



# REPORTER

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## ST. JOHN'S COLLEGE

ANNAPOLIS • SANTA FE

## THE SEAT OF LEARNING

The average St. John's graduate will have spent approximately 8,634 hours in the college chairs. The chairs are used in tutorials, in labs, in seminar, in the dining hall, in the library, in dorm rooms, and even in the offices.

As common as the chairs are to a St. John's campus, it seems that the students know very little about them.

There are the myths and the rumors about the chairs. One Santa Fe student insisted that no one would believe that there were tall chairs and short chairs. Another said that they do exist, but only because Buildings and Grounds cuts the bottoms of the legs to keep them from rocking. Another pointed to the uncanny similarity between the college chairs and a Van Gogh painting. If these are the rumors about the chairs, what are the facts?

E.A. Clore Sons, Inc., a company in Madison, Virginia, manufactures the chairs for both campuses. While the company was established in 1830, it has only been providing the college with these chairs since after World War II. The chairs cost the college \$153 each plus shipping.

The chairs at St. John's differ on each campus. The Annapolis chairs are usually a walnut color, although in a few rooms with cherry tables, the chairs are ordered to match. Originally, all the chairs on the Santa Fe campus had cushions on the seats. These cushions didn't last long though, and soon the college began to order chairs without cushions.

The chairs that formerly had cushions on them are all one to two inches lower than the newer chairs. The Santa Fe chairs were

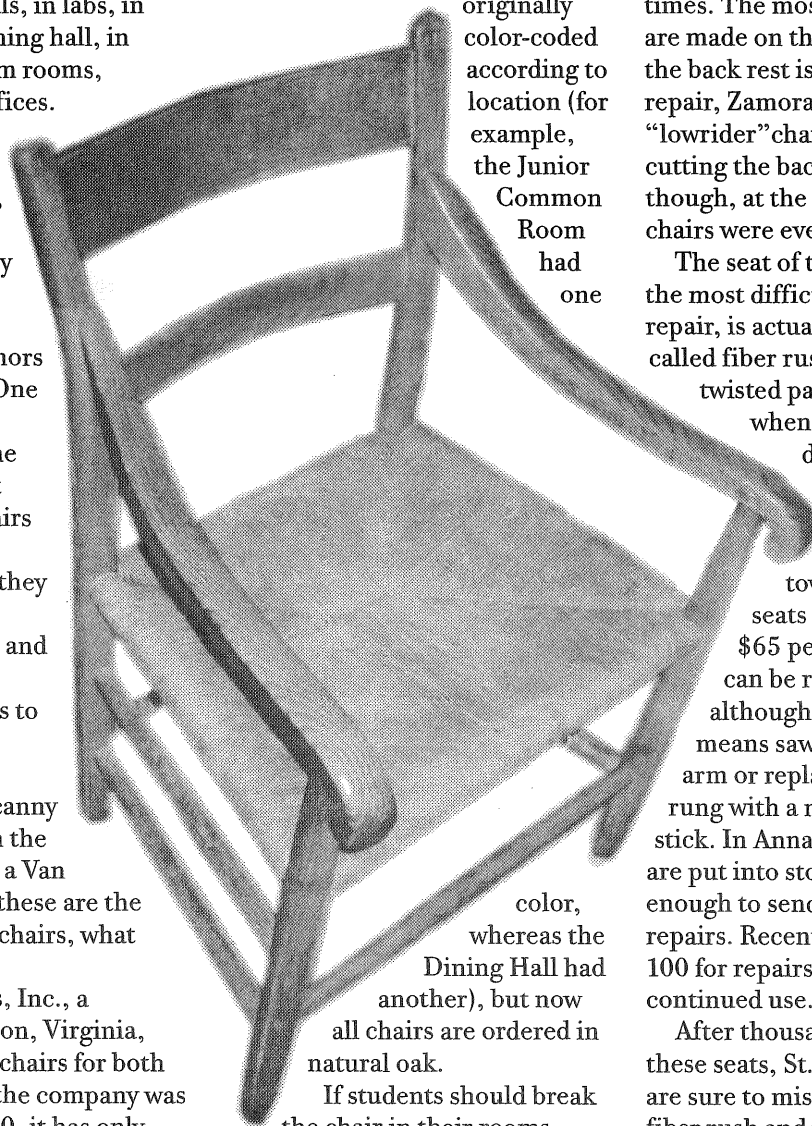
originally color-coded according to location (for example, the Junior Common Room had one

he says. Zamora tries to salvage parts from irreparable chairs and has at least two or three boxes of spare parts in the shop at all times. The most common repairs are made on the back rests. When the back rest is broken beyond repair, Zamora says, they make "lowrider" chairs out of them by cutting the back off. He laughed, though, at the suggestion that the chairs were evened out with a saw.

The seat of the chair, which is the most difficult to replace or repair, is actually made of what is called fiber rush – basically twisted paper. In Santa Fe, when the seats are damaged, they are sent to Carlson Caning, in Tesuque, a nearby town. Replacing the seats costs the college \$65 per chair. Most chairs can be repaired on campus, although sometimes this means sawing off a broken arm or replacing the "footrest" rung with a modified broomstick. In Annapolis, broken chairs are put into storage until there are enough to send back to Clore for repairs. Recently, the college sent 100 for repairs and received 75 for continued use.

After thousands of hours in these seats, St. John's graduates are sure to miss the familiar feel of fiber rush and the unique style of Clore Sons' "Master Chair." Some alumni have been known to purchase chairs for their homes. The design is available to the public through the E.A. Clore Sons, Inc. catalogue (website address: [www.eaclore.com](http://www.eaclore.com)). For slightly less, the St. John's bookstore sells a postcard of Van Gogh's painting "The Chair and the Pipe," which does depict a chair with a striking resemblance to the college chairs. ●

Jessica Godden (SF02)



color, whereas the Dining Hall had another), but now all chairs are ordered in natural oak.

If students should break the chair in their rooms, they are charged from \$50 to the cost of the chair, depending on the extent of the damage. Although less than ten chairs are reported as broken to the Directors of Residence at each campus, Buildings and Grounds usually repairs 75 to 80 chairs every year. Johnny Zamora, head of Buildings and Grounds on the Santa Fe campus, insists that if the chairs were used in a home or office they would last at least six generations. "You don't find a chair built this good anywhere,"

## From the Bell Towers...

# NEW FACULTY AND STAFF IN ANNAPOLIS AND SANTA FE

### *In Annapolis...*

❖ **Amirthinayagam P. David**, a new tutor, is a St. John's alumnus, A86. He studied Greek at the University of Chicago, where he received his doctorate from the Committee on Social Thought. His dissertation explored a new theory of Greek tonic accent and its application to Greek phonics. He has taught ancient Greek language and literature in classes for colleagues and students at the University of Chicago, as well as in its Basic Program of Liberal Education for Adults, which is modeled on the St. John's curriculum.

❖ **Daniel Harrel**, a new tutor, received a B.A. in English and philosophy from Vanderbilt University, and an M.A. and Ph.D. in philosophy from Emory University.

His dissertation was on Hegel's answer to the question "what is philosophy?" Harrell has taught ethics, politics, and logic at Emory, Georgia State, and Oglethorpe universities.

❖ **John Kress**, a new tutor, received a B.A. in philosophy from Eckerd College and an M.A. and Ph.D. from Vanderbilt University, with a dissertation on Plato after Nietzsche. His philosophy studies have also emphasized Kant, Heidegger, nineteenth-century German Idealism (particularly Schelling), and contemporary Continental thought (particularly Foucault). He has taught at Eckerd and Vanderbilt.

❖ **Mark Lutz**, who was appointed tutor in January 1998, received a B.A. in political science from the University of Chicago and an M.A. and Ph.D. from the University of Toronto. His dissertation was on the political psychology of the erotic in Plato. In addition to his studies of Platonic political philosophy, Lutz has worked on the topics of liberalism and education. He recently published a book on Socratic education. He has worked at the State Department drafting speeches and publications on human rights, and has taught at the University of Toronto and at Notre Dame University.

❖ **Joseph MacFarland**, a new tutor, is an alumnus of St. John's, A87. He earned his doctorate from the Committee on Social Thought at the University of Chicago. His dissertation was on world government and the tension between reason and faith in Dante. Other authors his work has emphasized include Aristotle, Virgil, Machiavelli, and Shakespeare. At the University of Chicago he taught in the humanities common core and in the social sciences common core. He also taught academic and professional writing in Chicago's "Little Red Schoolhouse."

❖ **Devin Stauffer**, a new tutor, received a B.A. in political science from Kenyon College and a doctorate from Boston College. His dissertation was on justice in Plato with a view to morality in Kant. His other studies have included Locke on religion, Periclean empire as presented in Thucydides, and Aristotle on virtue. He has taught at Boston College.

❖ **Lisa Richmond** has been appointed librarian. She previously worked at the Medical Library Services of the College of Physicians and Surgeons of British Columbia. Before that, she was a librarian at

the Regent-Carey Library of Regent College and Carey Theological College in Vancouver, British Columbia. She studied at the Royal Conservatory of Music in Toronto and has a B.A. in French language and literature from the University of Regina, Saskatchewan, a Master of Christian Studies from Regent College, and an M.L.S. from the University of British Columbia, Vancouver.

❖ **Shirley McBrayer** has been appointed registrar. She previously worked for the Association of American Medical Colleges in Washington, D.C. Before that, she was with the Human Resources Research Organization in Redcliff, Kentucky. She has a B.A. in history from Waynesburg College and an M.B.A. with a concentration in human resources management from Rosary College in River Forest, Illinois. McBrayer has served as registrar at Barat College and at Dominican University, both in Illinois.

### *In Santa Fe...*

❖ **Matthew Davis** is an alumnus of St. John's College, A82. He pursued postgraduate study in philosophy at Dalhousie University, where he received an M.A. in 1984. He was a Ph.D. candidate in classics and philosophy from 1985-87 at the University of Pittsburgh, and received a Ph.D. in political science from Boston College in 1995. Prior to joining St. John's, he taught at the University of Toronto.

❖ **Peter Gilbert** is an alumnus of St. John's College, A81. He studied at Oxford University, where he received a B.A. (M.A.) in theology in 1985. In 1995 he received a Ph.D. at the Catholic University of America, where his major field of study was Greek patristics. He taught at "Ngjallja e Krishtit" ("Resurrection of Christ") Orthodox Seminary in Durres, Albania.

❖ **Louise Guenther** graduated in 1992 from San Francisco State University, where she majored in economics and humanities. Prior to that she studied at Chabot College, where her major was interdisciplinary studies in letters and science. In 1994 she received an M.A. from the University of Minnesota, and recently a Ph.D., also from the University of Minnesota, in the field of world history.

❖ **George Lane** completed his undergraduate work at Reed College and then studied religion and philosophy at the University of Chicago, where he received an M.A.

in 1978 and a Ph.D. in 1989. He has taught in the department of philosophy at Elmhurst College and in the department of theology at Loyola University of Chicago. More recently he taught at the University of New Mexico and at Albuquerque Technical Vocational Institute.

❖ **Jennifer Otsuki**, also a graduate of Reed College, studied literature at the University of California, Irvine, where she received a Ph.D. in 1991. Afterwards, she taught in the Department of English and American Literature at Brandeis University.

❖ **Julie Rehmeier** studied for two years at St. John's College in Santa Fe, and then transferred to Wellesley College where she received a B.A. in mathematics in 1994. She received an M.S. in 1997 at the Massachusetts Institute of Technology and is currently a doctoral candidate there in mathematics.

❖ **Mark Rollins** is a 1977 graduate of Princeton University, where he concentrated in philosophy and physics. He received an M.A. and a Ph.D. in philosophy, in 1986 and 1991 respectively, from the University of California, Berkeley. He has taught at the National Autonomous University of Mexico, American University of Bulgaria, and Harvard University.

❖ **Gino Thomas** is a 1989 graduate of the California Institute of Technology, where he majored in physics. He received an M.A., an M.Phil. and a Ph.D. (1997) in astronomy from Columbia University. Mr. Thomas joined the faculty of St. John's last spring.

❖ **Kenneth Howarth** was appointed Registrar on December 1. Howarth is a graduate of Davidson College in North Carolina. He received an M.A. in Liberal Arts from St. John's College (A96) and an M.A. in Eastern Classics from St. John's College (SF97). Prior to joining St. John's, he was the controller of produce brokerage for the Love Juice Company and the Santa Fe Produce Company, both in Santa Fe.

❖ **Diane Martinez** has retired from her position as registrar after 12 years at St. John's. Dean James Carey praised Martinez as an outstanding member of the staff and a good friend to countless members of the St. John's community. She went above and beyond her duties as registrar and was particularly helpful in enrollment and retention. Her attention to detail and caring attitude will be greatly missed. ●

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#### *Santa Fe:*

Laura J. Mulry, editor  
Luba Kruk, art director

#### *Annapolis:*

Barbara Goyette, editor  
Sus3an Borden, writer  
Sarah Waters, designer  
John Christensen,  
Harvey Flaumenhaft,  
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## From the Bell Towers...

### NEW GRADUATE COMMON ROOM TO BE NAMED IN HONOR OF TUTOR WILLIAM DARKEY

The students and faculty of the Santa Fe Graduate Institute have a new, comfortable home. After extensive renovation and remodeling, the space formerly occupied by the old SJC College Bookstore in Peterson Hall has become a Graduate Common Room. The room is named in honor of tutor William Darkey.

Funding and support for the project has been provided in large part by former Santa Fe GIs, led by Robert A. Warren (SFGI93). "In Santa Fe, the GIs have always felt the need for a space where they could meet and socialize with other graduate students," says Warren. "During the two years I was a GI, we really didn't have such a place. We usually met in the coffee shop, sometimes in the Library. The purpose of the new Common Room is to provide graduate students and tutors with 'a place to call their own.' "I'm particularly pleased to know that the new facility will be named in honor of Bill Darkey, who has unselfishly served generations of SJC students, both here and in Annapolis," continues Warren. "He was a founding member of the Santa Fe campus, has served as its dean, and has long been active as a tutor in the SF Graduate Institute. Like so many of his former GI students, I remember him not only as a tutor and scholar, but as a friend and colleague."

