one college.

Waltzing the Night Away (photo and

caption, page 15): The waltz party tradition did not begin until academic year 1958-59. It was promoted by two women students, both natives of what had been the Austro-Hungarian Empire. I think that the photograph must have been taken at the time *The St. John's Story* was being filmed. And those students were not waltzing.

St. John's Fencers Excel (page 15): I am glad to see that fencing continues at the college. My congratulations to Dominic Castillo and Steve Maggitti. I invite them and all other St. John's fencers to visit Zaal Visser, the fencing club to which I belong, whenever they are in Amsterdam.

—J.H. de Raat, A58

CORRECTION

The price of *Scott Buchanan: A Centennial of his Life and Work* (published by the St. John's College Press) was listed incorrectly in the last issue of the *Reporter*. The book sells for \$14.95. It can be ordered from the bookstore in Annapolis—call 410-626-2540 or write The Bookstore, SJC, Box 2800, Annapolis, MD 21404.

CARPENTER CONT. FROM PAGE 13

is a builder. He has helped with construction projects on campus, some conspicuous, others almost undetectable. He helped with the construction of doors for the observatory atop Mellon Hall. He worked on a pavilion that covers the air-conditioning units on FSK and protects them from the elements. He also built new shelves in the housekeepers' closets all over campus.

Like most seniors at St. John's, Haber groans when asked about his future. Although he doesn't plan to pursue carpentry as a career, he says that besides the obvious mechanical skill he has learned from his job, he has gained something that the program could never have given him. "In a way, I have learned more being a carpenter than being a student at St. John's...I think my common sense has increased," he says.

He has also been able to participate in an integral part of the college community—the buildings and grounds crew—that he likens to "a big happy family." But considering the onerous burdens placed on Johnnies by both the program and the claustrophobic dorm life, Haber says the greatest thing he owes to the way of the handyman is his sanity: "If I weren't a carpenter at this school, I would have gone crazy long ago."

Xingyu Jiang, a Santa Fe freshman, took third place in the college's 5th Annual Student Art Show with this watercolor of a panda. First place was shared by Jarrett Zigon, a Graduate Institute student, and Dane Owen, a junior. Second place went to Inya Laskowski, a Graduate Institute student. The show was curated by senior Lee Munson and sophomore Dancer Jensen-Starr.

More than 20 students participate in the show, which was juried by Susan Kelly, Pam Duncan, Patricia Adams and Ruth Pennycook, all members of the Library and Fine Arts Guild.



WORK-STUDY AT WORK IN THE NON-TRADITIONAL CLASSROOM

BY CAROLINE KNAPP, SF00

While most work-study positions focus on developing skills outside of the classroom environment, a few work-study students in Santa Fe spend their working hours in seminars. These community seminar leaders organize and lead seminars for children and adults in local schools and community groups.

Last year, the group began working closely with area home-school coordinators to develop a program that would allow home-schooled children to read and discuss great works together. Today the program serves roughly two dozen children in three groups—one focused on literature, one on physics and one on Russian.

Marjorie Roueche, a junior, who runs the literature seminar with junior Chris Reichman, says that “the whole process of breaking things down, of making things simpler” has helped her to understand familiar works in a new way. The group of six pre-teens just finished reading *Antigone* and Roueche says, “They loved it!”

Reichman agrees that the home-school students “are definitely getting something out of the books.” He says that the students tend to eschew abstractions: “They want to know ‘Why do I care?’ And I want to know that, too, from time to time.”

Similarly, he says, the students generally are free from pretension about reading the great books. When required to turn in an essay about his favorite character from *Antigone*, for example, one student chose the guard.

Peter Leaf, a senior and leader of the group studying Russian, says that unlike kids in conventional schools, “if home-school kids don’t want to do something, they don’t have to.” In this sense, he sees a connection between the self-motivation of home-schooled children and the focus at St. John’s on learning for its own sake.

“Very few of us will ever earn a dime with our knowledge of quantum physics, but we do it anyway because we

believe it has intrinsic value. Home-schooling requires that the children sense the intrinsic value of their studies. And that’s sometimes hard to do,” Leaf says.

The other community seminar leaders agree that there are strong similarities between home-schooled students and St. John’s students. Roueche says that the children in her classes are avid readers, reading “more than I ever read at 13.” Reichman says that their independent learning style makes them “more interested in knowledge in general.”

In addition to these similarities in attitude, a sizable minority of home-schooled students are learning directly from the great books. Because good textbooks are often difficult to find, many parents choose to teach from classics of literature and history. And though this is less common in math and science, Natalie Arnold, S94, an admission counselor at the college, reports hearing of a program which teaches math to children using Euclid.

Arnold feels strongly that there is a segment of the home-schooled students who may be good candidates for a St. John’s education. Recent years have seen an upswing in the number of applicants who have been home-schooled for all or part of their education, she says, and two home-schooled students have already been admitted to next year’s freshman class.

In response to this trend, the Admission Office has taken out advertisements in several home-school publications within the past year, and Arnold will speak at home-school conferences in New Mexico and California this spring.

However, as serious as St. John’s may be about reaching out to the home-school community, the home-schooled students are not always serious. After finishing their discussion of *Antigone*, the students in the Roueche/Reichman seminar moved on to a unit of poems by Shel Silverstein to lighten things up a little. ❖

MOVING IN CYBERSPACE

When you move from one town to another, filing a change of address card with the post office will make sure your mail catches up with you at your new home. But what happens when you move from one e-mail address to another?

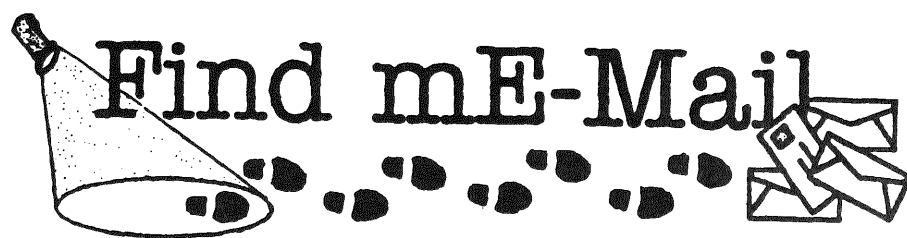
That was the problem that Michael David, SF87, set out to solve. His answer is “Find mE-Mail,” a free service on the Internet that allows people to post their new e-mail addresses and link them to their previous addresses.

“That way, if someone has your old

e-mail address, they can find your new one,” David says.

“Find mE-Mail” has been operating on the World Wide Web since November. The service is free to subscribers and the expenses of the operation are funded by advertising that David has on the page. “Mostly we wanted to do it as a service,” he says.

For more information about the service or to register your old and new e-mail addresses, visit David’s web page at <<http://www.findmemail.com>>. ❖



DELTA BLUES CONT. FROM PAGE 10
the kids in Clarksdale needed someplace to go when school got out.”

Funding for the Delta Blues Education Program has come from sources including the National Endowment for the Arts, the rock band R.E.M., and John F. Kennedy Jr., who spent some time in Clarksdale about five years ago and who often goes to the benefits in New York.

For Clarksdale, the Delta Blues Education Program and the museum that sponsors it have been important in preserving and promoting the blues traditions of the area. They also have helped build tourism into a \$1.2 million business for the local economy.

“The city of Clarksdale is finally seeing that there’s some green in those blues,” Ruskey says.

For Ruskey, however, the museum and the education program have only fueled his passion for the blues. Ruskey himself was a student of “Mr. Johnnie” Billington when he first arrived in Clarksdale, and he now is a member of the Wesley Jefferson Band, along with “Super Chikan” and “Dr. Mike,” who both teach in the Delta Blues Education Program. The other band members include Willie “Rip” Butler, Jessie “Jessie James” Holmes and Wesley “Mississippi Junebug” Jefferson. Ruskey, who calls himself the “white sheep” of the

group, has picked up a nickname in the process—“The River Rat”—although he’s not sure where it came from.

And while Ruskey loves playing the blues, he won’t describe himself as a blues musician. He says he doesn’t have the right experiences to be able to “feel” the blues the way that Wesley Jefferson does. Jefferson was forced to quit school when he was 11 and then had to work in the cotton fields to help support his 12 brothers and sisters.

“The blues is a feeling—B.B. King says that. To really play the blues, you have to go down deep to the human passions that bring out our worst and our best,” Ruskey says. “I come to the blues vicariously. The music hits me in the gut, and I’m like a moth attracted to flame.”

And while Ruskey’s not sure how long he’ll stay in Clarksdale, he says he’s held to the region by the smell of the land and the river, by the power of the wind that can bring a tornado through in an instant, and by the music that connects those forces to the people who call the Delta home.

For more information on the Delta Blues Museum or the Delta Blues Education Program, write to John Ruskey, Curator, Delta Blues Museum, 114 Delta Avenue, Clarksdale, MS 38614, or call 601-627-6820. You also can call up the museum’s web page at www.deltabluesmuseum.org. ❖

CAMPUS LIFE

IT'S NOT JUST A JOB,
IT'S JOB TRAINING

Work-Study Students Take on Real-World Responsibilities at St. John's

BY CAROLINE KNAPP, SFOO

When first assigned to the work-study program, most students probably envision four years behind a sink full of dirty dishes or eternities spent feeding memo after memo into the Xerox machine. What many are surprised to find is a program that allows them to do substantive work in occupations far removed from the dining hall or the copy room.

At the Santa Fe campus, almost half of the students hold work-study jobs, doing everything from landscaping and scheduling conferences to teaching high school students and playing in the snow with younger children.

Placement Office Director Margaret Odell, who coordinates the work-study program, says that the purpose of the program is to allow students to "leave here with some experience that's going to help them get a job."

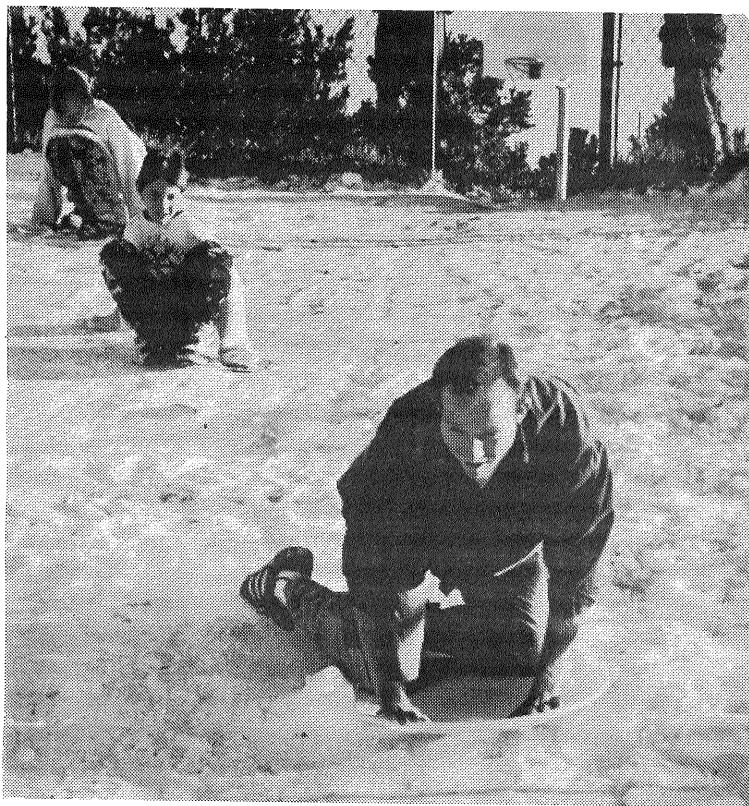
Accordingly, many positions put students on a pre-professional track. The five-person student community seminar team conducts St. John's-style seminars in junior and senior high schools and with students who are home-schooled. Senior Josiah Mannion, a member of the team, also spends several hours a week team-teaching a creative writing class at Santa Fe High School.

Mannion, who hopes to pursue a career in teaching, says that his work with younger students has helped him to understand his own education better and has added valuable credentials to his resume. He also has learned a lot about how children think and what is important to them.

"You can ask 4-year-olds 'What is

freedom?' and they'll have an answer. It's amazing," Mannion says.

In the high school seminar he leads with junior Chris Reichman at the World



Jed Miller is one of the lucky students who gets to play in the snow as part of his work-study job.

Photo by Caroline Knapp

Learning Academy, the class has tackled works as diverse as Montaigne, Plato, and the Declaration of Independence.

A job at Meem Library, the single largest "employer" on campus, means more than shelving books for several of its workers. Junior Heather MacLean, who has spent the last two years as a work-study employee in the library, is seriously considering becoming a librarian after she leaves St. John's. In addition to having extended responsibilities during regular work hours, she spent this summer working full time among the shelves.

"I got a feel for what it's like to work in a library all day," she says. "I know it's really what I want to do."

The majority of work-study students, like MacLean, hold jobs on campus. In fact, many campus agencies are run almost exclusively by students. The book-

store, library and switchboard all rely on work-study employees to keep their operations running, sometimes without supervision. The visit coordinator for

prospective students, who arranges all of the class visits, tours, student hosts and interviews for prospective students, also is a work-study student. During the summer, a conference services assistant, also a work-study student, is on hand to help visitors with everything from tracking down a few extra pillows to lining up opera tickets.

To encourage students to stay in an office or position, the college has created a three-tiered pay system for work-study. By staying with the same position for more than a year, and being recommended by their supervisors, "entry level" students are entitled to be promoted to the "mastery level" and receive a raise of \$1 an hour. Beyond this, 10 campus positions require students to be directly responsible for other students, and merit another raise to the "supervisory level." Odell hopes that this incentive system will encourage students to "stay with one position for more than one year," and lend consistency to their resumes. To this end, the program also requires detailed yearly reports on students' performances, which prospective employers can later use in background checks.

Off-campus workers are subject to the same guidelines as their on-campus counterparts, but generally have very different job descriptions. Three students spend twelve hours a week each at the nearby anthropology lab, cataloging and preserving artifacts for the collection of the Museum of Anthropology. Though the nature of the work means most of their time is spent indoors, freshman Jody Mulgrew says there are compensations. Occasional field trips aside, he maintains that he has "seen more of New Mexico from the basement of the lab than anywhere else."

Among the most gratifying aspects

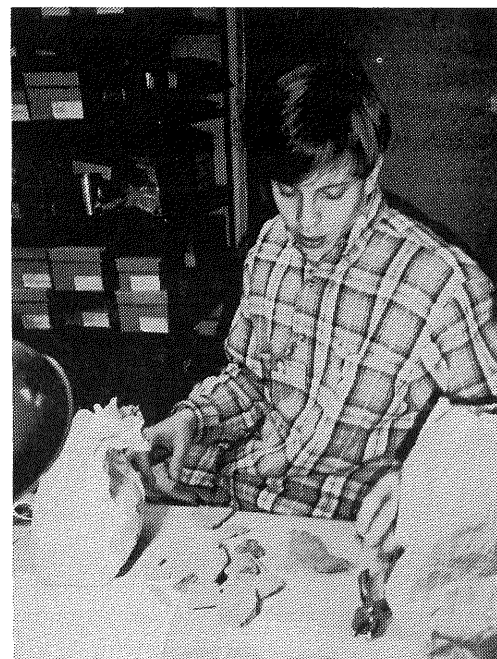
of the program for students are those jobs devoted to non-profit community service. This category includes the student community seminar team, as well as the student-run Outreach to Homeless Youth program, and the students who work at Rio Grande Elementary's after-school, day-care program.

"Basically, I get paid to play four-square," says freshman Robert Cook.

Other participants in the community service part of the program include freshman Abigail Weinberg, whose position with the City of Santa Fe Community Development Project allows her to work from her dorm room, updating directories of non-profit organizations. Though the long hours on the phone are grueling, her position within the project is crucial, and she is "involved with every single step... in all the decisions that are made."

Jobs like Weinberg's, which give students a chance to be a part of the process and not merely a cog in the system, are the reason that the work-study program really does work, Odell says.

"I really believe that students can do anything when they leave here," she adds. "This is just adding personal experience to the strengths they already have."



Lloyd Cleek sifts through artifacts at the Museum of Anthropology in his work-study position.

Photo by Caroline Knapp

JOHNNIES IN J E R U S A L E M

Israel Alumni Form Official Chapter; Mel Kline, A66, Elected President

BY SUSAN BORDEN



Members of the Israel chapter are: (seated, left to right) Jeffrey Friedman, Daisy Goldwin, Bonnie Waxman, Bob Goldwin, Deena Kline, Sarah Geiger Leslaw, Jerome Kantor, Nancy Harvey, Mel Kline (chapter president), Ezra Harris, David Sackton, Malcolm Lowe, Rafael Ben Yosef; (standing, left to right) Harry Sinoff, Steve Harvey, and Ze'ev Harvey.

The newest chapter of the Alumni Association is starting out strong, claiming 15 active members of the 29 Johnnies living in Israel. Of course, the chapter is new only in the official sense because the Israeli alumni have been meeting informally since 1985 when Santa Fe tutor Bob Sacks, on sabbatical in Jerusalem, first led seminars for the alumni.

Chapter president Mel Kline reports that the group spans the decades of the new program, beginning with alumni Rafi Ben-Yosef, A48, and Jerry Kantor, A47, who came to Israel at the time of the War for Independence. The next group to emigrate to Israel included Joey Greenberg (now Yosef Gilboa), A62, Jeffrey Friedman, A70, Ezra Harris, A67, and two couples who met at St. John's: Nancy Goldwin, A67, and Steve Harvey, A70; and Deena Brodtkin, A67, and Mel Kline. Graduates of the early days of the Santa Fe campus who made their way to Israel were David Moss, SF68, and David Sackton, SF69.

After their arrival in Israel, Kline notes, there was a hiatus until the '80s when nearly a dozen alums arrived, including Sarah (Emi) Geiger-Leslau, A81, and Bonnie Linder-Waxman, A82.

He says that there are about three recent graduates studying in Israel right now, but Hannah Gillelan, A96, is the only one participating in chapter activities. "It may help that I used to play all night bridge with her dad Josh, A68," Kline suggests.

Kline's own journey to Israel began at St. John's, and fellow alumni will not be surprised to learn that sophomore year readings triggered his commitment to Judaism. However, it was not the Old Testament that led him to examine his religion, but rather the words of Paul in the New Testament.

"I had an extreme visceral reaction to Paul and justification through faith," Kline recalls. "Mr. Sacks, in his inimitable Hebraic manner, indicated to me that there was in fact a way which utterly opposed Pauline doctrines: Judaism. I was having a natural Jewish reaction to antinomism. In fact, he told me, there are Jews who keep the Law and seek The Good. He added that as far as he knew, there was no way for me to come fully to grips with my reaction to Paul, without learning more about being a Jew."

Kline took Sacks' counsel to heart. Together, they read Chumash (Pentateuch) and the classic commentary of Rashi. Kline eventually moved off

campus in order to keep kosher, and was excused from signing in to Friday night lecture when he began following the Jewish custom of doing no work (including writing) on the Sabbath. "As far as I have been able to find out," Kline says, "I was St. John's first born-again Jew."

While his renewed interest in his religion might have distinguished him at St. John's, it is a bond among chapter members in Israel. "Our group must be very different from all others, because of its relative homogeneity," Kline says. "We are all Jewish, mostly orthodox, and have chosen to leave home and family in America to make 'aliya' (literally: 'going up') to Israel. Many of us appreciate the fact that we can discuss Hebrew classics (which we all can read in the original) which did not get on to the list."

But works in Hebrew are not the sole focus of the group's activities. "We enjoy a broad range of readings. We recently read one of the forgotten Platonic dialogues, *Theages*, and our next reading is *The Clouds*. After that we will have a Purim symposium party following the reading of the Book of Esther."

St. John's alumni who find themselves in Israel can contact the new chapter through Mel Kline, 971-2-673-6914.