The new facility was suggested by David Levine, the current director of the SF Graduate Institute. "When Annapolis converted their old library into the Barr-Buchanan

Center, with the Graduate Institute housed on the first floor, the old reading room was first thought of as a natural place for GIs to

congregate, a GI Commons of sorts. I

thought we might do something like that here in Santa Fe."

Some summers ago the Graduate Council entertained such an idea. They

envisioned a space where one might continue

conversations begun in class, work on a

paper for tutorial or preceptorial, reread an

assignment, hold GI Council

meetings, alumni meetings, work with one's essay advisor, hold after seminar receptions, in short do all the things that would make for a more complete graduate experience.

The area had been vacant since the bookstore moved into its new, much improved quarters off the main foyer of Petersen Student Center in 1990. The space required extensive work to make it useable.

Mr. Warren's generous gift made it possible to undertake this renovation without any impact on the college's budget. Future

enhancements will also be entirely supported by private contributions.

The Common Room, with approximately 1,300 square feet, will

provide areas for a separate classroom space (usable for tutorials and

preceptorials) and a larger, well lighted seminar

/common area, which could also provide space for lectures and small

symposia. The

common area will feature bancos, a comfortable couch, arm chairs and work tables, a working fireplace, specially designed and installed 'soft' lighting, and warm colors throughout. The main area will include multiple power outlets and network plug-ins for laptop computers.

A separate room will house two high-end computers provided as part

of the project for the use of GIs.

Aside from word processing and Internet/e-mail network connections, the new computers - which were designed, assembled and installed by Walker Hagius, a former Santa Fe undergraduate - will be programmed to assist students in the Eastern Classics-Sanskrit and classical Chinese language tutorials.

There also will be a small coffee-bar. "The one stipulation of this very wonderful gift was that there always be a good cup of coffee available," Levine said "Not an easy request to fulfill, but we'll try."

Warren declined to state how much financial support he has contributed towards the project, except to note that it, and his commitment, "have grown like Topsy." He commented that "David and I agreed that a job worth doing was one worth doing well. Since this project has been mainly financed by private contributions made specifically for this purpose, we've tried to plan and build a first class facility. When completed, the College will have created a pleasant, comfortable environment designed to enhance the GIs' experience while on campus."

"It is hoped that this will be a place where tutors and GI s can get to know one another better, where GI s and undergraduates might come together and form a more unified community, and, of course, where GI alums can continue their involvement in the life of the college," Levine says. ●



## YEAR 301 SETS FUNDRAISING RECORD

St. John's began its fourth century by receiving \$7,489,701 in gifts during fiscal year 1997-98, the most ever in one year. Final figures show that giving trends are generally up for all categories of donors: alumni, parents, friends (non-alumni who are interested in the college), and corporations and foundations.

About 32% of (graduated) alumni contributed a total of slightly more than \$1.5 million. This was down from the \$2.2 million contributed in '96-97. Although the final year of the Campaign for Our Fourth Century pledges were being paid off, contributions were up significantly from pre-campaign years. Giving by friends of the college increased from \$550,000 in '96-97 to \$1.23 million,

almost as much as alumni. "This increase speaks to the appreciation of citizens in Annapolis and Santa Fe for the presence of the college," says Jeff Bishop, vice president in Annapolis.

Parents are also supporting the college by increased giving - more than doubling their contributions from the previous year to \$490,000. More and more parents are realizing that tuition does not cover the cost of educating students at St. John's. Those who have the ability are becoming donors. Money from foundations and corporations rose to \$4.2 million from \$2.2 million the year before. "Fewer foundations and corporations are supporting liberal arts colleges," says Bishop. "But we have become better at focusing on

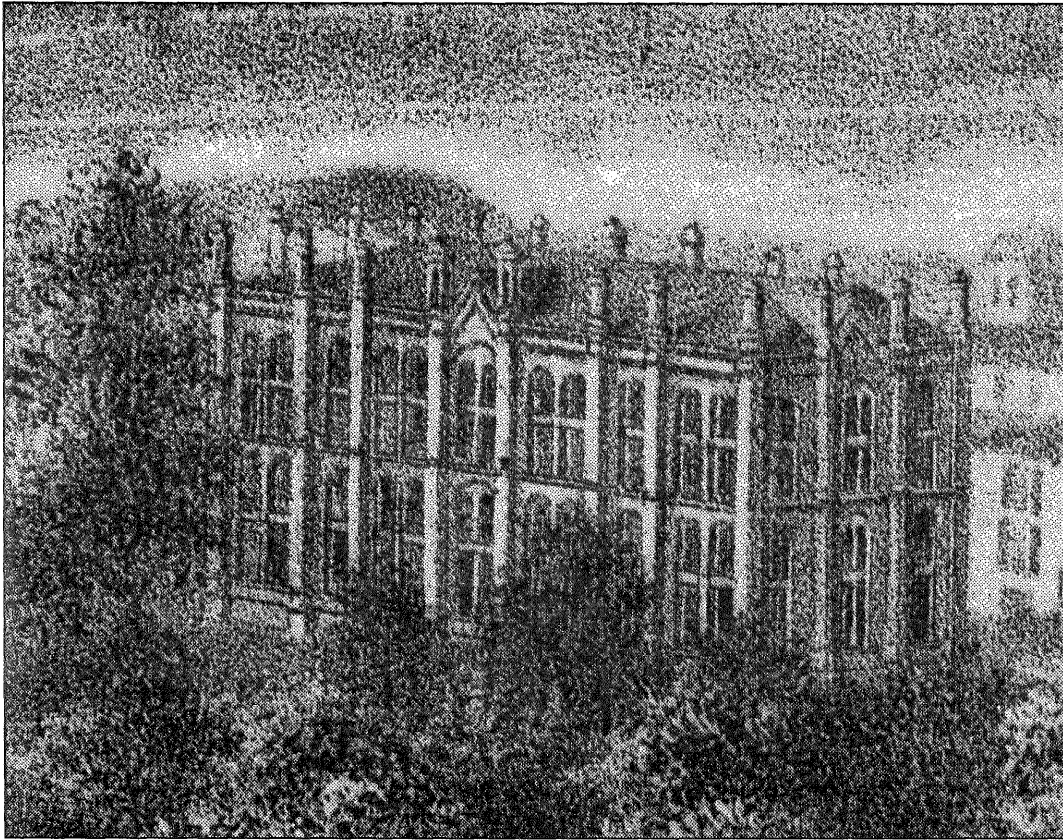
the few who do and building relationships with them." A new foundation, the Joseph and Robert Cornell Memorial Foundation, gave \$1 million to the Annapolis campus, while the Santa Fe campus received over \$1.25 million in support for the new Student Activities Center and \$800,000 in scholarship support from the Brown Foundation. The final significant group of donors were members of the Board of Visitors and Governors, whose gifts totaled \$861,676 - 11.5% of the total given.

Most gifts were allocated to the Annual Fund or to the endowment. The Annual Fund, which supports the operating budget on both campuses, met its goal with a total of \$1.65 million. More than \$3.5

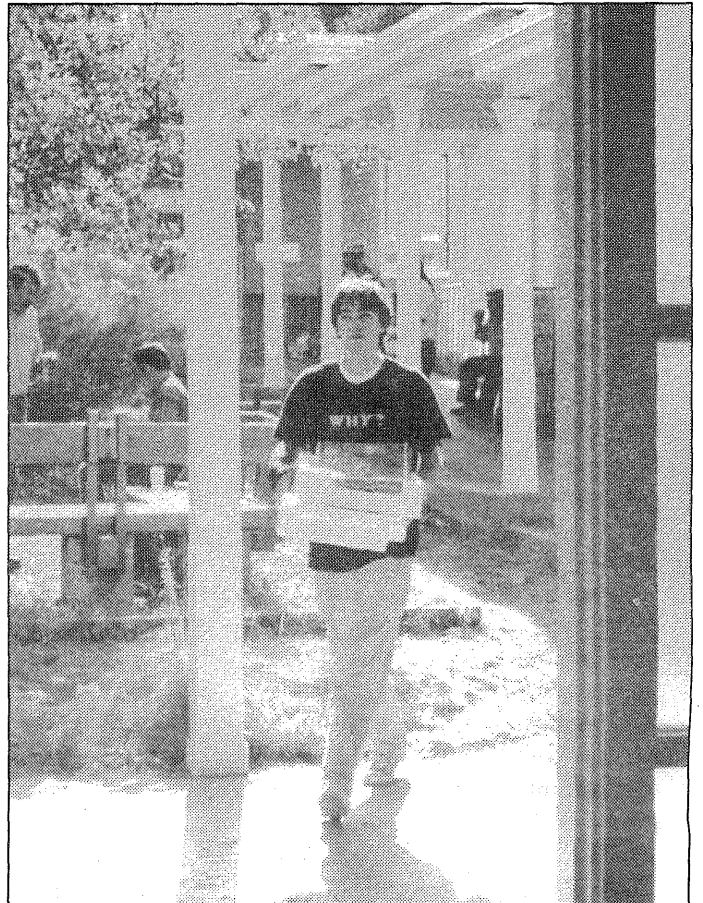
million was donated to the endowment, which is composed of special funds to support tutorships, scholarships, the libraries, prizes, and other needs. Several new endowment funds were established during the year: memorial funds for Michael Littleton and for James Frame; the Martin Dyer Book Fund; and a Cornell Foundation fund for student financial aid. The college also received significant support for building projects last year. A total of \$1.64 million was contributed for the Student Activities Center in Santa Fe and for the Greenfield Library, the Barr-Buchanan Center, and the new laboratories in Annapolis. ●

## Campus Life...

# RENOVATIONS



Top: Pinkney Hall in the 1800's.



Right: Students moving on the Santa Fe campus.

### Pinkney:

Visitors to the Annapolis campus often remark on the charm of its 19th century brick buildings—Humphreys (1837), Pinkney (1858), Chase-Stone (1857), and Paca Carroll (1857). Students who live in these dorms, however, soon see a different side of that old charm: leaking pipes in the bathrooms, drafty windows with crumbling sills, walls in need of patching, carpets worn to a frazzle. Keeping the buildings in working order is a big job for the college; deferred maintenance is constant.

This summer Pinkney underwent the first part of a two-phase maintenance project. The work included a number of improvements to student dorm rooms on the top three floors: replacing all the closets and cabinets; putting in overhead lighting, putting in new cables for phones and computers; patching and touch-up painting; gutting all bathrooms and replacing all pipes, then completely rebuilding the bathrooms; and putting in new carpeting. On the first floor, which houses college offices for placement, financial aid, and personnel, new doors were installed, some offices were re-configured, and new carpeting was put down. The fire alarm system for the whole building was upgraded. The \$600,000 price tag included architectural and engineering work, construction, and new furniture. Charles Berliner, A70, was the contractor.

Next summer, the exterior of the

building will be renovated. The stone windowsills will be replaced, and major repairs on all 124 windows will be made. The brick will be re-pointed and the roof will be repaired. According to college treasurer Bud Billups, this work was scheduled for next year because permits to renovate the exterior of buildings within Annapolis' Historic District take time to obtain.

Pinkney has seen its share of renovations. At the turn of the century, the building sprouted 20 turrets and in the 1930s it wore a thick covering of ivy, both now gone. In 1992, the walls separating East Pinkney from West Pinkney were removed and the old iron heat registers in each room were replaced by individual air and heating units. According to St. John's legend, the walls separating the sides were put in after two students engaged in a duel in one of the hallways - having found it to be exactly 20 paces in each direction from the center.

### Santa Fe Dorms:

Meanwhile, on the younger Santa Fe campus, dorm buildings are getting a tune-up to provide safer and more modern housing. The first major renovations on the "Uppers" began in August. Wagner was the first to be completed on October 23.

Students housed in McCune at the beginning of the semester were moved to the newly renovated Wagner so that work could begin on McCune. Assistant Dean Basia Miller and Housing Director Kathy

Mizrahi brought libations of coffee and donuts to cheer the McCune residents for the early morning transplant. Buildings and Grounds employees moved the large, heavy furniture, while the former McCune students carried their personal belongings to their new Wagner rooms. Word has it that some, more ceremonial residents of the dorm found solace in transporting one treasured item at a time, in true Santa Fean, meditative style.

Despite the inconvenience of reduced housing capacity, both the Housing Office and Conference Services are pleased that repairs are right on schedule. Renovations on each dorm in "Uppers" will be completed by the end of the 1999 summer term, including Meem,

Driscoll, Murchison, and Kirby. Renovations on the "Lowers" are tentatively scheduled for fall 1999. Each dorm takes nine weeks for completion; by June, Anderson, Huffman, and McCune will have the sparkle of brand new buildings.

Renovations include general abatement (asbestos removal), repainting and refinishing furniture, new covering for the ceiling, new handle bar locks on the doors (like those on the doors of the suites), new hall carpeting, replaced floor tiles, new light fixtures in the rooms, and new windows for safe emergency evacuation. In addition, new wiring will include a second phone jack for computer network connection. ●

Sarah Fridrich (SF99)



## "SPEAKING VOLUMES"

Author Marie Romero Cash and photographer Siegfried Halus at a lecture and slide presentation on their new book *Living Shrines: Home Altars of New Mexico*, on October 14, 1998, in Santa Fe.

"Speaking Volumes" lectures are sponsored by the Library and Fine Arts Guild of the Santa Fe campus.



## Campus Life...

### PRECEPTORIALS *What's Hot and What's Not*

Preceptorials were adopted at the suggestion of Curtis Wilson, then Dean of the college, in 1962. Wilson thought that the senior year had become disagreeable to many students, who ploughed their way through just for the sake of a degree. He also worried that students weren't developing the ability to lead a "continuing process of independent investigation" about anything. The preceptorial, where a very small group of students would work with a tutor on one book or subject for a seven-week period, was the result of the faculty's discussion of the problems that Wilson had brought to their attention.

Alumni now on their own for choosing readings or study matter might be interested in finding out what is being studied in Annapolis this year - what program readings are "in", and what outside-of-program subjects are capturing the attention of students and tutors.

• **Nietzsche**, *Philosophy in the Tragic Age of the Greeks and Birth of Tragedy*: The purpose is to gain a perspective on Nietzsche's view of pre-Socratic philosophy, which is poetic and life-affirming and is compatible with the strength and beauty of the "tragic culture."