NEWS FROM ANNAPOLIS TUTORS

Curtis Wilson, tutor emeritus of the Annapolis campus, was in London in March for a one-day conference devoted to Newtonian scholarship that has emerged in the last 30 years as the result of the publication of Newton's mathematical papers and his correspondence. Wilson spoke at the meeting sponsored by the Royal Society of London and the British Society for the History of Science. His topic was "From Kepler to Newton: Telling the Tale." The meeting drew prominent Newtonian scholars from both Britain and the U.S. Additionally, Wilson recently was appointed by the Institute Della Enciclopedia Italiana to the editorial board planning its 19th-century astronomy volume.

Two tutors joined the faculty in Annapolis for the second semester. Nancy Buchenauer, a tutor in Santa Fe since 1980, moved to the eastern campus. She hopes that the weather and environment will be easier on her allergies.

Linda Kern-Perets is a new faculty member. She received a B.A. from Georgetown University in religious studies in 1984, earned an M.T.S. in world religions from the Harvard University Divinity School in 1986, and recently defended her Ph.D. thesis in Islam (thesis title: "Umar ibn al-Khattab in al-Kutub as-sitta and the Early Islamic Imaginaire") with the Committee of the Study of Religion at Harvard. She has taught at the Bok Center for Teaching and Learning at Harvard, at Brown University, and in the St. John's Graduate Institute in Santa Fe. Kern-Perets lists as her particular interests Islam, comparative world religions, and questions of language and literature.

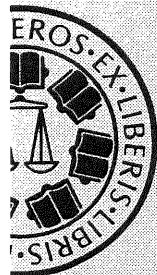
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Alumni Association News

Spring 1997 • St. John's College

MARK MIDDLEBROOK, A83, EDITOR • THOMAS GEYER, A68, COMMUNICATIONS COMMITTEE CHAIRMAN

The Alumni Association Newsletter is published in each issue of the Reporter. We welcome letters, capsule book reviews, and article ideas from alumni. Send submissions and suggestions to Mark Middlebrook at 73030.1604@compuserve.com (e-mail) or call 510-547-0602.

Reaching Out to Alumni in 2096: 1996 Report from the President

BY SHARON BISHOP, A65,
ALUMNI ASSOCIATION PRESIDENT

One of the most significant—and certainly the most enduring—things the Alumni Association did in 1996 was to create

and dedicate a time capsule to celebrate the 300th anniversary of the college. The time capsule is to be opened in 2096, a hundred years from now, upon the occasion of the 400th anniversary celebration. Identical capsules are to be located on each campus: the Annapolis capsule was dedicated at the 1996 Homecoming; the Santa Fe capsule will be dedicated at the 1997 Homecoming in July.

The time capsule includes:

- Letters from the chairman of the college Board of Visitors and Governors, the presidents and deans of the two campuses, and the president of the Alumni Association
- Photographs of the letter writers and of the Association Board.
- A Jefferson cup inscribed to the Association in 2096.
- A 300th anniversary glass mug.
- Words to the school song: "St. John's Forever."

The letter from Eva Brann, HA89 and Dean of the Annapolis campus is reproduced in this newsletter.

The idea for the time capsule came from Allan Hoffman, A49. Special thanks are due to Betsy Blume, A75, and Elizabeth Skewes for their help in executing Allan's wonderful idea.

The time capsule is dedicated on behalf of all the alumni who have gone before, in honor of all the alumni who are yet to come, and in gratitude to the administrators, faculty and staff who make the St. John's learning experience a day-to-day reality.

Betsy Blume and the Rebirth of the Alumni Association

BY MONIKA VIOLA SCHIAVO, A84,
AND MARK MIDDLEBROOK, A83

Editor's note: In the fall of last year, Elizabeth (Betsy) Blume (A75) resigned after 15 years as Director of Alumni Activities and 18 years as an employee of St. John's College. This article is in appreciation of her unstinting work for alumni and her central role in the re-formation of the Alumni Association as a national

organization. The article is based on a written interview with Betsy, letters from present and past officers of the College, and reminiscences of alumni.

For many alumni, Betsy Blume and the Annapolis Alumni Office are practically synonymous, but it was not always so. Betsy graduated from the Annapolis campus in 1976 and returned to her home town of Kansas City, Mo., for several years of book-keeping and administrative work before returning to St. John's.

In 1978 the call came from fellow alumni who had remained in Annapolis that the college was looking for an assistant director of admissions. Betsy was hired and spent the next three and a half years helping the college improve its haphazard admissions procedures and reduce student attrition.

In 1982, then-president Edwin Delattre asked Betsy to apply for the position of director of alumni activities. She took over from Tom Parran, A42, who had excellent relations with the pre-New Program alumni and who worked well with the localized form of the Alumni Association that then existed in and around Annapolis.

Delattre, however, had bigger things in mind for the Alumni Association and the college's relationship with alumni. As Betsy noted, "I was fortunate to become the alumni director when alumni activities finally became important to the college, and to have so much confidence reposed in me."

This same interest in bigger things was welling up in local alumni groups around the country, thanks to people like David Dobreer, A44, in Los Angeles; Allan Hoffman, A49, in New York; and Harrison Sheppard, A61, and Tom Carnes, A52, in San Francisco. The early 1980s was a time of revolution in the Alumni Association, where insurgents sought to open up representation to Santa Fe and Graduate Institute alumni and the far-flung alumni groups, and in the alumni office, where increased funding and a renewal of emphasis on alumni implied far higher expectations of the alumni office staff.

Delattre described the renaissance of the alumni office and revival of emphasis on alumni relations thusly: "We did not make fund raising

Dear Students of the Class of 2096 through 2099, Fellow-tutors and Alumni,
It seems a strange and ghostly thing to be writing a letter, much like the many I have written from the Dean's Office, to you who will open it on a date certain in 2096, when we and all who knew us will most certainly have long been dead. But perhaps it is a less strange thing to do at this college, where it has been our faith that great books can speak to us directly over millennia because fundamental human nature stays the same—so how much difference between us can a mere century make? And maybe, too, this letter-writing is a less ghostly business than it would be if we were not used to taking to heart Socrates' words in the Phaedo (896). On his last day in this life he tells his young friends that they are to grieve for him only εὐνπερ γε ἡμῖν ὁ λόγος τελευτήσῃ καὶ μὴ δυνώμεθα αὐτὸν ἀναβιώσασθαι. I wonder if you will still be learning to translate that, but so as not to push my faith in the future too far, I will do it for you. You will want to mourn only, Socrates says, "if the conversation dies and we can't make it come back to life."

We of 1996 do expect the logos to have been kept alive by you, and there is real comfort in the thought; we will be less ghostly for it.
While the college and its conversation was in our keeping, we believed that we should hold to the following articles of intellectual faith in order to save the logos, and we ardently hope that you will still recognize them in some version: That a true community of learning is always at the very center of the world, and that St. John's is one such place; that the central art and task of such a community is that of asking searching questions about fundamental matters and of making strenuous efforts to arrive, if not at answers, then at least at some clarity; that genuine thoughtfulness in our students matters immeasurably more than measurable proficiency; that our common search is in need of common teachers who come to us in the shape of the great books of any time; and that we must face these as directly and as candidly as we do each other.

If something like this still seems true to you, we can, having emerged for a moment to speak with you on our 400th anniversary, return to our Elysian Fields filled with satisfaction: It's still our St. John's College.

Sincerely,
Eva J. H. Brann
Dean

ALUMNI ASSOCIATION NEWS

the center of our efforts. Instead, we emphasized alumni assistance to students seeking to pursue advanced education, explore career prospects, find employment and meet people of kindred interests. We also engaged alumni in the college's policy deliberations—such as moral and fiduciary questions related to financial divestiture—while establishing and enlarging alumni chapters throughout the country.

"Betsy helped to design and implement much of our reform, and also to coordinate new fund-raising practices that we treated as subordinate to the most important forms of alumni participation in the life of St. John's. Her work broadened and deepened St. John's as an intellectual community and helped to overcome a certain provincialism that had done St. John's no credit."

Those were heady, though not always easy, days for the Alumni Association and Betsy. The insurgents enjoyed widespread support from alumni, and succeeded in taking over the Alumni Board. But Betsy had to limit the political damage occasioned by the takeover, since other important alumni had been bruised in the process.

She also had to clarify her position as the intermediary between two constituencies who did not see eye-to-eye on all matters: the college administration and the alumni. The alumni director is employed by and answerable to the college. But she is also an *ex officio* member of the Alumni

Association and handles many of its day-to-day affairs. As former Alumni Association president Harvey Goldstein, A59, pointed out, the alumni director in practice must serve two masters.

At the same time, Betsy was attending to the day-to-day necessities of professionalizing the alumni office. With copious unpaid help from her husband, Michael David Blume, A78, a professional writer, she designed or redesigned all alumni-related publications and revamped Homecoming. She also turned the alumni office into an indispensable resource for the alumni chapters which began to form around the country.

Alumni Board member Mary Bittner Goldstein, A58, asserts that the nationwide network of chapters wouldn't have gotten started, or certainly wouldn't be as extensive as it is today, without Betsy. Betsy arranged tutor visits, helped develop local newsletters, and provided guidance and encouragement to befuddled chapter presidents. She and Michael remained close to her constituency by visiting many of the local chapters and participating in (and

often leading) seminars.

As Sharon Bishop, A65 and current president of the Alumni Association, points out, it was during this time and thanks in large measure to Betsy's "assistance and support, that the Alumni Association grew from



Betsy Blume, who recently resigned as Annapolis's alumni director, speaks up at a meeting with Alumni Association Board.

a small, rather parochial, group into a national, truly representative organization." Or, as Jeff Bishop, vice president for advancement in Annapolis describes it,

Betsy "was instrumental in the formation of the modern day Alumni Association of St. John's College."

Betsy instigated several hallowed alumni traditions, including the yearbook and senior dinners hosted by Alumni Board members. For a large and diverse group of alumni around the country, Betsy's efforts fostered a real feeling of acceptance by and involvement in the college that was lacking earlier. She also took on other duties outside the normal scope of the alumni director's responsibilities. She was secretary of the board of the Friends of St. John's and initiated fund raising for the Mitchell Gallery. During the last

few years, she ran Parents' Weekend on the Annapolis campus and took over chairmanship of commencement.

Betsy was a tireless and sometimes outspoken advocate for the role of alumni in the life of the college and for our influence as a constituency. All members of the St. John's community, including students, alumni, faculty, and administrative staff, share a desire to see the college thrive, and share similar ideas of what it means for the college to thrive. But these groups don't always share less global goals, principal worries, or urgent needs.

As the only permanent members of the college community, alumni have a unique duty to nurture the college and to remain vigilant to actions or attitudes that might compromise it. At the same time, we can claim a unique importance to the college. Betsy often reminded us of our special relationship with the college, and always encouraged both alumni and the college to live up to our mutual obligations.

On this note, we asked Betsy what she saw as the most significant challenge for alumni.

"It seems to me that unless the college is prepared to make a renewed commitment to alumni relations, the alumni have reached the apogee of their programs and influence. As it was, the resources of my office were strained to the limit. Furthermore, there is a danger that there will be significant erosion in alumni activities even as they currently exist, without a greater degree of vigilance on the part of the Alumni Board, and of alumni on the Board of Visitors and Governors.

"Because the Alumni Association has such a limited budget, it depends on the goodwill of the college to fund alumni programs. To ensure that goodwill during a time of austerity and transition, it is necessary that the alumni influence be strong and persistent on both boards."

Betsy has been interviewing with the American Association for the Advancement of Science, the U.S. Holocaust Memorial Museum and the University of Maryland. She hopes to remain in the Annapolis area, and to continue her participation in the Alumni Association and in the life of the college. We who have known and worked with Betsy over the past 18 years share those hopes. ☐

CHAPTER CONTACTS

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

ALBUQUERQUE: Harold M. Morgan, Jr. (505) 767-0543

ANNAPOLIS: Thomas Wilson (410) 280-5478

AUSTIN: Homayoon Sepasi (512) 416-1764

BOSTON: Alvin Aronson (617) 566-6657

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

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

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

LOS ANGELES: Meg Sheehan (310) 379-5320

MINNEAPOLIS/ST. PAUL: Vicki Wilson (612) 535-0055
or Glenda Eoyang (612) 783-1405 or (612) 379-3883 (W)

NEW YORK: Steven Sedlis (212) 289-1662

PHILADELPHIA: Jim Schweidel (215) 836-7632

PORTLAND: Elizabeth Skewes (505) 984-6103

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

SAN FRANCISCO/NORTHERN CALIFORNIA:
Toni Wilkinson (415) 550-1280 or Mark Middlebrook (510) 547-0602

SANTA FE: John Pollak (505) 983-2144
or Elizabeth Skewes (505) 984-6103

SEATTLE: Jim Doherty (206) 937-8886

WASHINGTON, D.C.: Sam Stiles (301) 424-0884
or Bill Ross (301) 230-4594

ELECTION NOTICES

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

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

For her first term:

JEAN K. FITZSIMON, A73

Scottsdale, AZ; married to Dr. Lee Fischler, A68; member of the law firm of Johnston Maynard Grant and Parker, P.L.C.

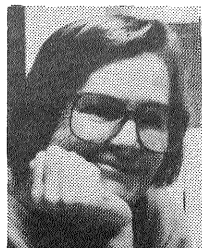


in Phoenix, practicing primarily in the areas of bankruptcies and reorganizations; a contributing author for Collier on Bankruptcy, 15th Edition; author of numerous articles on bankruptcy issues; regularly speaks on a variety of bankruptcy topics; formerly worked for the U.S. Department of Justice in Washington, D.C., and Chicago in a variety of legal policy-making, legislative and litigation positions; chair of an American Bar Association subcommittee; appointed to a panel of the National Academy of Public Administration for a study on privatization of the bankruptcy administrative system; serves on a working group of the National Bankruptcy Review Committee; former member of the St. John's College Alumni Association Board of Directors and served a term as vice president of the board from 1982 to 1987.

For her first term:

ROBLEY TIMMINS LEVY, A56

La Selva Beach, CA; Columbia University, New York, NY, graduate work in history; consultant in governmental



affairs, 1992 to present; county supervisor for the second district, Santa Cruz County, CA, 1981 to 1992, chairperson in 1982, 1984, 1987 and 1990; member of Congressman Leon Panetta's Monterey Bay National Marine Sanctuary Task Force, 1989 to 1992; served on the Monterey Bay Unified Air Pollution Control District, Mid-Coast Health Systems Agency, Library Oversight Committee, and the Santa Cruz County Bond Finance Committee; community-based activities include being a governor's appointee and public member of the California Central Coast Regional Coastal Commission, a member of the Santa Cruz County Grand Jury, a member of the Santa Cruz County Planning Commission, a board member and consultant for the Live at Home Foundation, a board member of the Cabrillo College Foundation, and an organizer and first president of the League of Women Voters of Santa Cruz County.

For his first term:

PAUL MARTIN, SF80

Austin, TX; general director and chief investment officer of Martin Capital Management, 1988 to present; stockbroker at Merrill Lynch/Oppenheimer & Co., 1985-1988; commander, U.S. Naval Reserve, active duty 1980 to 1984, reserve duty 1985 to present; commanding officer, Naval Reserve SEAL Delivery Vehicle Team Two, 1996 to present; intelligence analyst, U.S. Army Security Agency, 1973 to 1976; member of the St. John's College Alumni Association Board of Directors; co-founder, past president, and secretary-treasurer of the Austin Chapter of the Alumni Association, 1990 to present; vice president of the New York Chapter of the Alumni Association, 1987 to 1989; class leader for The Campaign for Our Fourth Century; president of the Southwest Texas Council of Hostelling International, 1995 to present; trustee of The Jung Society of Austin, 1995 to present.



Notice is also given that nominations may be made by petition

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

1. Petitions must be signed by at least 50 members of the Alumni Association in good standing.
2. Nominations must be accompanied by a biographical sketch of the nominee.
3. The consent of all persons nominated must be obtained.
4. The petition must reach the Directors of Alumni Activities

NO LATER THAN

DECEMBER 1, 1997

c/o Alumni Office

St. John's College

1160 Camino Cruz Blanca

Santa Fe, NM 87501.

If nominations by petition are received, there will be an election conducted by mail ballot. If there are no such nominations, the nominees listed above will be considered elected. Terms will begin in July 1998.

Election of Officers of the St. John's College Alumni Association

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

For President:

ALLAN HOFFMAN, A49

Lawrence, NY; retired in 1990 as president of Handy-Andy Specialty Corp., spent 20 years with the company, starting as marketing manager and ending as its owner; vice president of Associated Merchandising Corp. and its subsidiary, Aimcee Wholesale Corp., 1962 to 1970; several positions, including merchandising manager, for B. Gertz Inc., a unit of Allied Stores, 1949 to 1962; a fifth-term member of the St. John's



College Board of Visitors and Governors; vice president of the St. John's College Alumni Association; chairman of the Alumni Association Institutional Relations Committee for 13 years; Decade of the Forties chairman for The Campaign for Our Fourth Century; first president of the New York Chapter of the Alumni Association; co-chair of the 25th and 40th reunions of the Decade of the Forties class members; recipient of the Alumni Association Award of Merit; governor of The Lawrence Association for two terms; singer with the Oratorio Society of New York.

For Vice President:

BARBARA LAUER, SF76

Laramie, WY; J.D.

with honors,

University of

Wyoming, 1984;

L.L.M., University

of Edinburgh,

1988; partner,

Lauer & Newlon,

1993 to present;

of counsel, Cook & Associates, 1995

to present; editor, legal publications

division of Lugamo Corp., 1994 to

present; lecturer in jurisprudence and

labor law, University of Wyoming

College of Law, 1989 to present;

appellate counsel and assistant public

defender, Wyoming State Public

Defender, 1989 to 1992; judicial

clerk, Wyoming Supreme Court,

1987 to 1988; administrator, St.

John's College, Santa Fe, 1976 to

1981; serving second term as member

of the St. John's College Board of

Visitors and Governors; first-term

member of the St. John's College

Alumni Association Board of

Directors; member of Order of the

Coif, the advisory board of Land and

Water Law Review, and various legal

associations.



For Secretary:

BEVERLY JACOBS ANGEL, SG189

Austin, TX; B.S. in

chemistry and

physics, West

Texas State

University, 1977;

teaching certificate,

University of

Houston, 1977;

chemistry and physics teacher, St.

Michael's Catholic Academy, 1992

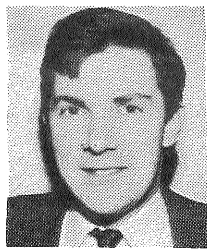


to present; science and mathematics teacher at various public and private secondary schools, 1977 to 1992; secretary of the St. John's College Alumni Association Board of Directors, 1995 to present; vice president, founding member, former president and former secretary of the Austin Chapter of the Alumni Association; president (1989) and member of St. John's College Graduate Institute Council, 1987 to 1989; volunteer community activities include the Kerrville Folk Festival, 1990 to 1997, Habitat for Humanity, 1994 and 1996 to 1997, and adult literacy tutoring, 1995 to 1996.

For Treasurer:

JASON TODD WALSH, A85

New York, NY; M.B.A., Harvard Business School, 1989; vice president of operations/ general manager, Long Island Region of Quest Diagnostics Inc. (a leading healthcare testing company), 1996 to present; associate director for strategy and development for the Opto-Electronics Group of Corning Inc., 1993 to 1995; business manager, television components, Corning Asahi Video Products Company, 1990 to 1993; member of the St. John's College Alumni Association Board of Directors, 1990 to 1996; class co-chair for The Campaign for Our Fourth Century.