Leader: Jonathan Badger

• **Mozart's** *The Marriage of Figaro*. Leader: Andre Barbera

• **Kant's** *The Metaphysics of Morals*: An examination of Kant's modern ethics of autonomy, freedom, and human rights. Leader: Laurence Berns

• **Melville's** *Moby Dick*. Leader: Nancy Buchenauer

• **Wittgenstein**, *Philosophical Investigations*. Leader: Michael Comenetz

• **Herodotus**. Leader: Radoslav Datchev

• **Lady Murasaki**: *The Tale of Genji*: A study of the long, complex narrative written in 11th century Japan by a lady of the Heian Court. Leader: George Doskow

• **Dostoyevsky's** *Demons*. Leader: Robert Druucker

• **Plato's** *Gorgias*: A close reading of the text, together with Book One of *The Republic*. Leader: Robert Goldberg

• **Shakespeare**, selected sonnets. Leader: Margaret Kirby

• **Aristotle's** *Nicomachean Ethics*. Leader: Carl Page

• **Plato's** *Symposium* and Marsilio Ficino's *Commentary on Plato's Dialogue on Love*. Leader: William Pastille.

• **Machiavelli's** *Prince and Discourses*. Leader: George Russell

• **Erwin Strauss's** *The Primary World of the Senses*: A reconsideration of the claim that animals are machines and the experimental

discoveries of the first half of this century that provide evidence for it. Leader: Joe Sachs

• **Heidegger**: the opening sections of *Introduction to Metaphysics*, plus parts of *Being and Time*. Leader: Eric Salem

• Writings of **Francis Bacon**: An examination of literary, scientific, and philosophical writings by the founder of the modern project, encompassing the conquest of nature for the relief of human misery, the anticipation of infinite progress, and the unleashing of human acquisitiveness for humane ends. Leader: Adam Schulman

• Anthropological perspectives on society: Focusing on the organizing principles of social groups, particularly the relationships between individuals and society. Selections from Herodotus, Aristotle, Hobbes, Locke, and Rousseau, Fusel De Coulange, Marcel Mauss, Bronislaw Malinowski, Claude Levi-Strauss, Edward Leach, and Marshall Sahlins. Leader: Judith Seeger

• **Kierkegaard**, *Either/Or*: The development of the radical opposition between the aesthetic and the ethical. Leader: David Stephenson

• **Whitehead's** *Philosophy of Nature*. Leader: Robert Williamson ●

### NEW ON THE WEB

The Graduate Institute in Annapolis and Santa Fe would like to include alumni representatives on its web pages. The SJC website has become the Institute's second most successful recruiting tool, and the GI Admissions Office would like to involve alumni in the site. The undergraduate admissions site has a section called "Contacting Alumni Representatives" ([www.sjca.edu/admissions/representative.html](http://www.sjca.edu/admissions/representative.html)) which provides a brief bio and an e-mail link so that prospective students can e-mail alumni with questions about the college. The Graduate Institute plans to add a similar section. All Graduate Institute alumni willing to participate should contact Miriam Callahan-Hean at [giadmissions@sjca.edu](mailto:giadmissions@sjca.edu), if they are Annapolis alumni, or Graceann T. Mayo at [giadmissions@mail.sjcsf.edu](mailto:giadmissions@mail.sjcsf.edu), if they are Santa Fe alumni.

### Search & Rescue Web Site

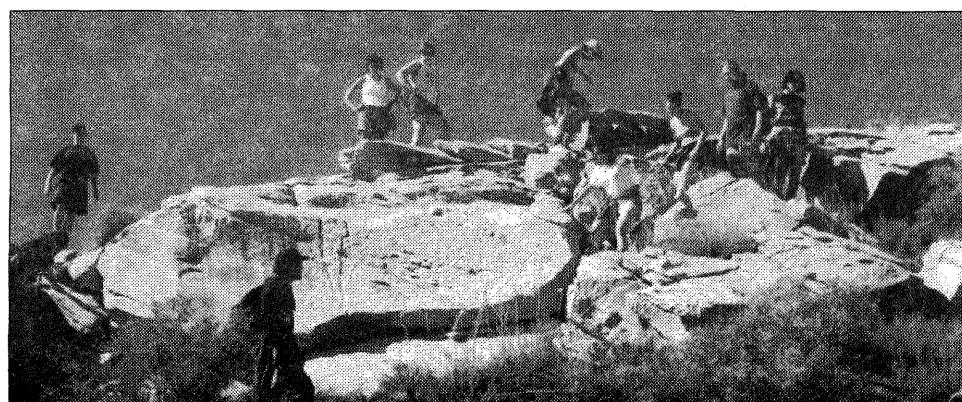
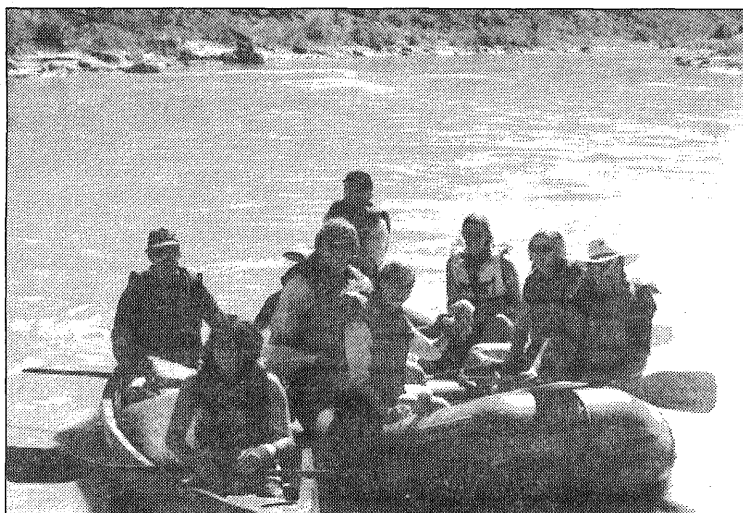
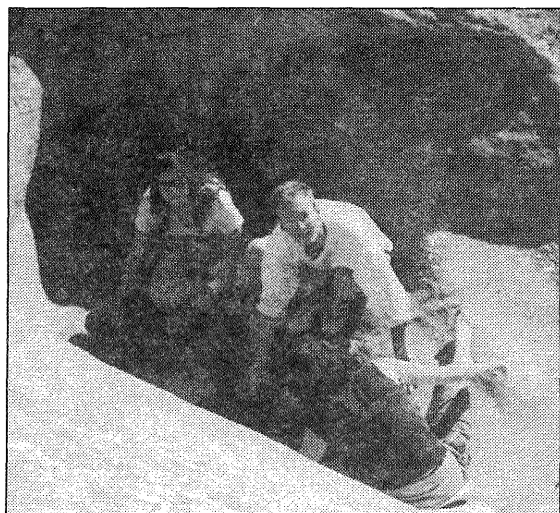
The Santa Fe web server is soon to be host to the new, St. John's Search and Rescue (SAR) Team Web site. The SAR web address is [www.sjcsf.edu/sjcsar](http://www.sjcsf.edu/sjcsar). As of mid-November, the site was still under construction, but it offers an online tutorial in map and compass skills. Today, at a hundred members strong - half students and half town members - the team is considered one of the best-trained and most professional search and rescue teams in the state of New Mexico. The new web site will help continue and increase the awareness of wilderness safety and of advances in search and rescue technique and equipment.

The Santa Fe campus web site is being brought up to date with current information and text additions. The newest, most exciting addition is that of the Placement Office pages, which offer up-to-date information on employment opportunities, scholarships and grants, graduate schools, study abroad programs, and more. Efforts are being made to mirror the Annapolis site and to share text in common areas such as "Admissions" and "The Program." Santa Fe specific pages for the Meem Library, the Student Activities Office, the Bookstore, and Conference Services are among those to be added to the site by the end of the Fall semester. ●

Sarah Fridrich (SF99)

## RAFTING WEEKEND

SANTA FE STUDENT ACTIVITIES RAFTING TRIP ON SAN JUAN RIVER



Top Left: Kee Zublin, Liz Borshard, Patricia Eamon, in water hole.

Top Right: Mark St. John and Liz Borshard in canoe. Brendan O'Neill, Sam Parker, Karen Costa, Tallie Scroggs, Kathleen Van Luchene, and Mack McConnell in boat.

Lower Left: Students hike down Chinlee Wash to see Anasazi Ruins.



## Scholarship...

# A WORK OF THE MIND, A WORK OF ART

*The Dedication of the Moss Haggadah was a highlight of the 1998 Santa Fe Homecoming. The Haggadah was created by artist David Moss (SF68) and donated to the Meem Library by Tom Geyer (A68). A Haggadah is a small book that is read aloud at the Passover Seder. It tells the story of the Exodus from Egypt through quotes from the Torah, prayers, songs, and commentary.*

### Remarks at the Dedication of the Moss Haggadah at the Meem Library

The Haggadah is the main event today and we are lucky to have David with us from Jerusalem to talk about it. I would just like to say a few words about what it means to me to have this exhibit.

David was the worst person I knew at St. John's when we were here in 1968. He had no vices but was implacably hostile to arbitrary authority. Arbitrary being any authority he didn't like. When President Weigle invited an important New Mexican to deliver the first Santa Fe commencement address, David went so far as to visit him and ask him not to come. For this I admired him tremendously. I had lots of vices but was always polite.

So it was a bit disorienting when, after college, David chose to commit himself to the strict observance of Jewish law. It seemed downright perverse at times, as I was completing my own journey away from my Protestant religious roots.

As the years passed we seemed to keep moving in opposite directions: David prayed, kept kosher, married Rosalyn, had four wonderful children, moved to Israel and pursued his art. I smoked, drank and worshipped at the altar of commerce. Nevertheless, we remained friends. We seem to be the kind of friends that perhaps only those who meet as un-formed adolescents can be, surviving great distances, long separations and even long silences.

I knew I should give my copy of David's book to the Meem Library when I first saw the new building five years ago. The Haggadah is, after all, not only a magnificent book but perhaps the only physical work of art by a Johnny that will be looked at and studied in times far removed from ours. On the other hand, I didn't want to give it up. For me it has been not only a beautiful possession but a kind of window into the soul of a complex and fascinating friend. And I confess I loved showing it off to people.

But at last it is here on campus in Santa Fe. Seeing it in its fine display case for the first time a couple of months ago, I was overwhelmed by a sense that it had found its right place. I'm grateful to the college and our librarian, Inga Waite, for



Image from the Song of David Haggadah © 1998 Bet Alpha Editions.

making such a perfect home for it.

But I must admit my favorite thing about this exhibit is seeing my name next to David's at the top of the plaque. I don't remotely deserve this honor, but I like to think that future generations of Johnnies will see our names—one from Santa Fe, the other from Annapolis—and wonder, how did they know each other? Why did they care for one another? What did they learn from one another?

I hope those students are as blessed in their friendships as we have been.

Thomas Geyer (A68)

### About the Moss Haggadah

In 1980, Richard Levy, a collector of antique Judaica, commissioned David Moss to create a hand-written, hand-illuminated Haggadah. While the project was originally planned to take a year, Moss ended up working on it full-time for three years, half of which was spent researching in libraries and museums on three continents. The fruit of his labor was a work of scholarship, art, and religious study, created with elaborate and painstaking detail

both in its design and execution. The pages overflow with complex symbolism; the craftsmanship employs a world of techniques, including elaborate cut-outs, micrography borders, and gold leaf.

In 1985, Moss and Levy agreed to allow the Haggadah to be reproduced, on the condition that it remain faithful to the original in every respect: size, color detail, and special techniques. The Haggadah's publisher, Bet Alpha Editions, was established for this project with a mission to produce a deluxe, limited edition facsimile that would be as indistinguishable from the original as human craftsmanship and modern technology would allow. The book was printed at Stamperia Valdongo of Verona, which Moss considers the finest printing establishment in the world, and the paper was made especially for the edition by the Cartiere Fredrigoni of Verona. Printing was done on a single color press, with some sheets printed twenty-five times. Moss' elaborate cut-outs were achieved by precision laser in California.

According to book dealer Henry Hollander, the facsimile's memorable details are too numerous to describe comprehensively, but he

cites a few: "The texture and bleed-through from the original vellum copy are apparent. A fold-away flap shows the nations in which Jews have resided and been expelled. There is a moveable cup of Elijah. At the Betzait Yisrael MiMitzrayim, a weaving line of men, women and children can be seen to follow that song's melody in an illuminated musical notation of the artist's own devising. At L'Dor VaDor, a checkerboard arrangement of portraits and silverfoil 'mirrors' is used to brilliantly illustrate the continuity 'from generation to generation.' When held close together, the checkerboard of generations on these facing pages is seen to mingle. On each page the artist engages the reader in the text, invoking new insights into this age-old story of exile and redemption."

Because Moss' Haggadah is a work of the mind as well as a work of art, each facsimile edition is made up of two volumes: one the copy of the Haggadah, and the other a detailed page-by-page commentary. At the Santa Fe Homecoming, Moss explained that he did not consider one volume or the other to be the Haggadah, but instead, both together.

The facsimile of the Haggadah was published just before Passover in 1987. Aumi Shapiro, reviewing the book for the *London Jewish Chronicle*, wrote, "When I handled it I trembled, because what I saw was in my view, the greatest Haggadah ever produced. In October, 1988, the most definitive exhibit on the Hebrew book ever assembled opened at the New York Public Library. Of the thirteen most important and beautiful Haggadah manuscripts shown, Moss' was the only one created after 1717.

Five hundred of the first edition's five hundred and fifty copies were sold within a year of publication (the current price is \$6500). The White House purchased a copy to present to then-Israeli President Chaim Herzog as an official gift from the United States. Many of the editions were purchased by major libraries, museums and institutions such as the Library of Congress, the British Museum, the Getty Museum, and the rare book collections of Princeton, Yale, and Harvard universities.

Thanks to the generosity of Geyer and his friendship with Moss, it is now also in the collection of the Meem Library of St. John's College. ●

Sus3an Borden (A87)



# THE OTHERWORLDLY SIDE OF ST. JOHN'S: A GHOST STORY

Years ago, while I was writing my Senior Essay, I needed quiet and chose to work one night up in McDowell Hall. The hours passed one into the next and when I finally looked at my watch, it was midnight. It might have been my shock at the hour, or tiredness, or perhaps too much Homer, but I suddenly felt spooked—that I wasn't alone; that I had to get out of there.