Election of Directors of the St. John's College Alumni Association

For his first term as a director:

ROBERT BIENENFELD, SF80

Long Beach, CA; project manager for electric and natural gas-powered vehicle projects at American Honda Motor Co., responsibilities include strategic planning and project management for Honda's environmental products in the U.S.; previous responsibilities at Honda have included positions in sales, marketing, product



development in the U.S. and Japan, procurement and information systems; past president of the Southern California Chapter of the St. John's College Alumni Association; worked with alumni fund-raising during The Campaign for Our Fourth Century.

For her second term as a director:

SANTHA BUNDY-FARAH, AGI93

Silver Spring, MD; B.A. in biology and the philosophy of religion, William Penn College, 1968; teaching certificate, University of the District of Columbia, 1985; mentor/internship program, Howard University, 1986; graduate study in science education, The George Washington University, 1988; graduate study in biotechnology, The National Institutes of Health, 1990 to 1992, and 1994; middle school science teacher, grades 5 through 8, Sidwell Friends School, 1990 to present; physical chemistry laboratory technician, The National Institutes of Health, 1994 and 1995; science and geography teacher, grades 7 through 9, Garnet Patterson Junior High School, 1987 to 1990; science teacher and science department chair, grades 7 through 9, Bertie Backus Junior High School, 1986 to 1987; educational aide, grades 5 and 6, Giddings Elementary School, 1985 to 1986; administrative aide, grades 1 through 6, Giddings Elementary School, 1980 to 1985; mathematics tutor, grades 1 through 6, West Elementary School, 1978 to 1980; substitute teacher, grades pre-K through 6, Neval Thomas Elementary School; 1970 to 1978; first-term member of the St. John's College Alumni Association Board of Directors; member of the District of Columbia Science Education Association, the National Science Teachers Association, and the Biotechnology Teachers Association; consultant for the National Geographic Society.



For her first term as a director:

ANN CRUSE, A76

Huntingtown, MD; married to Bryant Cruse, A73; B.S. in marketing, the University of West Florida, 1976; M.A. in liberal studies, Georgetown University, 1981; senior associate,

Moore and Associates fundraising and development counsel, 1990 to present; special assistant to the capital campaign, St. Mary's College of Maryland, 1989 to 1993; publications editor, National Asphalt Pavement Association, 1987 to 1989; fundraising consultant, 1984 to 1987; development director, St. John's College, Annapolis, 1979 to 1981; member of The Fairhaven School Board of Directors, 1995 to present; vice chairman of The Tidewater School Board of Trustees, 1993 to 1995; member, the SPCA of Anne Arundel County Board of Trustees, 1982 to 1984; member, the Annapolis Symphony Orchestra Board of Trustees, 1982 to 1985.



For her second term as a director:

MONIKA VIOLA SCHIAVO, A82

Reston, VA; married to John Schiavo, A81; mother of Hellena Schiavo, 7, and Anthony Schiavo, 4; certificate in appraisal studies, New York University; co-chair of Decade of the Eighties fund-raising efforts for The Campaign for Our Fourth Century; volunteers with son's cooperative preschool class and daughter's school; director of fundraising for Hunters Woods Preschool for the 1995-96 school year; former manager of a private label sportswear company in New York City.



For her first term as a director:

JULIA TAKAHASHI, SF74

Santa Fe, NM; bachelor's degree in environmental design, University of Colorado; master's degree in architecture, University of Colorado; executive director of Sustainable Communities Inc., a group working to develop socially responsive projects in an ecologically sustainable manner; has worked with architectur-



al firms in Colorado and California; ran an architectural design and planning consulting firm; won national awards for the Yerba Buena Planning Ballot and the Casa Loma Affordable Housing Project; has taught at the University of California and has conducted workshops focusing on planning, design and child care design issues; former president of the Southern California Chapter of the St. John's College Alumni Association; former member of the St. John's College Alumni Association Board of Directors; former planning commissioner for the City of Redondo Beach; served on a number of community boards including the Long Beach Museum of Art; the Long Beach Housing Development Company, the Legal Services Trust Fund Commission of the California State Bar, and the YWCA of Los Angeles; member of the Community Building Institute at the Center for the Study of Community; received the 1991 Centro de Ninos Service to the Community award; graduated from the 1985 CORO Foundation-Leaders in the Asian Pacific Community Program.

Notice is also given that nominations for the positions as officers or directors of the Association may be made by petition

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

1. Petitions must be signed by at least 30 members of the Alumni Association in good standing.
2. Petitions must be presented to the Secretary of the Alumni Association prior to the Annual Meeting at which the election is to be held. Petitions should be sent to: Beverly Angel, SGI89, c/o St. John's College, Alumni Office, 1160 Camino Cruz Blanca, Santa Fe, NM 87501.
3. The election will be held at the Annual Meeting on Saturday, July 19, 1997, at 2 p.m. in the Junior Common Room, Peterson Student Center, Santa Fe campus.
4. The candidates for officers of the Association and directors of the Association receiving the highest number of votes shall be declared elected. Terms will begin in January 1998.

ALUMNI NOTES

1944

Alexander Koukly (A) sends the following report: "After 35 very happy years living in Long Island, N.Y., I convinced my wife to start a new adventure and live in Boynton Beach, Fla., where we have been for two years. I am semi-retired, maintaining my broker/dealership in investment counseling. We have two daughters who are happily married, and we are blessed with five marvelous grandchildren. If any of my classmates are traveling through the area, please call me and we can reminisce."

1951

Paul Westerbeke, who is living in Blue Point, N.Y., has retired from the health service field and has published a book of poetry, *Silhouettes, Shadows, Sunbeams*.

1962

Michael Elias (A) writes: "I have recently completed a screenplay for Mel Gibson's *Man in the Maze*," based on Robert Silverberg's novel, which in turn is based on Sophocles' *Philoctetes*." Michael, who lives in Beverly Hills, also is working on an adaptation of Anthony Burgess' novel *A Dead Man in Deptford* about the life of Christopher Marlowe.

Miriam Duhan reports, "I've had a wonderful 1996. This part of life is very satisfying. I love my work at NetSoft, a small software company; I love living in New York City and I welcome guests; I completed the New York Marathon in November in a respectable time; and I'm expecting my first grandchild at the end of April. Four years ago I remarried; my husband's name is Terrill (Terry), but I still call myself Miriam Duhan."

1968

John Farmer (A) finished his first ultramarathon, the 50-mile JFK in Washington County, Md. His comment: "Phew!" He also sends word that the American Medical Association acknowledged his participation in a research study as part of ASPN, the Ambulatory Study Practice Network. Currently several more

projects and papers are in the pipeline. And two of his boys received their Eagle Scout awards.

1969

Byron Wall (A) has been appointed Director of the Division of Natural Science in the Faculty of Pure and Applied Science at York University in Toronto for the 1996-97 academic year.

Catherine Allen (A) is living in Silver Spring, Md., with her husband, Andras Sandor, and their nine-year-old daughter, Andrea. "Andras retired last year. He spends about half the year in Hungary; Andrea and I spend summers with him—we have a house in a village in a lovely wine growing region," she says. Catherine teaches anthropology at George Washington University and is currently chairman of the department. Her book, *The Hold Life Has: Cultural Identity in an Andean Community* (Smithsonian Press, 1988) has done very well. Her latest book, an ethnographic drama, was due out in December.

1970

Maureen Barden (A) is working part-time as an Assistant U.S. Attorney in the Eastern District of Pennsylvania.

1973

Prudence Davis (A) was recently re-elected for a second six-year term as Mother Prioress of the Benedictine Priory, Turvey Abbey, Geus, England.

David Allison (A), a curator at the Smithsonian's National Museum of American History, was quoted in an article on the Internet Archive in the March 1997 issue of *Scientific American*. He has used the archive—a permanent "snapshot" of the web—to set up a presidential election web site exhibit at the Smithsonian. He compares the project to "saving videotapes of early television campaign advertisements." Some of the web sites (for example Phil Gramm's presidential campaign site) have already disappeared from the Internet.

1974

Mary Geoghean Jolles (SF) has obtained a principal's certificate in New Hampshire and says she will soon be looking for an administrative position. She expects to receive her Certificate of Advanced Graduate Study from the University of New Hampshire in December 1997.

Gerry Kapolka (A) and his wife, Lieutenant Commander Daphne Greene Kapolka (A76) are in Monterey, Calif.

Gerry teaches English at Santa Catalina School and Daphne is completing a Ph.D. in applied physics at the Naval Postgraduate School there.

Eric Scigliano (A74, SF75) reports: "I'm still a senior editor (a glorified staff writer) at the *Seattle Weekly*. But I've finally acquired the seniority, or orneriness, to avoid routine assignments and concentrate on the environmental and natural science stories I find most urgent and interesting. I still dabble in freelance—a few small-to-middling pieces for the *New York Times* and *New Yorker* and an op-ed for the *Wall Street Journal* that does not signal a sea change in my politics. And a first semi-scholarly publication is due out soon, for Yale's Viet Nam Forum: translations (done with a friend who really knows Vietnamese) of songs by Trinh Cong Son, a writer of wartime protests and postwar love songs who's sometimes called 'Viet Nam's Bob Dylan.' I'm also trying to figure out what to do with a children's book I wrote, in a recent fit of distraction, about the squirrels in my backyard. I won't go on about the charms of Seattle, about which everyone has heard too much. But old friends who come to enjoy them should give a call." Eric won a journalism award from the American Association for the Advancement of Science for his articles in *Seattle Weekly*, "Holy Cedar" and "Salmon Saviors."

1975

Peter (A) and Mary (Rogers) Kniaz (A) announce the birth of their fifth child, Catherine Regina Kniaz, born Aug. 22, 1996, at home, attended by a midwife. They report: "We continue to home-educate our children. Currently our 15-year-old is studying the *Iliad* in a book club Mary organized, and he is studying Euclidean geometry over the Internet." Peter continues to enjoy his work as Director of Information Services at Bell and Howell, Publication Systems Company.

Jim Jarvis (A) is still at Wayne State University School of Medicine in Detroit. He was promoted to associate professor this year. "I'm busy running my laboratory, raising my children, etc., etc." he says.

Michael Hendry (A) is teaching Latin classes part-time at the University of Montevallo in Alabama, and he continues to teach Latin and Greek at the University of Alabama, Tuscaloosa.

1977

Sam Atwood (SF) and his wife, Irene, announce the birth of their first child, Andrew Lee Atwood, on Oct. 28, 1996. Andrew weighed 7 pounds, 13 ounces when he was born. The family lives in Claremont, Calif.

Pamela (Maxon Lobdell) Brunger (A) was married on October 19, 1996, to James Brunger. Both work in human resources with the National Imagery and Mapping Agency.

1979

Susan Herder (SF) writes that she has "survived" her first year in private practice as a marriage therapist, "business not being my forte." She expected to complete her bachelor's degree in March and says she would love to take the Graduate Institute program sometime. She also says "hello" to all her St. John's friends.

1980

Anne Ferro (A) has been appointed Motor Vehicle Administrator of the Maryland Department of Motor Vehicles. Previously she served as Associate Administrator for Vehicle Services for four years, managing three divisions with 400 employees and a \$29 million operating budget. She also served as the MVA's legislative liaison. Prior to joining the MVA, Anne spent six years with the Maryland General Assembly's Department of Fiscal Services, where she was a legislative and fiscal analyst for the House Ways and Means Committee. Her early career was varied: she earned a master's degree in public management from the University of Maryland, served in the Peace Corps in the Ivory Coast, joined a Fulbright program in Sri Lanka, and studied Arabic in Egypt. She worked as an economic development specialist in southern Maryland, as marketing director for a publishing company in Baltimore, and as a recruitment officer for the University of Maryland's School of Public Affairs.

Guy Jennings (A) is a tax attorney for the U.S. Department of Justice. He lives in Rockville, Md., is married, and has two boys, ages 7 and 3. His e-mail address is <paxjen@mnsinc.com>.

Rosamond Rice (AGI) is in Saipan in Micronesia for two years. The Library of Northern Marianas College invited her to return to work on the U.S. government publications collection and services to outlying islands.

1982

Elizabeth Stuck (A) writes that after spending a couple of years in Pittsburgh and Ottawa, Ontario, her husband, Mike Beaupre, and she have returned to their "old stomping ground, Minnesota." She says, "I am taking this opportunity to re-evaluate my career choice (research in computer science) in the hope of finding something more satisfying."

**Contact the Reporter
by E-Mail!**

SANTA FE
eskewes@shadow.sjcsf.edu

ANNAPOLIS
bgoyette@mailhost.sjca.edu

1983

Edward Sutton (SGI) and his wife, Lynn, announce the birth of their daughter, Anne Parrish Sutton, on June 9, 1996. The family lives in Burlington, Vt.

Richard Morehouse (SF) married Shawn Bohen in March 1996. **Kent Dayton** (SF84) was his best man. He says that Shawn is the administrative director of Mind, Brain, Behavior, a Harvard University interfaculty initiative. Richard and Shawn live in Brookline, Mass., with their two cats.

Lyn DesMarais (A) and her husband, Jim, and daughter, Connie (who will soon be 3), welcomed Kyran Raymond, born in February 1996.

Jessica Wolff (SGI) writes that St. John's "reawakened my love for antiquity, especially Minoans and Etruscans. Since then I've taken my daughter to Greece and participated as a volunteer in archaeological digs. I've also traveled a lot and learned even more languages."

1984

Elizabeth Twyford (A) graduated from Georgia Tech with a PhD in electrical engineering. She is currently doing research in the field of photonics for TRW in southern California.

1985

Camilla Pisk Donoghue (SGI) is working as a foreign service officer in Washington, D.C. She and her husband, Dan, had a son, John Paul James Donoghue, on March 24, 1996. She reports that, "Mom, dad, and big sister Hope are adjusting nicely."

Lisa Kirkpatrick (SF) is doing consulting for educational software companies in the San Francisco Bay area.

Linda Sullivan Shea (SF) writes that her daughter, Maria Elizabeth, recently celebrated her first birthday. "She continues to find new ways to delight her father, Peter Shea, and me, especially as she shows the passion for books one would expect from Johnny offspring. Since Maria's arrival on January 4, 1996, I have been busy juggling new motherhood and my screenwriting career. I presently have two scripts under option in Hollywood. One of them, titled *Something Cool*, is in preproduction as a low-budget, independent feature. A late-April shoot in Mexico is planned. My current work in progress is a thriller with a spiritual slant set in and around Santa Fe. (I even managed to work in a reference to Plato)." She says she would love to hear from other Johnnies, especially those in the Charlotte, N.C., area or those in the film business.

Laura Finnegan (A) writes: "I am currently living in Chicago and have been

for the last ten years. I am going to be married on May 18 to David Smith. David is finishing his Ph.D. in human development and also is training to be a clinical psychologist. He is a great person and is appreciative of my undergraduate education.

"Since I left St. John's my life and how I perceive what is important has changed in many ways. One thing that has not changed, though, is that I still believe that my choice of St. John's was a good one even though I was young at the time. What I have learned is that the education was important, but the vitality of the program came from the St. John's community and their commitment. I could have studied many of the same ideas at other schools, but St. John's offered an important human connection to the ideas that gave them life. I have learned over the years that for me it is the connections to the people, not the books alone, which gave the experience meaning.

"I am a lawyer practicing mainly labor and employment discrimination law. The labor practice is on the union side. It is interesting and exciting work. It would be nice to hear from classmates. They can reach me for the meantime at: 6935 N. Oakley Ave., Chicago, IL 60645. E-mail address is <dps3@dura.spc.uchicago.edu>."

1986

Heather Peterson (A) has published a number of articles in children's magazines on subjects ranging from astronomy to church history. "I just write about what interests me," she says. She has just completed a history of Greenbelt, Md.

Laureen Sutton-Borgilt (SF) and her husband, Brint, announce the birth of their second child, Raven, on Sept. 6, 1996. Raven joins her sister, Tara, 4. Laureen reports that Raven was born at home, "most appropriately, as I am now a home-birth midwife practicing in Ashland, Ore. Life is sweet - what a shame it is not more lucrative also!"

Diana Martinez (SF) and Ted Merz (A89) are still living in New York City. Ted is the emerging markets editor for Bloomberg Business News and Diana is in her residency at New York Hospital.

1987

Joey Coxwell (SGI) and his wife, Patti (SGI92), are now living in Phenix City, Ala. Joey is a chemistry teacher at Central High School and Patti is the attendance officer/registrar. "This move happened very quickly," Patti writes. "No time to warn anyone. We went from 'Can you come for an interview?' to moving in 19 days! ... We are happy here and would like to keep in touch with all our Johnny friends. You can reach us at falala@mind-

spring.com on line (guess who picked that!) or via snailmail at: Joey and Patti Coxwell, 501 16th Ave. #6J, Phenix City, AL 36869. And to Larry Davis: We lost your address ... Please contact us!"

Edith Updike (A) returned to New York in December after 2-1/2 years in Tokyo as a correspondent for *Business Week*. She will be an editor at *Enterprise* magazine, another McGraw Hill publication.

Anne Slakey (SF) is attending Marquette University, where she is studying historical theology and "enjoying life." Her e-mail address is: 5xi2slakeya@vms.csd.mu.edu. She says that her brother Bill is in Moscow and enjoying his time there, "although he says his Russian is still at the 'I Tarzan' stage."

Michael David (SF) will graduate from the University of New Mexico with an MBA in technology management this May. Michael and some of his colleagues at UNM have created a web page that enables people to post new e-mail addresses and link those addresses to previous ones. The free service can be found at <http://www.findmemail.com>. Michael recently bought a house outside of Albuquerque and says, "I miss everyone and hope to see you at the reunion this summer. Anybody passing through has a place to stay." He can be reached at 5 Derek, Sandia Park, NM 87047.

Katharine Bond (A) is self-employed as an access consultant for museums and arts organizations. She has worked for the Smithsonian Institution Access Advisory Committee setting up panels and workshops and training staff; for Arena Stage doing "touch tours" for visually impaired audiences; and for Congressional Special Services writing and producing an audio description tour of the U.S. Capitol for visually impaired visitors. Katharine is on the National Board of Audio Description International. Alumni interested in technical advice, workshops, etc. can contact her at <kbond@galileo.gmu.edu>.

1988

Irene Laporte Plenefisch (A) and her husband, Tom, now have a daughter, Elena Adele Plenefisch, born Feb. 21, 1996. "We're having the time of our lives taking care of her, introducing her to the world, and watching her learn-she's wonderful!" writes Irene.

Claudia Probst (A) is working at UNC-Wilmington and living in a small town about 17 miles to the north called Rocky Point. "Horses impelled me to come to North Carolina," she says. "I have my own little farm here where I live with my horses. It's a bare-bones operation but I enjoy it." Claudia notes that the quest for better communication with horses has been the primary path for her

spiritual and intellectual development since she left St. John's. She earned a master's in education (science curriculum development) from Harvard. Currently she works as an academic adviser in the department of biological sciences at UNC-Wilmington. She is co-authoring a book of science activities for the middle school classroom, and also has written some articles on horse training. Her address is P.O. Box 525, Rocky Point, NC 28457, and her phone is: 910-675-2287.

Jeff Falero (A) has just become registered as a professional civil engineer with the state of California. A design engineer with HNTB Corporation, he just completed his first bridge design for the State Route 30 extension through Ranch Cucamonga, and is active with the American Society of Civil Engineers. He currently resides in San Bernardino and would like to start a network of Johnnies interested in engineering/construction/non-profit organizations. Contact him at work at 909-884-6884 or via e-mail at <jfalero@hntb.com>.

1990

Fritz Hinrichs (A) is working to develop a great books program on the Internet for students who are being homeschooled. He would like to hear from classmates, and suggests they contact him through his web site at <http://www.gbt.org>.

Kelly Koepke (SF) received her MBA with a concentration in non-profit management from the University of St. Thomas in Minneapolis, Minn. She is a member of the Class of 1990. This information was incorrectly reported in the Winter 1997 edition of the *Reporter*. We apologize for the error.