I quickly packed my things and started down the stairs. There had been a waltz party the night before

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*In the 1980s a student watched a cadet march in through one wall of her second-floor Pinkney room and out through the other.*

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and some of the evidence lingered: a strand or two of crepe paper along the balcony, somebody's scarf left behind, and one white helium balloon attached to a paper ribbon. When I saw the balloon out of the corner of my eye, however, it wasn't just lingering...it was following me down the stairs! Predictably, as I moved faster, it moved faster too.

If you, Gentle Reader, were not such polite company, I would tell you the truth—which was that that white balloon scared the beezus out of me. I ran the rest of the way down the steps, out the double doors and into the comforting atmosphere of the late Sunday night campus where—thankfully—there were a few lights on in Pinkney and Randall, a few students walking home, distant laughter.

I've only told a handful of people this story until now. Most of them said that the balloon chase might have had something to do with temperature. But what of the overwhelming feeling I got before it happened? The "I am not alone" sense? Safe in the present, I like to think the balloon came down the steps that night with some brash young Civil War soldier who was among the troops recuperating in McDowell, a temporary hospital during the war. Perhaps his buddies dared him. Perhaps he was equally mischievous around a sister or a sweetheart back home.

But mine is not the only story of a possible haunting on the Annapolis campus. You may have heard about "The Whistler." This ghost has antagonized generations of SJC security officers by calling them with

one of those professional-baseball-player whistles until they bite the bait and walk over to the whistle's seeming source, only to hear that dastardly Whistler calling them anew from somewhere else 100 yards away. This, I have been assured, was proven over and over again not to be a prankster, not to be a bird, and not to be a fellow security officer. It is a distinctly human whistle, say the guards, and seems to come from something that is, most definitely, watching them.

Then there is the woman who prances up and down the steps in Carroll Barrister (anxiously awaiting some Revolutionary War soldier's homecoming?); and the ghost who closes doors in the Greenfield library (once the Maryland State Archives Building and workplace of Frank White, an infamous practical joker and prime suspect in that building's current haunting); and the ghostly lovers from the 19th century who stroll on back campus: he, a Native American student; she, a St. John's College professor's daughter. They were forbidden to see each other, so they threw themselves into College Creek one winter night and drowned.

The number and variety of hauntings on our campus is impressive. Perhaps it's because so much living and dying has been done on our 29 acres. Lafayette set up camp here with his soldiers during the Revolutionary War. Many of the men died of disease and were buried near where the French Monument stands today. Up until the 1930s, I am told, you could still see some of the wooden grave markers. Back in the 1950s a student walking on back campus one evening encountered a French Soldier... on guard! I'd say when you see that fella, he might be able to discuss Pascal, but definitely

not Monet and certainly not Jerry Lewis.

In the 1980s a student watched a cadet march in through one wall of her second-floor Pinkney room and out through the other. In the early 1990s a student studying in

McDowell once opened the door to one of the second-floor classrooms and encountered a man reading by a fire in the fireplace. The room was decorated with 19th century furniture. She didn't think about what she was seeing because she was startled that she had disturbed someone in what seemed to be a private room. She quickly said, "Excuse me!" and shut the door. A few

seconds later, however, it registered that what she saw didn't make sense. She couldn't resist opening the door again. This time, however, it was just a regular classroom and no one was there. McDowell once housed professors and their families. People

have heard the sound of children running up on the third floor of the building when there were no (live) children around. Security guards in the '80s told of venetian blinds going up in McDowell though they searched for the

blind-raisers in vain.

After listening to these stories, and paging through tattered newspaper clippings, my next move was clear: I had to go back. I had to gather my courage and revisit McDowell at the stroke of midnight. But I couldn't go alone. I needed an expert. I needed company. I considered Zelda, my neighbor's personal psychic, who claimed to see a ghost last spring in a Kent Island antique shop. (It was only the proprietress. As a local, I know.) Instead, I settled on Steve—our two-year-old shepherd-Lab mix—a serious dog, sensitive, insightful, with keen detective skills for both the

supernatural and for domestic and imported cheeses. Steve would be the "expert," our detector of ghosts. My little sister, Taylor, a fine woman of courage, hilarity, and 30 years experience as my Sancho Panza, would be my company.

There were students giggling in the distance as we sneaked on to campus with Steve. I scanned the facade of McDowell. It was dark; only the light in the bell tower was on. No silhouettes in the windows, but something seemed to be waiting for us. The door opened easily (unusual in these days of high security). Did someone anticipate this Top Secret investigation? We padded up the stairs quickly, determined. Because of the 1989 renovations, these were not the exact steps I trod during my student days. Nor were they the very ones the Civil War boys used. But they were "as near as dammit," as we say around my house.

We reached the third floor. Our flashlights panned the hallway, moving slowly around the dark, empty classrooms. I looked at our ghost detector. She panted gently, looking up at me, probably thinking about dairy products. "Are you sensing anything, Steve?" I whispered. He licked my face. Then we thought we heard something. "That," said my sister, "was definitely from inside, not outside." We moved forward. Midnight was nearing. We were just going to have to wait until we heard another sound or saw something strange. "Let things happen," said Taylor. "This is a scientific investigation and should not be contrived." I agreed. In the ensuing silence it dawned on me that she might just be humoring me. We hunkered down. Hunkering down was a thing I learned to do at summer camp from a Mennonite preacher. (It was a Mennonite Camp.) It was also one of the few and only positions that Taylor, Steve and I could all take at once.

After an hour or so of the kind of peace and whispered conversation that rarely fits into my schedule, I discovered that McDowell Hall is as comfortable as an old shoe for me. We eventually gravitated toward the windows. Being in that building late at night, with Annapolis so still around us and the shadows from the trees outside moving softly in the cupola's light, I felt a most wonderful sense of appreciation. There are hundreds and hundreds of ghosts in McDowell, I decided. Perhaps they were, in the gentlest way, letting us see that night why they chose this place...and why they might want to raise the blinds when they think no one is watching. ●

By Sarah Waters (A88)




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*The number and variety of hauntings on our campus is impressive. Perhaps it's because so much living and dying has been done on our 29 acres.*

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# ROBERT BART....

As part of the oral history project to record memories of St. John's earlier days, Valerie Pawlewicz (A89) interviewed Robert Bart. Mr. Bart has been a tutor at St. John's since 1946. In 1977 he moved to Santa Fe, where he served as dean from 1977 to 1982. He became tutor emeritus in 1990 and lives in Santa Fe.

**VP:** *I wanted to start by asking you questions about yourself, so to begin, what were you doing before you ever heard of the college?*

RB: I first heard of the college when I was a sophomore in college myself, at Harvard. Mr. Barr's nephew was in the college simultaneously - that is W.R.B. Lewis - and we were sort of friends.

The *Life* article had just come out. This has to have been 1938 or '39 because I graduated in 1940. He gathered a group of us who he thought were intelligent or interesting to talk about the *Life* article and in effect to talk about St. John's.

Mr. Barr had really excited a lot of people in the education world by St. John's. I thought it was the craziest idea I'd ever heard of. But that was really based on an awful lot of ignorance on my part. I didn't know most of the curriculum. I did know that to tackle four languages in four years was kind of a crazy notion. The curriculum was an inspired notion of Mr. Buchanan, but I was not in the frame of mind to learn that at that point.

**VP:** *What were you studying at Harvard?*

RB: Well, various people at Harvard were kind of upset by the division of the intellectual disciplines as practiced so they made a first move towards St. John's in widening very much one of the history sections. They produced something called history and literature. In my case it allowed me to study almost everything in the humanities for credit and I was able to put together a fairly exciting list of studies and to study with almost all the best people in the humanities at Harvard.

**VP:** *So what did you do in those six years between graduating and coming to St. John's?*

RB: Well, the war was in there, and after the war I did some ordinary manual things and realized that that wasn't going to be enough for me. But I thought this was going to be about the college. I don't like talking about myself.

**VP:** *We're getting to the college. What happened, how did you hear about the college again?*

RB: Oh, it's complicated, as almost everything in life really is. My best friend had a cousin who picked up the college catalogue and knew me and said "I think this is the place for Bob Bart." And it turned out that that was right. I read the catalogue. I was very excited. I had had a chance to reflect a lot on my Harvard education and what I would really like to be doing. I felt I wanted to be a teacher. So that's what directed me to the college, and within a few months I was actually appointed.

**VP:** *Did you have to come for an interview?*

RB: Yes, I came to Annapolis. I fell in love with the college immediately, that was an amazing experience. Mr. Buchanan's secretary told me how to get to a room that they had in one of the

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dormitories and told me to come back for Mr. Buchanan's seminar. I would never permit any visitor to do what I did. But the seminar was *King Lear*, and I was so excited by the discussion. Mr. Buchanan foolishly had placed me beside him at the table, and I just leaned over and I said "do you mind if I say something?" Of course, it was about an hour and half later that I stopped talking with the students. It was just the most exciting exchange. I saw how wonderful the students were and that they were talking about things I cared about, which in some sense had never quite happened at Harvard. So I was enchanted by the college.

I thought this must be a place where the sorts of things I care for

go on. I made that decision very happily by three o'clock. Good thing, because the next morning I went to a Euclid class. In those days they had Euclid all year long, and the students really were totally incompetent, could do nothing. The tutor said "I guess we better go back and study Book Five again." That was the face of the college which was not so untypical of those early years. The students were very ill-prepared. That doesn't mean that there weren't excellent students. I went away wildly excited.

After seminar I met with some members of the Instruction Committee. I didn't know what to make of that meeting because it wasn't a real meeting and it wasn't an interview. It was just in the faculty lounge and people drifted in and out. I don't even remember sitting down, but I suppose I did. But I went back home and within a couple of days, Barr sent me a letter saying that my background was as good as a Ph.D. and would I join the faculty. It's incredible that something 50 years ago still moves me very much. They were very good to me. Very, very good.

**VP:** *Barbara Leonard still has her acceptance letter.*

RB: Yes, well, in both our lives, it was a tremendous turning point. I've never regretted coming to St. John's, and I don't think they've ever regretted that I came.

**VP:** *You were in fact in Annapolis for 30 years before you moved to Santa Fe.*

RB: Yes, yes, I loved Annapolis. Hated leaving there.

**VP:** *So there were a lot of these early people around when you started in '46. You would have been around in the '47-'49 presidency of Kieffer and the difficulties during that period. Now, you don't have to go into them in detail, but what was it like as a young tutor to have your administration flip-flopping and a lot of tension?*

RB: It was devastating in the sense that I didn't think that some of those administrations were very fortunate for the college. Nothing shook my faith in what we called then so calmly and firmly, the Program. We were convinced the institution was on the right track but hadn't had a very fortunate choice of leaders, and so we lost a dean, we lost a president.

I was involved in the politics of the college more than I cared to be. I was so brash and presumptuous that I waited on the president, Mr. Kieffer, and told him that if he didn't

resign, I would. This was my third year. I saw, the wonderful man that he was, he was never cut out to be president. I think most people agreed, he just plain couldn't act; it was necessary.

**VP:** *I think that was understood. What I was impressed by is that he stayed on as a tutor, as did the others. It takes a resilient community to have painful upheaval and to remain a community.*

RB: I agree with you. I think it was just marvelous and I think it was characteristic of him as it was also of me and a number of us. We believed in the institution, that is to say what was going on there, more than any other thing.

**VP:** *That was a pivotal time in a lot of ways. The school integrated in '48, went co-ed in '50. You had a change of administration. You have this new dean, Jasha Klein, a new president. The enrollment is going down and you have tough financial times in the early fifties. It's a rather tough time to be a new person.*

RB: Well, by then I didn't feel all that new. I was on the Instruction Committee fairly early on in my career and was on it an immense amount of the time that I have been at the college actually, even after I stopped being dean myself. When Jim Carey came here, he made use of my firm opinions and long experience.

**VP:** *So by then you felt you understood this place and that you could weather these storms and it would carry on. I know some of the discussion in the '50s was about the program, how it was going to be. Some people who were students at the time said that they spent a lot of their time figuring out what the school would become, what we should read, what we should not read.*

RB: Yes, that's true. Yes, Tom Simpson was very much involved in that. That was a time of foment but not a time of great change. The major change came when Curtis Wilson became dean. He sure was the major figure of the years after Mr. Klein. The introduction of the preceptorials, which I think was very fortunate, was his idea. But, I don't care to talk much about change; it's inevitable and sometimes painful but the college, to anybody who looks at it, is obviously not about change. Our concern is to try to deal with the best in the past that's useful to us, and change is going to occur. I don't have any interest in change for its own sake.

**VP:** *In 1960, the president at the*



## ....An Intellectual Force on Two Campuses

time, Weigle, had his first conversation about a second campus. He was speaking I forget to whom and they mentioned a campus in Monterey. So the idea started: How can we expand without expanding? As the years go on, '60-'64, that conversation continues. Were you part of that conversation?

RB: Oh, very much. Very much. I was one of Mr. Weigle's few supporters in this venture, which was mostly considered to be crazy by the faculty. And that's just the sort of resistance to change that was prevalent. I was part of the committee that came out to Santa Fe with Mr. Weigle to consider possible campuses and possible sites. I think all of us fell in love with Santa Fe.

Many people warned us of the consequences of plotting ourselves here. I'm not quite sure whether they were right and we were wrong. I emphatically said Santa Fe and for reasons it seemed to me significant. There was a question of who was going to support the college. Mr. Weigle thought that Santa Fe would provide a great deal of support and it did. But the fact of the matter is, that it wasn't enough. Santa Fe had to undergo some of the changes it's undergone. It's become quite a different place in the 35 years since we made the decision and has become more supportive of St. John's.