Courtney Oakes Williams (A) is a third-year veterinary student at Washington State University in Pullman, Wash. Her husband, Bob, will graduate in May from the law school at the University of Idaho.

Alexandra Kincannon (A) has entered the University of Virginia graduate school.

William Culley (SF) writes: "This is a response to a misquote in the winter *Reporter*, which I'm sure was due to my poor handwriting. It concerns the word 'gold.' I wished to sponsor an annual 'festival to celebrate this awe-ful tragicomedy of life as a token of my appreciation for you, and to facilitate the reawakening of the old god, who is forever a newcomer.' The quote said 'old gold' which made me think of cheap bourbon and Moses' dismay that golden cows could hold such sway. Actually this fits—let's roast some cows, drink lots of bourbon and celebrate the spring—Salute."

ALUMNI NEWS

ALUMNI NEWS CONT. FROM PAGE 25

1991

Lisa (SF) and Phil (SGI92) Hopkins announce the birth of their son, Isaac, on Aug. 20, 1996. Isaac joins his sister, Rebecca, who is 3-1/2. Phil has finished his doctoral degree course work in philosophy at the University of Texas and has started working on his dissertation.

Andrew Pietrus (A) received an MA in education from North Carolina State University in December 1996, and is now teaching sixth- and seventh-grade language arts and mathematics at Our Lady of Lourdes School in Raleigh, N.C.

1992

Anne Schuchman (A) and James Berrettini (AGI93) were married on Dec. 21, 1996, in Setauket, N.Y. Johnnies in attendance included: Shelly Nicoll (A91), Tim McGuire (A91), Anja Wase (A94), Steven Matrick (A92), George Dolan (A92), Jennifer Accardo (A92), Cecilia Bailliet (A91), Alexandra Edelglass Stockwell (A90), Scot MacLean (A91), and John Capps (A91). Anne, who will retain her maiden name, received her master's degree in Italian from the University of Illinois at Urbana-Champaign in 1994. She currently is finishing requirements for a doctorate in Italian studies from New York University. Before receiving his master's degree from St. John's, Jim earned a bachelor of arts in physics in 1985 and a bachelor's of science in electrical engineering in 1986, both from the Massachusetts Institute of Technology. He is a software engineer at AT&T in New York. The couple lives in Manhattan, and can be reached at: 5 E. 22nd St., Apt. 5M, New York, NY 10010 or by e-mail at <ams8050@is.nyu.edu> or <jberrettin@aol.com>.

Gregory Brokaw (SF) is working for an architecture firm in Eugene, Ore. He recently received a master's degree in architecture from the University of Oregon and now is preparing for the licensing exam.

Cynthia Evans Wilson (SF) lives in San Francisco with her husband, David. She says she is "a mother of two angels and a small business owner."

Navy Ensign George M. Dolan (A) received his commission as a naval officer after completing Officer Candidate School in Pensacola, Fla.

Elliott Callahan (A) and Amy Johns (A) have a son, Phineas, born in August 1996. They live in Arlington, Va., and Elliott works as a pastry cook at the Ritz Carlton Hotel.

James E. Cachey (SGI) is a law student in Chicago, Ill.

1993

Gabe Preston (SF) is in a graduate program in geography at the University of Colorado in Boulder. He is working at the university as a teaching assistant.

1994

Marchelle Porter (SF) married Stephen C. Brain on April 6, 1996. The couple lives in Bishop, Calif.

Laura Lopez (SF) is working on a master's degree in forensic sciences at George Washington University in Washington, D.C. She also has a fellowship at the National Center for Biotechnology Information at NIH, where she's working on DNA sequence analysis. This semester she has an internship with the Northern Virginia Medical Examiner's office and this summer she has an internship with the D.C. mobile crime unit.

Brian Satterfield (A) is in graduate school at the University of Chicago.

Ivy Turkington (A) reports: "I am just about finished with a master's in public policy, with environmental and finance concentrations, at the University of Chicago. I decided not to go for the Ph.D. because: (1) I found the most perfect man in the world and married him on Dec. 28, 1996; and (2) I hate living on the edge of gang territory in Hyde Park. Fortunately, my husband, John Ruhl, is a physics professor and astrophysicist at the University of California, Santa Barbara. He thinks up, designs, implements and flies satellites from North America and the South Pole. In June, I am moving out to our beach house there, where I feel I deserve to be after suffering through Chicago's cold and wet atmosphere.

"To earn my bread and butter, I am working as a consultant with the Great Lakes Protection Fund, an environmental grant-making organization, doing research on socio-economic factors involved in environmental activism and decision-making, acting as a research associate with the Harris School on the structural components of education reform—a big business here in the windy city; and writing web pages. If anyone is interested in applying for a grant to fund a Great Lakes Basin-area environmental project, tell them to please contact me by e-mail at <iturking@midway.uchicago.edu> or phone 773/752-0432."

1995

Sara Harris (SGI) is working in Tokyo for *The Japan Times*. Last year, she was a Rotary International Ambassadorial Scholar.

1996

Frank Guiseffi (SGI) is teaching ancient and Western civilization at Olney Friends School in Barnesville, Ohio. He also coaches boys basketball and is a member of the boys dorm staff.

HOMECOMING AND SUMMER ALUMNI PROGRAMS IN SANTA FE OFFER GOOD TIMES AND GREAT BOOKS

Only in Santa Fe and only this summer will you be able to catch up with old friends and former classmates, while immersing yourself in the turn-of-the-century writings of Edith Wharton and Henry James or sampling some of the great writings of the 20th century.

The 1997 Homecoming and Summer Alumni Program will bring together St. John's alumni and some of their good friends and favorite tutors for two weeks of seminars and a weekend of simply kicking back.

The programs begin on July 13 with a week of seminars on "Life in an Innocent Age." Seminars on Edith Wharton's timeless novel, *The Age of Innocence*, and two of her short stories, "The Reckoning" and "The Letter," will be led by Annapolis tutors Eva Brann and Nancy Buchenauer. Preceptorials on two Henry James works, *The Spoils of Poynton* and *The Europeans*, will be led by Santa Fe tutor Janet Dougherty.

The week also will feature screenings of the film adaptations of *The Age of Innocence* and *The Europeans*. Special activities for the week include a field trip to see the ruins of the Pecos Pueblo and to Fort Union and a trip to the Santa Fe Opera to see *Semele* by George Frideric Handel.

The second of the two program weeks, "Timeless Themes, 20th Century Texts," begins on July 20 and will feature seminars on some of the readings that made the St. John's College list of "Great Books of the 20th Century." (See related story on page 7) Among the authors

whose works will be studied are Edmund Husserl, Willard Van Orman Quine, Max Weber, Leo Strauss, W.E.B. Du Bois, Martin Luther King Jr., Wallace Stevens, Paul Celan and Jorge Luis Borges.

Tutors for the second week include Tom Scally, Linda Wiener, David Bolotin, Joshua Kates, Sally Dunn, Jim Forkin and Janet Dougherty. The second week also will feature a guided tour of Los Alamos and the opportunity to see Richard Strauss' *Arabella* at the Santa Fe Opera. Sandwiched between the two program weeks on July 18, 19 and 20 will be the 1997 Homecoming Weekend. There will be picnics, seminars, dinners, parties, waltzing and brunches for all alumni, with special events for this year's reunion classes—1972, 1977, 1982, 1987 and 1992.

A special feature this year will be a dinner on Friday, July 18, to celebrate the 30th anniversary of the Graduate Institute in Santa Fe. All Graduate Institute alumni are invited to share in this celebration.

A brochure about Homecoming and the Summer Alumni Program was mailed to all members of the reunion classes and Graduate Institute alumni in March. If you did not receive a brochure and are interested in Homecoming or the Summer Alumni Programs, please call the alumni office at 505-984-6103, send an e-mail message to eskewes@shadow.sjcsf.edu, or fill out the form below and mail it to: St. John's College, Alumni Office, 1160 Camino Cruz Blanca, Santa Fe, NM 87501.

☐ Yes, I would like to receive a brochure and registration materials for the

1997 HOMECOMING AND SUMMER ALUMNI PROGRAM IN SANTA FE



Name: _____

Class Year: _____ Campus: _____

Home Address: _____

Phone: _____

E-mail Address: _____

OBITUARIES

ALUMNI OPPORTUNITIES FROM THE ANNAPOLIS PLACEMENT OFFICE

Whitman College, a liberal arts college in Walla Walla, Wash., is searching for qualified candidates to fill two senior staff positions:

Applications are invited for the position of chief technology officer. The chief technology officer reports directly to the president, and provides the leadership and the practical experience to implement a strategic plan for technology. The chief technology officer is responsible for computer services, the Language Learning Center, instructional media services, and telephone and voice mail services. In addition, the chief technology officer works closely with the dean of faculty and the college librarian on technology matters relating to library service.

Whitman seeks candidates who possess successful experience in managing all or part of a technology organization in higher education and who demonstrates an understanding of the value of a liberal arts education. Leading candidates must be excellent communicators.

Applications are also being accepted at Whitman College for the position of vice president for development and college relations. The vice president for development and college relations will report directly to the president and will

be a member of the President's Council, which has oversight responsibility for the management of the college's academic and administrative functions. The vice president will supervise the activities in alumni relations, major gifts, annual fund, corporate and foundation relations and communications (all college publications; operation of printing services on campus and off-campus contract printing and mailing services; etc).

Whitman seeks a person who possesses successful experience in leading higher education fund raising, including experience with major campaigns. Individual must be an excellent communicator, both verbally and in writing. Review of applications for the positions of the vice president of development and college relations and the chief technology officer will begin March 31, 1997, and will continue until the positions are filled. Materials submitted should include a letter of interest, a detailed resume and a list of four references (with phone and fax numbers and e-mail addresses). Address correspondence to: Dr. Patrick Keef, Chair, Search Committee, Whitman College, Walla Walla, WA 99362; e-mail: keef@whitman.edu.

the King Family Orchestra, along with his three brothers, twin sister and parents. He also worked at his grandfather's store, Feldmeyer's Book Store on Maryland Avenue. His father taught mathematics at the Naval Academy.