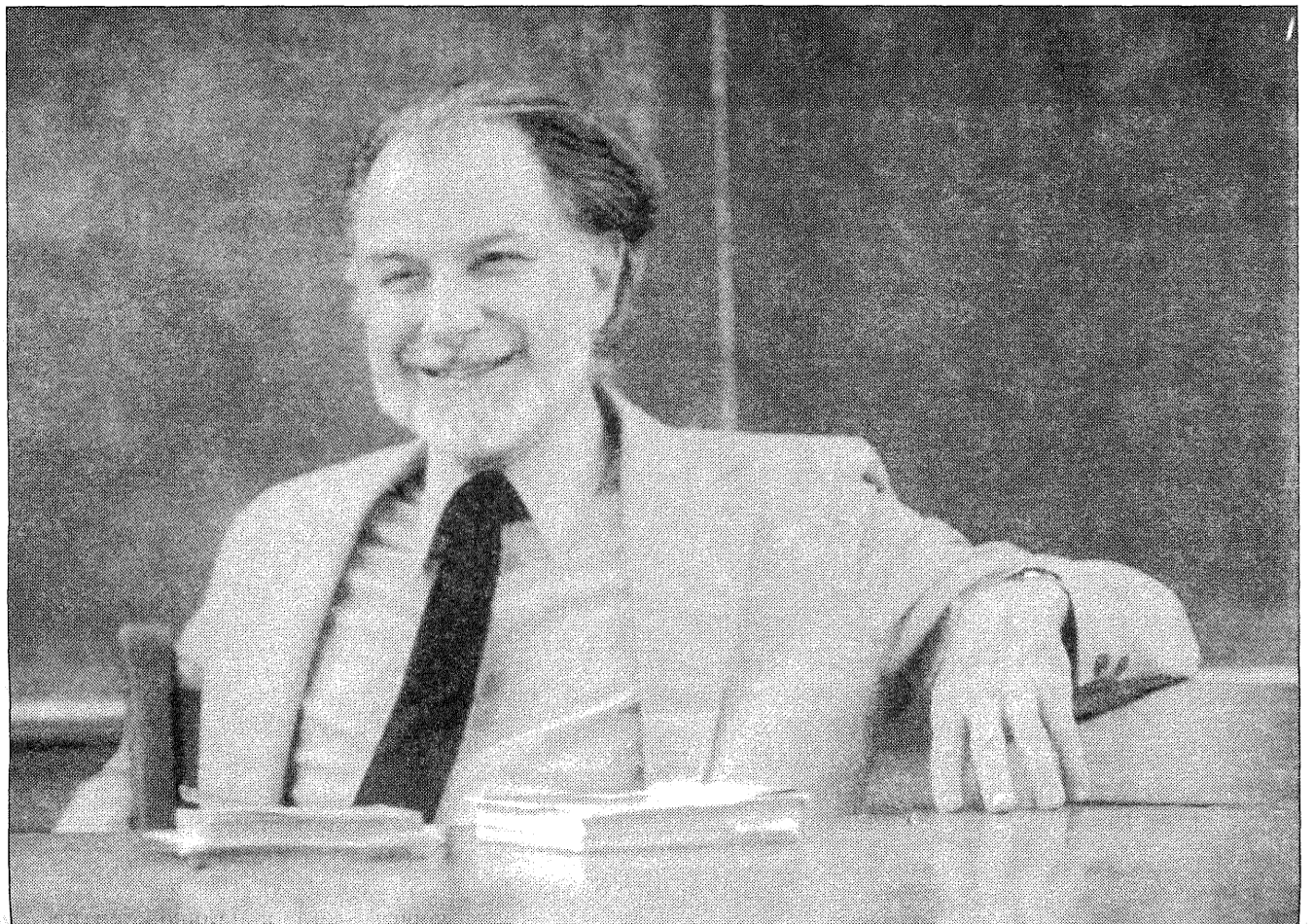
VP: You were on the committee that came out to visit the site and yet you didn't come yourself to teach until ten years after it started. Why didn't you come right away?

RB: Well, there are so many different reasons. One is that I am an easterner and a thorough-going easterner, the kind of easterner whose eyes are turned towards Europe and not towards the West. The whole western experience is essentially alien to me.

But I love it here. I love the views and I love the mountains. It was a big shock for the faculty when they discovered that they got such an easterner. I haven't tried to insist on how eastern I am, but it's transparent from my accent to the ties I used to wear when I could and so on. No, there were other members of the faculty who were obviously eager to be here - Curtis Wilson, Michael Ossorgin. They were people who really wanted to be in the West. Michael appreciated the desert-like character of Santa Fe, for example.

VP: How long did you intend to come out here?

RB: Well, that's a funny story



R. Linfield

Robert Bart, tutor emeritus, came to St. John's College in 1946 and served as dean from 1977 to 1982.

because I came out here in '75 at Mr. Weigle's and Mr. Neidorf's urging. They said "please come out and at least be here for a year." And I said "I don't know that I can stand it for a year. I'll agree to come out for a half a year." But by then I had grown

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very, very fond of the students and my classes. And, I stuck the year out, not unhappily. I mean I love the sunshine. I love the blue sky. So, in the spring of '76, I went back to Annapolis thinking that I had done

my duty and could settle into the life that I really wanted to enjoy, which would have been a life of study. Suddenly, I found a year later that they were asking me to be dean. I knew the difficulties would be great. But I'll say I never had a really unpleasant time with faculty or students in the five years I was dean. It was amazing, but it was true. Immediately afterwards I saw what could happen to deans, but that's another story.

VP: The last question: Is there a last memory that you'd like recorded or something that you think is worth noting?

RB: Not specifically. In the tension between the two campuses, it does sadden me that Mr. Klein who was such a very great man, seems not to be, not only not loved, but not admired. I think that's a very great pity. That's because, though we have founders in Mr. Buchanan and Mr. Barr, they imagined that the college might not continue. The continuance of the college is the chief tribute to Mr. Klein. I think it's a pity that that's not always understood. There are a lot of people out here who talk of Klein as though not a man deserving much respect. Now that may be partly the respect that comes from opposing him, but I think it's mostly just not even seriously trying to understand him.

Part of his greatness, as was Mr. Buchanan's, was that the living man that you talked with was so great; it was not the books he wrote or something like that.

It's been understood of course that I was mostly shaped by Mr. Klein, but people do talk of him in ways that pain me very much because we wouldn't be here if it weren't for him. Because when he stopped his work on Plato, and took the college in hand for ten years, we were just in chaos. There was no visible center, there was the Program but it wasn't clear even that everybody really subscribed to its central characteristic. In other words, people would've thought its center was at different places. So, that was a very great moment when he agreed to be dean, and when they asked him to be dean because he was a foreigner, he was a Jew. St. John's in Annapolis had been a little local college of no significance in the educational scene at all. Mr. Klein was very conscious of the fact that he was foreign and Jewish, that he had to walk carefully. It was a Board that was largely made up of Marylanders. So that's the thing that should be remembered.

But colleges are living institutions. They live on their memories to some extent but to some extent they live by forgetting. ●



# CLONING CARROTS...

*Ten tutors in Annapolis spent the summer traipsing through swamps and making tissue cultures of carrots – all with the aim of learning more about modern biology.*

When tutors commit to teaching a laboratory class at St. John's, most of them are adding a dimension to the way they think about the world. They may have studied a lot of philosophy, or English, or mathematics, or political science – and these backgrounds enable them to step easily into leading a freshman seminar or a sophomore math class. But only a few have had much experience in the kinds of science that employ laboratory techniques. "Modern science," where years of directed experimentation combined with random flashes of luck lead to tiny advances in understanding, seems to be a different kind of endeavor, perhaps because the methods it employs are not those that can be developed by studying philosophy, mathematics, or political science.

A portion of the 1996 grant for \$1 million from the Howard Hughes Medical Institute to the Annapolis campus is helping tutors explore the methods, tools, and ideas of modern biology. This summer ten tutors participated in a special biology study group; two other groups of ten will meet during the next two summers so that at the end of the three-year grant period, fully a third of the faculty will have participated. The Hughes grant also funded several other important initiatives including the renovation of four Mellon lab rooms, several project rooms and a core molecular biology lab; summer internships for students in medicine, biology, and biochemistry; and the development of St. John's-style science curricula for local middle schools.

Guided by tutors Kathy Blits and Nick Maistrellis, the ten tutors trooped through marshes, spent hours creating sterile environments in the lab, cloned carrots, and tackled biochemistry texts. (Faculty members participating were: Lijun Gu, Mera Flaumenhaft, Henry Higuera, John White, George Russell, Margaret Kirby, John Silver, Abe Schoener, Debbie Renaut, and lab director Mark Daly; med school-bound Christine Love, a recent grad, served as an assistant.) "Biology Camp," as it came to be called, met three afternoons a week for three hours for eight weeks.

What the tutors learned is not immediately translatable into the present curriculum. "We wanted to give them a conceptual landscape as well as a hands-on feel for what modern biology is like," says Blits. "In fact, the material that we used is contemporaneous with the last of what is done in senior lab, the discovery of regulatory mechanisms



Nick Maistrellis (right) shows Lijun Gu and Debbie Renaut how to use a spectrophotometer.

in bacteria." Most faculty members have not spent time developing the kinds of skills needed to do careful bench work. As Maistrellis says, "They are good at reading and learning and talking, but this [bench work] is new to them." The dual aims of investigating the concepts of modern biology and learning lab techniques determined the plan of study that Blits and Maistrellis

developed (tutor Chester Burke, A74, also worked on the curriculum for the study group, but did not participate this first year). They chose botany as their forum because, as Maistrellis says, "we're animals and we think we know about ourselves;" studying plants would make the questions more vivid.

Mera Flaumenhaft, one of the participants, has been teaching at

the college 20 years. She liked the idea of studying plants because, as she says, "Aristotle moves so quickly to consider animals—I thought it would be useful to talk more about plants as part of a consideration of what life is." A newer tutor, George Russell, was inspired by the subject matter also. "I had just taught freshman lab, and I thought it would be nice to spend more time learning in the lab," says Russell, who's been on the faculty three years. He realized over the summer that to become proficient in the bench work you have to do the tasks over and over. "It's little things," he explains. "At first with dissections you are terrible, you can't cut anything right, but you get better at it."

While becoming more proficient in laboratory techniques was one focus, the group also discussed a set of readings (see box), some in the familiar St. John's mode (like Theophrastus, a follower of Aristotle) but some in unmitigated contemporary science-ese, like an article titled "Zygotic Embryogenesis in Gymnosperms and Angiosperms."

The group began by reading sections of *The Natural Philosophy of Plant Form* by Agnes Arber, a botanist who worked in the 1940s and 1950s. Arber's focus is on what she calls "morphology," which she defines more broadly than other biologists do. For her, the important goal is to keep some sense of the wholeness of the organism before you at all times as you examine it and its parts. "She wants to ask whether there is a whole, what it is, and whether you *can* keep it before you. It's an interesting, serious attempt to see whether Aristotle's notion of causality might be revived and used as the basis for a contemporary biology," says Blits. "You would see in the internal organization of the living thing an indication of aspects of the whole which are indispensable in understanding what the organism actually does."

After discussing these readings, the tutors began their field work – in the Mellon courtyard. Still deserted after all these years, the courtyard does have one great feature: four 30-foot tall magnolia trees. The tutors spent days studying the trees, examining leaves, twigs, buds, and roots, and eventually dissecting the parts and looking for their connections. "We were trying to say what the particular form of growth is," says Maistrellis. What makes a magnolia a magnolia, what makes a tree a tree and not a shrub? The tutors found that giving an account of the form of the tree was an interpretive activity, without a direct correspondence between what they

## Reading List for Summer Biology Study

*The Natural Philosophy of Plant Form* by Agnes Arber, Cambridge University Press, 1950

*Enquiry Into Plants and Minor Works on Odours and Weather Signs*, by Theophrastus, Harvard University Press, 1968

*The Interpretation of Leaf and Root in the Angiosperms*, by Agnes Arber (1940)

*The Interpretation of the Flower: A Study of Some Aspects of Morphological Thought*, by Agnes Arber (1936)

"Experiments of the Culture of Isolated Plant Cells," by G. Haberlandt (1902)

"The Growth and Development of Cultured Plant Cells," by Steward, with Mapes, Kent, and Holsten, *Science*, January 1964

"The Control of Growth in Plant Cells," by F.C. Steward, *Scientific American*, October 1963

*The Origin of Species By Means of Natural Selection*, by Charles Darwin (Chapter III, "The Struggle for Existence"), 1859

"A Darwinian Approach to Plant Ecology," by J.L. Harper, 1967

"On the Life Strategies of Plants and Animals," by Virginia Walbot, *TIG*, June 1985

"Experiments On Plant Tissue Culture," by John H. Dodds and Lorin W. Roberts, Cambridge University Press

*In Vitro Embryogenesis in Plants*, edited by Trevor Thorpe, Kluwer Academic Publishers; Chapter 3, "Zygotic Embryogenesis in Gymnosperms and Angiosperms," by V. Raghavan and Kiran K. Sharma, 1995

"The Fitness of the Environment: An Inquiry into the Biological Significance of the Properties of Matter," by Lawrence J. Henderson, Macmillan Company, 1927

Chapters from contemporary texts on chemistry and biochemistry



# ...AT BIOLOGY CAMP

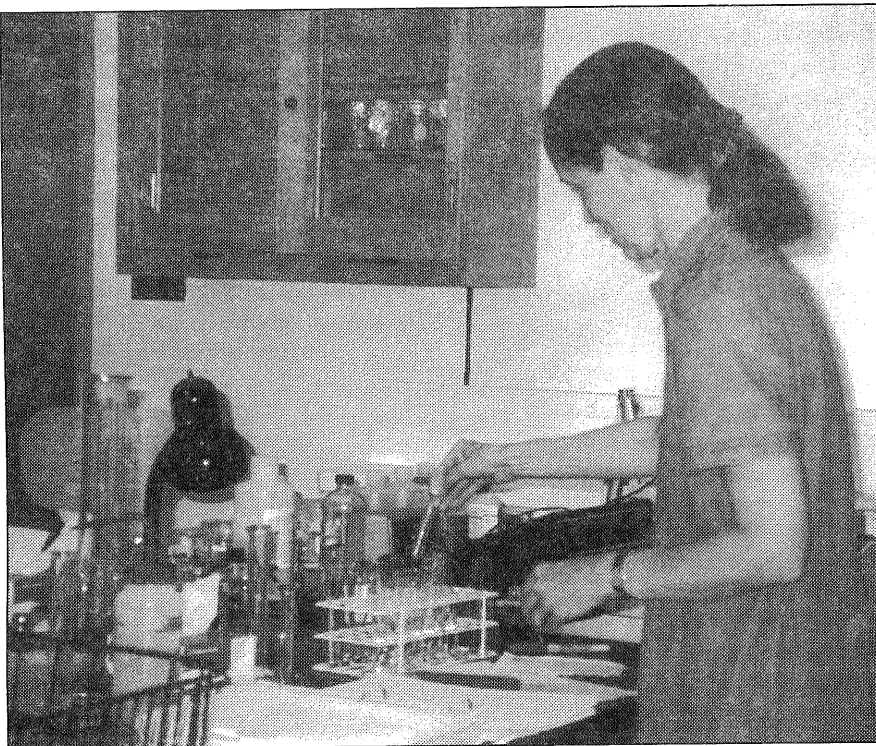
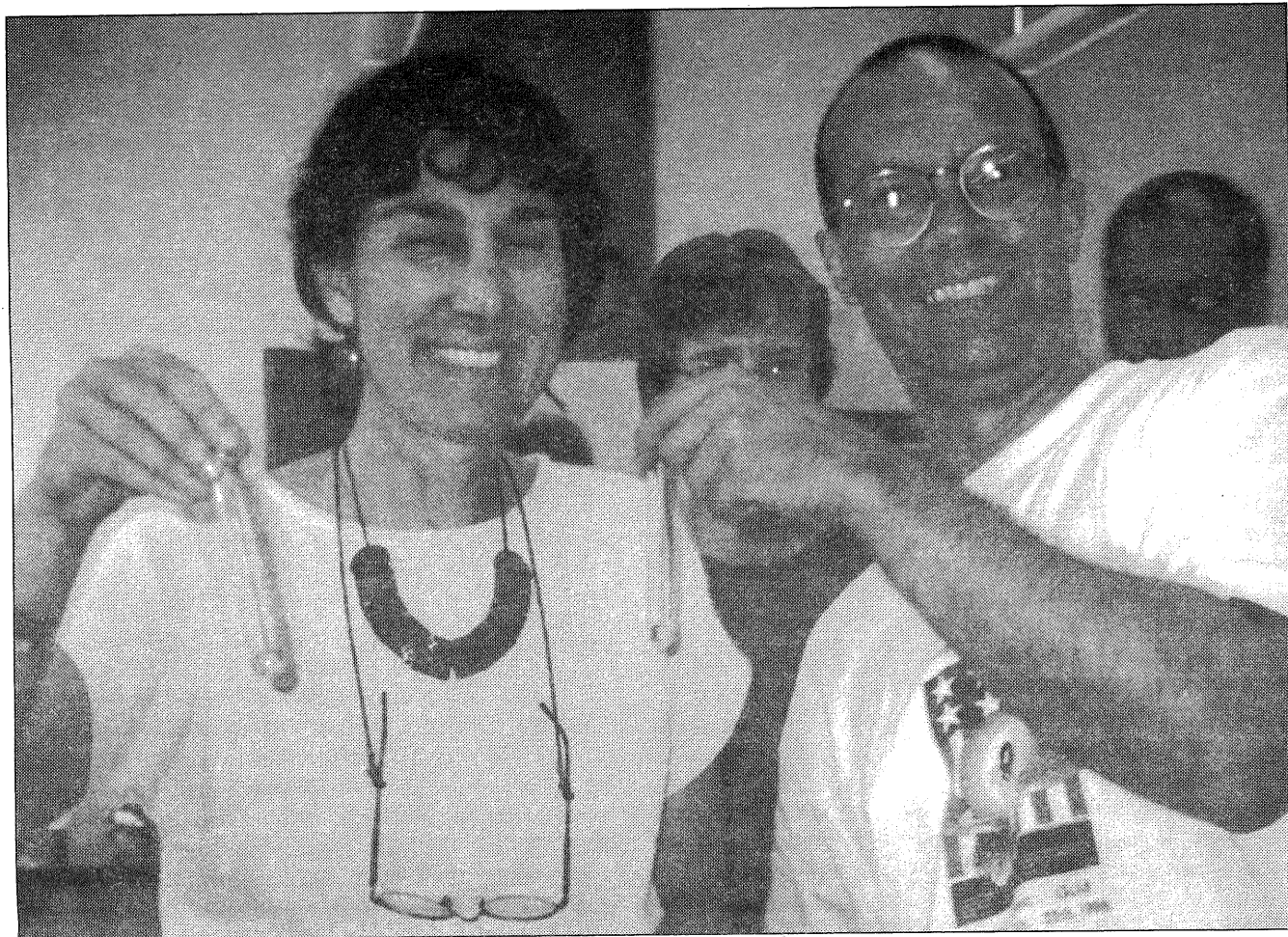
were seeing and what they could say.

The "looking" activity soon advanced to the lab room. "I found the dissections and using the microscopes very rewarding," says Flaumenhaft, who has taught freshman lab but had little experience using microscopes. She also spent hours on her drawings, something she often has urged students to do but has never devoted time to herself.

Maistrellis and Blits, both of whom have academic backgrounds in biology, think that an understanding of the form of a living thing must be considered alongside its function. "Form and function are two aspects of the living thing," says Blits. "In considering the internal organization - which has to do with what the plant does, or its function - you're invariably going to ask about the chemistry. Ultimately, perhaps an understanding of the form can be better reached through an examination of biochemistry." But to arrive at a beginning of a discussion about biochemistry, the group first considered several other aspects of botany: internal organization (including cell differentiation), development and growth (the activity of plants), and ecology (how an individual plant affects and is affected by its place).

"Talking about the form leads to a consideration of development, the unfolding of the plant," says Maistrellis. During this consideration, the group tackled the technically difficult task of tissue culture or cloning. They worked with carrots. The methods for using a non-growing segment of a plant to generate a new plant with the identical genetic structure were developed in the late 1950s and early 1960s. According to Maistrellis, "it's surprisingly difficult to transfer things from one place to another without contamination. The tutors felt proudest of doing the tissue cultures - they all managed to make sterile transfers so that the cloned carrots grew successfully." Russell was not only proud - he was amazed. "I couldn't believe you could actually do this."

Other lab work centered on extracting proteins from living material, measuring and testing its activity, and creating a protein profile for an organism. But doing the experiments had a philosophical side. Russell was struck by the loss of directness - "what happened to the plants?" he asked. "For the spectrophotometry, we suddenly had mashed up little tubes of plant embryos, and from that we got



Top: Mera Flamenhaft and Henry Hignera show off their enzyme assay.

Bottom: Margaret Kirby prepares for a protein analysis experiment.

readings about the amount of protein. I'm not sure how this was elucidating the wholeness of the plant, how it was telling us what it is." This kind of questioning leads to the most basic issues the group dealt with over the summer.

"The discussions were just terrific," says Flaumenhaft, and Blits points to the camaraderie that arose. "With what happened at the bench, with the talking and the sense of community--it was the best

of what St. John's labs can be," says Maistrellis.

What the study group tried to do was an essentially St. John's kind of enterprise: they dealt with the disjunction between what you can see and what you can't see--where what you can't see is what makes what you can see the way it is. Russell claims the disjunction between the seen and unseen is deep, that it penetrates to the kind of questions modern scientists are

willing to ask. "It may be the case that if you ask questions about form you will eventually begin to ask questions about the mechanisms of the thing under investigation. The 'what is it' question may lead to the 'how does it work' question, which is about the mechanisms. If you're raised on laboratory science, if that's the way you think, and you're asking questions about how things happen, it's not clear that you ever get from that to the question of form." The beauty of the St. John's way of dealing with science is that you always *do* get to the basic questions, because you never leave them. For the tutors, the bench work focusing on the "how" of the plants combined with their discussions about the inseparability of the plants' form and function eventually took them back to the question of the "what," which they could discuss with greater insight.

Having spent the summer discussing experimental activity and how it may or may not contribute to theoretical questions, members of the faculty study group are ready to lead their lab classes once again--but with a better understanding of the methods and techniques modern science employs. Most are still philosophic in basic attitude (if it can be said that looking at the 'what is' kind of questions is philosophic), but they've experienced some of the hard, meticulous experimental work whose aim is to explain the unseen behind the seen. ●

Barbara Goyette, A73

## BOOK REVIEW

Richard E. Miller,  
*As If Learning Mattered:  
Reforming Higher Education*,  
Ithaca and London:  
Cornell University Press, (1998);  
ix+249 pp.,  
cloth \$39.95, paper \$15.95

Richard Miller is an alumnus of the class of 1983, Annapolis. He teaches English and helps to direct the Writing Program at Rutgers University. In suggesting that I might review his book, he honored me with his trust in my appreciative openness, since he must have known - he cites some of my writings on the college - that I could not possibly like much of what he says.

This is a *mordant* book. It is biting, disillusioned, bitterly realistic. It is also totally unboring - a near miraculous achievement in a book on education. "Enjoyable" is not quite the right description for it, but "gripping" would do. Mr. Miller employs a poker-faced objective mode and a knowing academic diction to skewer the illusions of selected would-be reformers of higher education.

Why would he, why would anyone, want to do such a thing? One answer is that the book is a long-term working out of an old academic Catch-22-like-trauma: Mr. Miller was rejected by a doctoral English program on grounds of insufficient preparation by a university that soon after offered him a teaching position as specialist for learning skills none of whose job qualifications he had met (1ff.). This bizarre behavior got him to ponder the irrationalities of institutions of higher education. He reached hard-won, hard-headed conclusions, somewhat skewed to the sour side but sensible and informed by a care for real-live underserved students, that lends the book a certain - recessive - warmth. The other answer is that from his experiences and his studies he came to conclude that reform plans based on high principles never succeed (203) and are in fact unreflective re-entrenchments of current presuppositions - and also that he knows a better way.

The book is built on two connected theses, one explanatory, the other hortatory. The first thesis is a personalized form of postmodern historicism. This is a radicalized version of the old flabby historicism - the notion that "history," not human thinking, accounts for people's ideas - which the program of this college was instituted to counteract. Mr. Miller is "hoping to historicize the institutional practices that have served to naturalize cultural differences" (43).

"To historicize" is good and means to show the constraints imposed on our intellectual activities by contingencies of location, personnel, political and

economic climate (123). "To naturalize" is bad and means to make to seem natural or essential what is really socially conditioned, such as hierarchies of excellence. Whereas the old historicism specialized in trivializing human thinking, the new, more sophisticated one engages in exposing and debunking entrenched "hegemonies."

For his purpose Mr. Miller gives a trenchant critique of four reformers and reform movements: Matthew Arnold's nineteenth century plans for school reform, the British Open University's distance learning curriculum, and some ethnographic attempts to base reform on an anthropology of student life and language. The critique that will be of most interest to readers of *The Reporter* is the one of the Great Books movement. This chapter focuses on the pre-history of St. John's at Columbia and the University of Chicago, and on the early years of the college. Mr. Miller is particularly concerned to understand why Scott Buchanan, the intellectual founder of St. John's, turned on the college and engaged in a prolonged and harsh denunciation of the Great Books program, calling it a "poison corrupting" St. John's that will be "poison wherever it is tried" (85). Mr. Miller attributes this rejection to a sense growing on the ideal-governed founder that the institution was really the result of an unreplicable linked set of historical contingencies and as such had gotten away from him and Barr, the other founder. I must say that local lore attributes Buchanan's defection merely to his vagrant spirit, ever more interested in searching than in finding; opinions here differ whether this frame of mind betokens a love for, or an evasion of, truth. In any case, while the college would never have come into being *without* Buchanan, it could probably not have reached maturity *with* him, and this pattern mirrors on a tiny scale a grand *modus operandi* of fate in America: If Jefferson had not been in Philadelphia to write the Declaration we might never have been a country at all, and if he had not been in Paris when the Constitution was drafted we would not have achieved stable permanence. So the Buchanan case does not seem to me to show conclusively that pure, thought-

governed foundings never succeed. Founders may ride off to ever-new Ultima Thules, but their founding ideas can live on in an institution that realizes rather than corrupts them.

Mr. Miller's second, hortatory, thesis is the call to *impurity*. I had a numismatics professor in graduate school who once took me to lunch in order to tell me that the way to run anything was by "pure principles and corrupt administration," and this, the most useful thing I learned at Yale, became my guiding maxim as dean at St. John's. So I have much sympathy for Mr. Miller's call to learn to work the system. He understands institutions of higher education to be primarily bureaucracies, entrenched and unbudgeable, irrational and unrationizable. His book aims to persuade teachers to become, instead of purist intellectuals, "agents of change." Such agency requires making oneself into a "hybrid persona, the intellectual-bureaucrat" (41, 211, 218 n) who lives in the real world and makes incremental improvements. Nothing could be more congenial to me than the thought that real life ought to be devoted to the workings of small places here and now. But "small is beautiful" is not quite what Mr. Miller's very distinctive theses intend. He means - I think - that teachers must learn that thought is always *in the end* subordinate to contingency and that they had better embrace their fate, which is bureaucratic dominance.

I have three quarrels with this brave but depressing wisdom. The first is just the question: Who can live that way, the way that attends only to the administrative corruption and omits the pure principles? The second is more focused: The Miller thesis identifies "institution" with "bureaucracy." Who can deny that there is something inherently problematic in institutionalizing learning? Yet, not all institutional governance is bureaucratic. Ludwig van Mises, in his book *Bureaucracy*, begins by admitting that the term is one of opprobrium and then describes a bureaucrat as someone whose "main concern is to comply with the rules and regulations, no matter whether they are reasonable or contrary to what is intended." In the case of schools one usual effect is that human beings are conveniently quantified. Now our college isn't run

that way, nor are quite a few other schools, though they are, to be sure, usually small.

So my third quarrel with the "intellectual-bureaucrat" thesis is that it suffers from *systemitis*, by which I mean that reform is considered real only if it affects the whole system in some way. On that criterion there is indeed no success ever, partly because there is no System of Higher Education in this country, partly because the individual bureaucratic sub-systems are indeed immovable by anyone's intellectual construction since they are inhabited by intellectuals whose bread-and-butter it is to devise the most novel competing designs. What the thesis leaves out is the end runs, new beginnings, tolerated alternatives, and other maneuvers that evade rather than accommodate the bureaucracy.