King graduated from St. John's in 1939, where he played lacrosse and was a member of the Sigma Alpha Epsilon fraternity. A veteran of World War II, he fought in several campaigns in the South Pacific and was awarded the Bronze Star. In 1962, he retired from the military and began teaching mathematics at New Hanover High School in Wilmington, where he taught for nearly 20 years. He is survived by his wife, two sons, two daughters, eight grandchildren, his twin sister, and a brother.

STEPHEN CHARLES OWEN,

Santa Fe Graduate Institute, Class of 1983
Stephen Charles Owen, 41, of Santa Fe, N.M., died on Dec. 18, 1996, from cancer. He was a staff counsel member for the New Mexico Public Utility Commission from 1987 until the time of his death.

He received his bachelor's degree in philosophy from Texas Lutheran in 1978, his master's degree from St. John's in 1983, and a law degree from the University of New Mexico in 1987. He was a member of Holy Faith Episcopal Church, the New Mexico State Bar Association and the American Bar Association.

He is survived by his wife, Sandy Swartz Owen; two daughters, Courtney Quinn and Brooke Lynn; his parents, Charles and Evelyn Owen; a brother, Thomas Owen; two nephews, Daniel and Michael Owen; and numerous other relatives and friends.

ERIC SHOEMAKER

Class of 1985

Eric Shoemaker, Annapolis class of 1985, died in an accident on Dec. 31, 1996, in San Francisco. Eric worked as the customer service manager at Laissez Faire Books, in whose New York offices he had started working in 1988. He is survived by his parents, Mr. and Mrs. Franklin Shoemaker, his brother Kurt, and his sisters Laurie and Nancy, as well as many friends.

Eric as one of the most benevolent and decent people I have ever known. Everybody who came in contact with him became aware of his fundamental goodness. He was also a stalwart defender of liberty, who embodied the values of openness and toleration that St. John's College represents, and a dear friend who is missed by all who knew him. Classmates and friends wishing to write to his family may write to Mr. and Mrs. Franklin Shoemaker, c/o Laurie Shoemaker, 29862 Emmett Road, Caldwell, ID 83605.

— by Tom G. Palmer, A82

KATHLEEN ANN COLE DYKSTRA

Class of 1994

Kathleen Cole Dykstra, who attended St. John's Annapolis campus in 1990-1991, died in January in Sacramento, Calif. She held a Coast Guard License and was co-owner, with her husband, Jacob John Dykstra, of the Janileen, a 72-foot commercial fishing vessel. Dykstra received her bachelor's degree from the University of California at Davis and a master's degree in library and information studies from the University of Rhode Island. She worked for the U.S. Census Bureau before quitting to join her husband as a commercial fisherman.

In the past decade, she had been an activist in the fishing industry; she and several other women founded Rhode Island Women Ashore to represent the interests of Rhode Island fishermen before the state and federal governments. She is survived by a stepdaughter, three brothers, three sisters, and a grandchild.

JOSE DELMO ARCHULETA

former Santa Fe staff member

Jose Delmo Archuleta, 59, who worked at St. John's in Santa Fe for nearly 26 years, died March 12, 1997. Archuleta was the chef on campus for 20 years, from 1967 through 1987, when he became an assistant groundskeeper. He served in that capacity through April 1993.

He was a member of Our Lady of Guadalupe parish in Pojoaque, N.M. Archuleta is survived by his wife, Isabel. Those who would like to help the family in Archuleta's memory may send donations to: Isabel Archuleta, c/o St. John's College, 1160 Camino Cruz Blanca, Santa Fe, NM 87501.

OBITUARIES

TILGHMAN BEVERLY PRICE

Class of 1933

Tilghman Beverly Price, a retired personnel specialist with the Defense Department, died in July in Annapolis. Born in Easton, Md., Price was raised in Baltimore. He was in the St. John's class of 1933, and worked for businesses in Baltimore and as a social worker before World War II. He served in the Army in Europe during that war and again in Korea during the Korean War. Price did personnel work at the Defense Department from 1946 to 1972, when he retired as a branch chief at the Defense Contract Audit Agency. His wife, Anne Maloney Price, died in 1986. Survivors include a sister.

WILLIAM ROSS, SR

Class of 1938

William Ross, Sr., of Rock Hill, S.C., died in January 1997. He was born in Cumberland, Md., and graduated from St. John's in 1938 and later from Johns Hopkins University. He was retired from Celanese, where he worked as a production planning manager. Ross was active in the Golden K Kiwanis and the St. John United Methodist Church, where he was past chairman of the administrative board and a longtime adult Sunday school teacher. He is survived by his wife, a son, a daughter, and four grandchildren.

WILLIAM KING

Class of 1939

Retired Marine Lt. Col. William King died in January 1997 at his home in Wilmington, N.C. King was born in Annapolis and grew up on Prince George Street. In his youth he performed with

NOTED:

J. GLASGOW ARCHER JR.

A24, died in October 1996.

ARMIN BENDINER

A61, died in November 1996.

AMY LOUISE COUGHLAN

A80, died in December 1996.

HOWARD LEGG

A34, died in July 1996.

ROBERT NICHOLS

A48, died in September 1996.

FREDERICK SCHUCHMAN JR.

A50, died in June 1996.

IRA F. WEISS

A79, died in January 1997.

DATE DUE

ARTS

SANTA FE ART GALLERY FEATURES VARIETY IN SPRING

THE REPORTER

Published by the Public Relations Office
St. John's College
1160 Camino Cruz Blanca
Santa Fe, New Mexico 87501

ADDRESS CORRECTION REQUESTED

Everything from mixed media and sculpture to photography and student works have been on display at the Art Gallery in Santa Fe this spring.

The annual student art exhibit, which opened April 4, features pieces by St. John's students. The works for the exhibit were juried by members of the college's Library and Fine Arts Guild. The show itself is a time for Santa Fe students to express themselves visually, rather than through a seminar discussion. The exhibit runs through April 26.

May will bring a dual exhibit by painter Merryl Berner Cicourel and sculptor Charlie Miner. The exhibit will open with a reception from 5 to 7 p.m. on Friday, May 2, in the Fireside Lounge, and continues through May 25.

Both of these shows come on the heels of the March exhibition of the works of doc-

umentary photographer Bill Wright. "The Kickapoo: Keepers of Tradition" featured 30 black-and-white, gelatin print photographs, and focused on the unique cultural and spiritual life of the displaced American Indian tribe.

The exhibit of the Kickapoo grew out of a book by the same name. Work on the project took Wright to the homes of the Kickapoo in Eagle Bend, Texas, and Nacemineto, Mexico, as well as to their summer farming



Merryl Berner Cicourel, "Preparing the Ground," acrylic, wood, canvas, panel, aluminum

jobs in communities as far north as Wyoming.

For more information on the exhibits or the Library and Fine Arts Guild, contact Ginger Roherty at 505-984-6099. □

THE "EIDOS" OF JOHNNY

Black turtleneck? Eyebrow ring? That timeless classic—the flannel shirt? An investigation of the fashion scene at SJC in Annapolis

BY SUSAN BORDEN

Is there a Johnny look?—We know from our readings of Plutarch, Lucretius, Cervantes, and William James that this question has baffled sociologists and fashion experts throughout the ages. So in the St. John's tradition of confronting an issue without the

mediation of specialists and experts, we posed the question

on the Annapolis campus by means of an ingeniously designed and meticulously crafted questionnaire. But just as we were tabulating the data and analyzing the results, the campus was stunned by a startling discovery that shed light on the timeless quality of the question.

A student aide, assigned to sweep out the former library in Woodward Hall uncovered a remarkable manuscript (written in Ancient Greek) as she dusted behind the bookshelves in the Rare Books Room. Though tattered with age and smudged by use, the manuscript was (fortunately) perfectly preserved by the former library's legendary climate control system. Judging from the dates of newspapers found with the manuscript, it seems to have been hidden away around the time of the New Program's founding.

Upon its discovery, the manuscript was rushed to the freshman language archons, who assigned its translation to their able pupils and are presently considering it for inclusion in the Greek manual. Although the full translation will not be

available until the end of Febbie summer, the freshmen have just released the following fragments "for scholarly purposes only," they caution. Here, then, for the first time in print in the English language: fragments from the dialogue "Stringfello."

The text opens:

Stringfello: I went down yesterday to College Creek with Scott, the son of Buchanan, that I might offer up my prayer to the goddess; and also because I wanted to see in what manner they would dress to celebrate the festival, which was called Reality.

Here the text breaks off, taking up again with:

Stringfello: Can you tell me, Socrates, whether fashion is acquired by teaching or by practice; or if neither by teaching nor practice, then whether it comes to man by nature, or in what other way?

Socrates: O Stringfello, there was a time when the Johnnies were famous among other Annapolitans only for their wisdom and their learning; but now, if I am not mistaken, they are equally famous for their fashion, especially at Santa Fe, which is the native city of your friend. Scott.

The remains of a substance not unlike coffee stain the rest of the passage.

I imagine it is now obvious to all readers that the nature of fashion at St. John's is indeed a question for the ages. Yet, it is equally obvious that our attempt to answer the question, while admirable and courageous, is doomed to failure; for how can we succeed when the world's greatest minds have yet to settle upon an answer? Indeed, upon showing the results of our meager questionnaire to the faculty, many tutors made reference to the newly discovered dialogue, to wit:

Socrates: How fortunate I am, Stringfello! When I ask you for one fashion, you present me with a swarm of them . . .

And the tutors are correct, for what we have to report in this article is not the *eidos* of the Johnny look, but instead, a swarm of characteristic elements of that elusive fashion. Nevertheless, in the hope that perhaps greater minds will take up the cause and investigate this subject further, we report below the findings of our humble survey.

THE MALE LOOK

Hair: One requirement: messy.

Head: Incipiently furrowed brow, slightly

CONT. ON PAGE 15

Senior Maura Tennor, with her white blouse and baggy cardigan, claims she's anti-Johnny fashion.