There is a serious question expressed in both our views together: Granted a common commitment to universal education, what does more for our republic - the small, though perhaps paradigmatic, school governed not by contingency but by purpose or the large though compromised university that has enclaves of people skilled at making the best of the situation? It is probably one aspect of working in the latter pragmatic large-scale mode that the emphasis is on "marginalized" students' needs - a care that is, as I have said, the most attractive feature of *As If Learning Mattered*. The notion, on the other hand, that a school should incarnate intellectual purpose is inherently anti-pragmatist in the notion that the idea always precedes the deed both in time and in dignity, and also in the supposition that teachers should not inspect the students' situation in life too closely but should just offer them good and lovable things that all can together make their own. In short, good teachers in a curriculum-centered school cast friendly side-glances at each student, but mostly keep their eyes on the matter which is geared to an ideal student, while teachers in student-centered programs will take careful account of the students' real-life background and adjust the learning matter to a realistic construal of their condition. The latter is Mr. Miller's way, and in his situation it might be the right way. So perhaps my quarrel with his theses amounts only to pleading that when making a virtue of necessity one should not also make a philosophy of it.

Let me say again: Mr. Miller's book is somewhat grim but not at all dreary. I think selections from it would make a fine reading for an alumni seminar. He might be invited to lead it, and I'd be glad to come too. ●

By Eva Brann  
Eva Brann is a tutor in Annapolis.

### SF Bookstore Alumni Discount

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## GRAD GUIDES NAIL-BITING STUDENTS THROUGH THE “ALGEBRA WILDERNESS”

Can you remember how to factor a trinomial? Balance an equation? Rationalize a radical?

Well, don't worry, because even if you can't, you can quickly refresh your memory - for yourself, or for your children - by reading a fun and friendly guide through the thorny thickets of the Algebra Wilderness, written by one of your own.

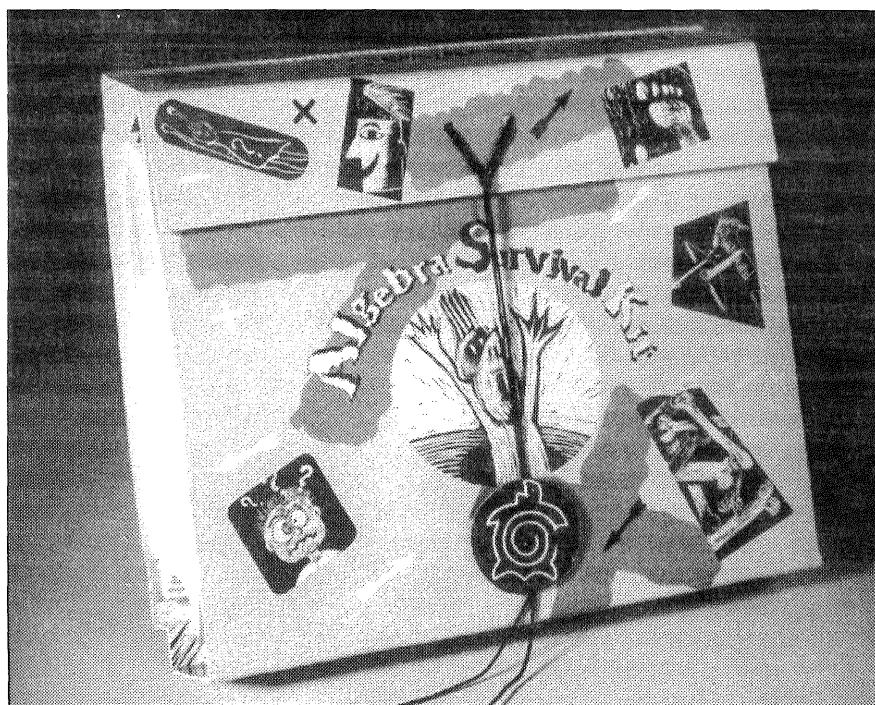
Josh Rappaport (A81), who since graduating has pursued a winding path through careers in journalism, teaching and tutoring, has put his St. John's education to work by writing the Algebra Survival Kit, a self-described “conversational guide for the thoroughly befuddled.”

The kit, published this summer by Singing Turtle Press, offers hope to students of all ages who are having trouble grasping the abstract world of algebra.

“Kids have so much trouble with algebra, it's almost a national tragedy,” says Rappaport, who has tutored for nine years after teaching public school for four. “When I started tutoring, almost half of my students wanted help in algebra, so I figured there's a need out there.”

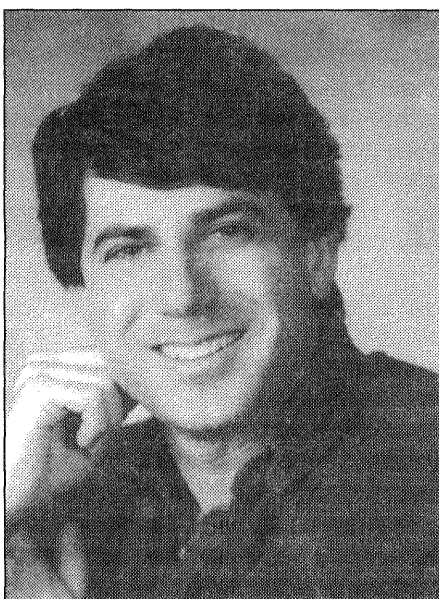
Relying on the well ingrained St. John's habit of questioning, Rappaport questioned his own understanding of algebraic concepts and came up with a host of analogies to help students. “Sometimes they worked, sometimes they didn't. But I kept at it, and eventually I developed a lot of ways of looking at algebraic concepts that kids found helpful.”

For example, Rappaport developed a tug-of-war analogy to explain a problem like:  $-3+8=+5$ . “Sure, this is easy for many



students,” he says. “But for those who have trouble with it, it can be a nightmare.”

“To connect this problem to life, I ask kids to think about a tug-of-war,” Rappaport says. “The -3 means three kids are pulling on the ‘negative team.’ The +8 means eight are pulling on the ‘positive team.’ Kids need to answer only two questions: Which team wins? And by how many do they win? Here the positive team wins by five since it



Josh Rappaport (A81)

Carolyn Wright

has five more pulling, so the answer is positive 5.”

During a tutoring session two years ago, a student of Rappaport's suggested he make a book out of his analogies. “And in that very moment, I decided to do it,” he says.

To create a student-friendly design,

Rappaport teamed up with Sally Blakemore, an award-winning artist and pop-up book designer with

Arroyo Projects Studio in Santa Fe. The two hit it off immediately and brainstormed to come up with a design.

The design they arrived at is a compact, colorful and playful little book. It closes with a string tie, which transforms the kit into a flip chart by tying backwards. The entire book is set up in a question-answer format to help kids stay focused, Rappaport says. And, to keep the topic light and relate to students' feelings, the whole kit plays off the “survival” theme.

In addition to 520 pages tackling Algebra I's toughest topics, the kit contains a 7” by 35” “Emergency Fact Sheet” poster displaying basic algebraic rules and formulas. It also has a sheet of “Trailmarker stickers” showing the range of emotional states students have in math class. And the back inside cover features an “Algebra Wilderness board game (with a spinner), an educational game designed to help students practice their lessons.

While marketing the kit takes up a lot of time, Rappaport still makes time every month to publish another educational product, the Algebra Times, a free, electronic newsletter to help students, teachers and parents.

Each issue offers a lesson plan, teaching and learning tips, mental math shortcuts, a Problem of the Month and more. Anyone may subscribe to the newsletter, which has more than 1,000 readers worldwide, by visiting Rappaport's website: [www.mathkits.com](http://www.mathkits.com)

To order the Algebra Survival Kit or to learn more about it, visit [www.mathkits.com](http://www.mathkits.com) or call 1/888.308.MATH. ●

## GREAT BOOKS FOR THOSE AT THE TOP

It's not just 18-year-olds who become entranced with the notion of seeking for the truth by reading and talking about the great books. Business executives, top-level lawyers, corporation chiefs, financial wizards, and physicians do too. They are the ones who are signing up in record numbers for the Annapolis campus' Executive Seminar program. For eight years the program has given those who don't need to worry about success (because they are already there) a chance to think about the great questions raised in the great books. Presently there are two groups meeting in

Philadelphia, two in Annapolis, and one in Baltimore. According to Pam McKee, program administrator, there are plans for Executive Seminars in Washington, D.C., New York, Chicago, and Atlanta.

“Executives who've been successful in life and have doggedly pursued goals are starved for something more intellectually stimulating,” says Chris Nelson, president of the Annapolis campus, who personally leads all the seminars, along with various tutors. “Some of these people miss the education they never got; that is, they may have a top-notch degree and a long history of business

triumphs, but they never sat down and worked their way through these kinds of questions. St. John's does this kind of thing well, and it does it differently.”

Most other programs aimed at this level of achiever stress the value participants will gain. St. John's isn't out to teach them how to make a deal, how to advance in their field, or how to bring about resolution or agreement.

“Instead,” says Nelson, “we sell it as a vacation from the rest of their working life. They want to seek truth.” The ten-month programs have participants meeting once a month in groups of about 18-20.

Most of the readings, which are chosen by a faculty committee, are from the program. Each year, each group has a theme such as justice, leadership, great American voices, or the individual and society.

“The quality of discussions is very high,” says Nelson. “Even though these are people who are used to having their opinions respected, they fall right into the St. John's seminar style of putting ideas out on the table for discussion. The discussions go deep and are intense. The more life experience one has, the more one appreciates the timelessness of great books.” ●

## Alumni Profiles...

# BATTLING "THE BIG BAD WOLF"

As children we all heard the story of the three little pigs. The first pig builds with straw, the second out of sticks and the third out of bricks. Of course, the Big Bad Wolf comes along and blows down the first two, leaving only the house of bricks standing. So what would you say if someone approached you and asked if you wanted to live in or build a straw bale house?

There is a group in Santa Fe, run by two Johnnies, doing just that. Sustainable Communities, Inc., (SCI) is a nonprofit affordable housing developer that uses environmentally sensitive and sensible building techniques. The group was founded by permaculturist Ben Haggard, SF79, in 1995, and is now run by Julia Takahashi, SF74, and John Schroeder, SGI96.

"Most people think it sounds crazy when we first mention it to them," Schroeder says, "and they think it's crazy exactly because of this fairy tale. I'm not sure where that story started, because building out of straw has been used as an effective and socially acceptable building material around the world for centuries."

"The first time I told John Agresto (president of the Santa Fe campus) that we were building out of straw, he says 'Oh, you mean like the three little pigs?'" Takahashi, the executive director of SCI, says. "But another big misconception we battle is that people think we are building with hay. Hay is a feed product that is cut while still green. Straw, on the other hand, is the stalk remaining after grains are harvested and is pure cellulose material with a high percentage of silicon. Most of the time it is plowed back into the fields left to rot, or burned. In fact, in California alone, one million tons of straw are burned each year, creating more carbon monoxide than all the electric power generating plants in the state combined."

The closest examples of modern houses were constructed after the invention of the hay/straw baler in the 1890s. In the Sandhill area of Nebraska, the sod was unusable as a building material and there were no trees around to provide wood, but what they did have a lot of was straw. So they constructed straw houses, schools, and other buildings. Word about the buildings spread, and this practice continued throughout the

country until the 1950s, when mass-produced building materials became more prevalent and inexpensive.

The reintroduction to building with straw came in the 1970s with the increased interest in protecting the environment. Since then, the word about strawbale construction has passed around by word of mouth and various groups formed by strawbale converts to help those looking for a way to build houses that are both energy-efficient and environmentally benign.

"As an architect, I find one of the truly amazing things about straw bale is that, unlike many other segments of the industry, no one is really proprietary about the knowledge," Takahashi says. "Everyone is sharing the information. If they have tried something new and it didn't work, or if it did, that information is passed on so that everyone is always gaining from the knowledge."

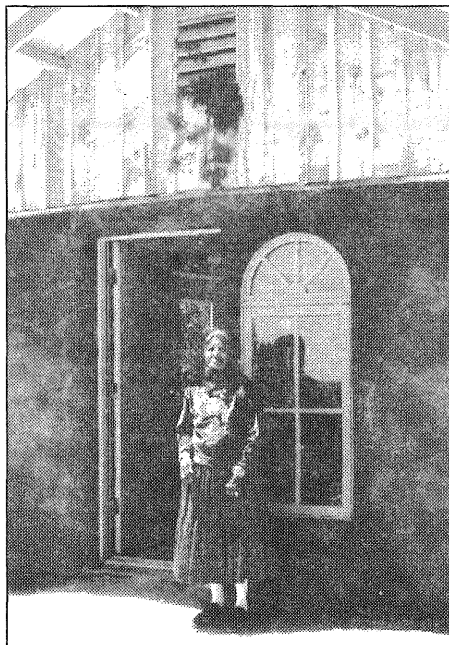
"This is also facilitated by the fact that a lot of straw bale houses are being built by individuals rather than large construction firms, so they are able to try new things. The straw bale movement is constantly reinvigorating itself with new ideas, and the envelope is also being pushed one step farther along."

SCI recently began to use straw bale to construct low-income housing. "In the U.S., straw bale houses have been constructed by do-it-yourselfers, many of whom would qualify for affordable housing, and by the wealthy who are paying contractors to do it for them," says Takahashi. "But as a building material, straw bale has not yet been



Above: Julia Takahashi, in hat, watches as Matts Myrman adds a corner piece to the straw bales.

Below: Mary Lowe stands in front of her new solar straw bale house on the Navajo Reservation.



accepted by other low-income developers, because it is seen as a labor intensive process that would drive costs up and profit margins down."

"Unfortunately, people moving into these affordable houses are so happy to have a house they are not immediately concerned about quality. It has become like Sinclair's *The Jungle* all over again. We want to change that perception. We want everyone, regardless of income level, to have housing that is safe and energy-efficient, and to demand that type of housing if it is not being provided for them."

The first project SCI undertook to promote this concept was the construction of a straw bale house on the Navajo Reservation south of Gallup, New Mexico, for Mary Lowe, an 87-year-old Navajo woman. "Mary's old home is unfortunately typical of elderly housing on the reservation," Schroeder says. "It

was constructed 20 years ago by family members to provide her with shelter, and is little more than a plywood shack with no insulation and only a wood stove for heat. Her old home became so cold in the winter that she had been hospitalized several times in the past years for pneumonia, and became so hot in the summer that it was hard to stay in."

Alfred Von Bachmayr, who is an architect she works with, had been interested in creating a prototype straw bale home for elderly people living in remote rural areas and came across Mary and her family. With SCI's interest in promoting straw as a material for low-income

housing, this presented the perfect opportunity."

"The straw was grown on the reservation and was donated and all of the mud and sand for the adobe plaster was obtained on site. It was kept as simple as possible so that others could replicate it elsewhere without having to purchase expensive materials from outside the area."

"Probably the most amazing thing about building with straw is how easy it is," Schroeder says. "Most people think they can't build their own houses because mistakes in frame houses are measured in millimeters, whereas with straw bale, two of the most common tools are a sledgehammer and chainsaw, and mistakes are measured in inches. With minimal training anyone can do it. To tell you how easy it is, one of the volunteers had his 6-year-old grandson out helping, and Mary, at 87, was also helping. All told it is a truly amazing process. Mary's house was 400 square-feet, and even with it snowing and sleeting, 40 people come out to help with a community house raising, just like the barn raisings of old, and put up the walls in one day. It gives a connection to a place that is not present with traditional housing."

"I hope this movement catches on more for affordable housing," Takahashi says. "Matts Myrman and Judy Knox, two of the gurus of the straw bale movement, recently made a presentation on using straw bales for affordable housing at an international convention in France and used the Lowe project as their example."

The Department of Agriculture estimates that America's farmers



## Alumni Profiles...

### MOLLY MULTEDO

Molly Multedo (SF88) has been a very busy woman since she left St. John's College.

After graduating, Ms. Multedo moved to Los Angeles where she had an internship with Jonathan Krane at the MCEG Production Company. In 1989, she began working as an administrative assistant at Columbia Pictures in television syndication and connected with Glen Meredith (A78) at Tri Star.

She moved to New York in 1990 to continue her studies at Columbia University. In 1991, she was awarded the Foreign Language and Area Studies Fellowship by the US Department of Education and Columbia University to study Portuguese in Rio de Janeiro, Brazil. While in Rio, she also completed an editorial internship at the Associated Press. In 1992, Ms. Multedo was awarded two Master's degrees from Columbia -- one from the Graduate School of Journalism and one from the School of International and Public Affairs. For the next year, Ms. Multedo was a key researcher for Connie Bruck's biography of Steve Ross, former CEO of Time-Warner, entitled *Master of the Game*; an editor for Women's Feature Service in New York City; and was regularly published as a freelance journalist in the *Manhattan Spirit* weekly newspaper.

In 1993, Ms. Multedo returned to Santa Fe and became the executive director of the Self-Reliance Foundation (SRF). SRF produces Spanish radio programs on health, the environment, and education,

which are syndicated to over 350 commercial radio stations across the United States. In 1996, she developed a project in collaboration with the National Center for Genome Resources, funded by the U.S. Department of Energy. The project addressed the ethical, legal



and social implications of the Human Genome Project. A series of radio programs she developed on reproductive health issues was awarded the Global Media Award by the Population Institute as well as the 1997 Maggie Award for excellence in media coverage of reproductive health issues from the

Planned Parenthood Federation of America. All the while, Ms. Multedo was helping to expand the SRF from a tiny nonprofit with three employees to a national organization in 1997 with over 25 employees in Santa Fe and Washington, D.C. And from 1995 to 1997, Ms. Multedo was the principal investigator for a \$2.1 million National Science Foundation grant to encourage Hispanic youth to pursue math and science education while at SRF.

Multedo left SRF in late 1997 to help her husband, Dr. Fernando Multedo, develop the New Mexico Academy for Sciences and Mathematics, a new independent school in Santa Fe. The New Mexico Academy opened its doors this fall to 35 seventh, eighth, and ninth graders, over forty percent of whom receive financial aid. The Academy plans to add a grade each year

until it offers seventh through twelfth grades. Ms. Multedo currently serves as the director of finance and development at the Academy.

"Many of the issues that interested me during my years at the Self Reliance Foundation will find a new life at the New Mexico Academy," says Ms. Multedo. "For example, I'd like to start a Science and Technology Forum at the Academy next year as part of the extracurricular program. Local and national leaders in science, technology and business will be invited to meet with students to discuss the basics of how they got started in their fields, what influenced them, and what the future might hold. We have already lined up Ralph Eggleston, art director of Pixar's Toy Story, for this series."

Ms. Multedo's St. John's education also influenced the academic program now offered by the New Mexico Academy. "Well," she says, "it's hard to say what the origins are since Fernando also studied philosophy as an undergraduate and has always supported the ideals expressed in the St. John's curriculum, but there is a striking resemblance, isn't there?"

The New Mexico Academy curriculum is primarily core requirements that will enable

students to expand their knowledge from a solid base when they enter college. Although the curriculum includes English, mathematics, natural and physical sciences, history, geography, foreign languages, literature, the arts and physical education, the Academy emphasizes mathematics and science as the backbone of its curriculum.

The New Mexico Academy requires its students to study four years of mathematics, four years of social sciences, three years of applied sciences, three years of foreign language, and take courses in both the visual and performing arts. Math and science classes meet daily. Participation in athletics and extracurricular activities is mandatory. The school day runs from 8 am to 5 pm, with required classes during regular school hours and electives, extracurricular and athletic activities filling each afternoon. Afternoon activities include electives in German, Japanese and Italian; athletics such as fencing, dance, volleyball, soccer, and archery; and various clubs. Most of the faculty hold advanced degrees in their fields. In fact, Dan Hawley, a former tutor from the Santa Fe campus, is expected to join the Academy's faculty next year. Dr. Hawley holds a Ph.D. in physics from Princeton and one in religious studies from the University of Virginia. After leaving St. John's, he went to Miami Country Day School, where he teaches physics and heads the astronomy and cycling clubs.

Even the school's physical structure is intended to focus the students on their education, and to make a statement about the education. "The choice to use quality materials and finishing," Ms. Multedo says, "reflects the value of and respect for the learning process our buildings were designed to foster."

The school is expected to be well appreciated in Santa Fe, where many high-tech jobs are just waiting for qualified candidates to fill them. In fact, over 100 families with sixth, seventh and eighth graders have already requested applications for the 1999 school year. "And we haven't even held our first open house yet!" says Ms. Multedo. The Academy plans to limit new enrollment to seventh through ninth grades. "Never say never," cautions Multedo. "We would probably consider an exceptional tenth grader if one came our way."

The Multedos expressed deep gratitude to the many members of the Santa Fe community who have offered their advice and support. ●

#### *Bad Wolf continued.*

alone annually harvest enough straw to build about four million 2,000 square-foot homes, nearly four times the housing currently available. In addition, because grains are grown in almost every region of the country, straw bales are readily available, with minimal transportation costs. Homes could be constructed for everyone who wanted one, that are nearly five times more energy efficient than the normal house and that can be easily customized for the homeowner, which is something that gives them a greater sense of ownership of the house. On top of that the homes are environmentally friendly.

Schroeder and Takahashi aren't the only alums involved in the straw bale movement. Athena Swentzell Steen, SF83, who built her first straw bale house while a student at St. John's, is a pioneer in the straw bale movement and has co-authored

*The Straw Bale House*, with Bill Steen and David Eisenberg. It has become one of the bibles for those building their own straw bale houses or considering building with straw.

But how do they answer the wolf dilemma?

"I once asked someone who is very involved in the movement what they say when people asked them that question," Takahashi says, "and their response was that if people are afraid the Big Bad Wolf might come and blow their house down, they should make sure that pigs don't construct it."

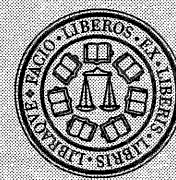
For more information on straw bale construction, the Mary Lowe project, or Sustainable Communities, Inc., please call 505-820-0186, or write to SCI, 621 Old Santa Fe Trail, Suite 15, Santa Fe, New Mexico 87501. ●

John Schroeder (SGI96)



# Alumni Association News

FALL 1998 ✱ ST. JOHN'S COLLEGE



Peter Huidekoper, SGI90, editor ✱ Mark Middlebrook, A83, communications committee chairman

## SUMMER TIME (AND THE READING IS MIXED WITH SOCIAL EVENTS)

In addition to the usual monthly readings at St. John's chapters around the country, this past summer was a time when many groups came together for a wide range of social events.

In late June the reading for the Boston Chapter of the St. John's Alumni Association did not include *Moby Dick*, but they did go out for a whale watch with the A.C. Cruise Line. (Is this half-way between reading the book and going to see the movie?)

In July the Baltimore chapter gathered for a pool party at the Bolton Swim and Tennis. David Kidd made sure that somewhere that day the clouds would part for all those at poolside: the day included a seminar on Hemingway's *The Sun Also Rises*.

In early August the Alumni Association of Northern California held its annual Stag's Leap Wine Cellars picnic and seminar at the Napa Valley winery of Warren and Barbara

Winiarski. Robert Glick, the new Vice President of Advancement for the Santa Fe campus, joined the full house for the event. There were four seminar choices, an optional winery tour, and a chance to take a dip in the lake.

A week later the Chicago chapter gathered for an evening concert on the lawn at Ravine. The picnic included yummy hummus, pitas, and grapes. Members identified themselves by their orange and black SJC banner; several people interested in or soon to be connected to the college came by to talk about St. John's and the local chapter. The Chicago Symphony Orchestra, with Christoph Eschenbach conducting and Renee Fleming, soprano, singing, performed works of Strauss, Weber, Barber and Tchaikovsky.

Then in late August several alumni in the Boulder-Denver area gathered for a chapter picnic at Chautauqua Park to see the juggling, dance, comedy, and commentary of Air Jazz.

And finally, before the sun had set on summer, in September, back in Boston, the local chapter gathers for the express purpose of SAMPLING BEER and, oh yes, chatting at the Sunset Grille and Tap. The Sunset is known as one of the great beer halls in America, with 110 brews on draft, 350 bottles ... a beer menu of 12 pages covering virtually every country in the world... and nachos to feed a small army... We quote, too, from the Boston Chapter's announcement about this event: "St. John's wasn't just a place for introverted philosophers and literati; it also had its share of party animals."

Happily, there were parties and party animals all across the land, as Johnnies came together for these and other summer events, often bringing alumni together in new settings-on land and sea, delighted by wine and song, before the return of fall. ●

Peter Huidekoper(SGI90)

## ZOLLARS ON HAMPTON A FITTING ADDRESS

*A speech by Jerry Zollars (A65) given on the occasion of the awarding of the St. John's College Alumni Award of Merit to Robert Hampton, SF '73 on June 20, 1998*

One score and nine years ago Bob Hampton came forth to this college as a new student, conceived in Texas and dedicated to the proposition that all men are created equal. Now we are engaged in a great collegiate homecoming, celebrating that that student and other students, so conceived and so dedicated have graduated from that college.

We are met in the dining hall of that college. We have come to celebrate Bob Hampton, an alumnus of that college, as an example for those who here study Great Books that that college might live.

It is altogether fitting and proper that we should do this. But in a larger sense, we cannot celebrate, we cannot consecrate, we cannot honor this fine man. The poor people, living and dead, who struggled for justice in and around Wichita Falls, Texas have consecrated him far above our poor power to add or detract.

The world will little note nor long remember what we say here, but it can never forget what he did there.

It is for us the living rather to be dedicated here to the unfinished work which Bob Hampton so nobly advanced in his years of service to the West Texas Legal Services.

It is rather for us to be here dedicated to the great task remaining before us — that from Bob Hampton we take increased devotion to that cause for which he gave the first full measure of devotion — that we here highly resolve that the poor among us shall not seek justice in vain, that this college shall encourage a new birth of dedication to public service to the poor, and that justice - of the people, by the people, for the people shall not perish from the earth. ●

## ALUMNI BOOK REVIEWS. . . . .

*Skepticism in Ethics*,  
by Panayot Butchvarov  
1989, Indiana University Press.  
225 pages  
review by Peter Melka, (SF87)

One of Butchvarov's fellow philosophers has called this book the most important contribution in ethics since World War II. I am not qualified to say whether this contribution consists in Butchvarov's ingenious ideas defending the notion of right and wrong, some of which are metaphysical and epistemological rather than ethical, or the somewhat original ethical theory he sketches. His theory combines "the truth of Utilitarianism," i.e. that consequences matter, with the unwillingness to reduce the good to anything else, such as pleasure. In fact Butchvarov professes not to understand why the good is desirable.

The good, or goodness, is in his view a genus, like the genus of geometric figures, with more familiar species or subgenera of intrinsic good: existence, health, pleasure, satisfaction, knowledge, fortitude, friendship, and (the more stratospheric) good of society. Although a critical judgement of the book's importance requires some expertise, it is a favorite of mine because of its accessibility and the readily understandable importance of many of the ideas.

*The Millennial Project: Colonizing the Galaxy in Eight Easy Steps*, by Marshall T. Savage; Little, Brown & Co.; 1992; 491 pp.

Review by Peter A. Melka, (SF87)

According to Butchvarov, one of the possibilities for the good of society is the colonization of the galaxy. Savage's book proposes that we do just that: it's

our duty, he proposes, to bring life to a lifeless cosmos. *The Millennial Project* gives voice to this view-and to what is in fact a movement seeking such colonization. Utopianism weakens Savage's case. It even distorts the otherwise very impressive engineering information. For example, to me his proposed sites of oceanic farming and energy production more closely resemble San Francisco than they do those locations we identify with farming and energy: the plains of North Dakota or the north slope of Alaska.

The strength of the book is probably just the other side of its weakness. That is - rather than deciphering trends - Savage steps up to the visionary plate and imagines the next 1,000 years with a vividness and thoroughness that is clearly a labor of love. ●

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 Peter Huidekoper at 2395 S. Milwaukee St., Denver, CO 80210, call 303-757-1225, or e-mail peterhdkpr@aol.com.

The dates for the Santa Fe Summer Alumni Programs are July 11-16 and July 18-23. The topics for those weeks are "Ethical Dilemmas in Bio-Technology" and "Visual Arts." Homecoming Weekend is July 16-18.



## Alumni Notes...

### 1931

**Dr. Edwin Lotz**, who lives in Charlotte, North Carolina, says, "I celebrated my 88th birthday on August 27 and my health is quite good for my age."

### 1932

"A recent cataract operation has improved my vision, but I still have a hearing problem," writes **Henry Shryock**. "My wife, Pauline, and I are booked for a trip on the Volga River from Moscow to St. Petersburg. I serve on the executive committee of the Travel Group of the Cosmos Club. I previously led their trip from Prague to Berlin."

### 1935

**Richard Woodman** is still actively practicing law and serving as president of an abstract company. He writes that he is enjoying life in upstate New York.

**Mel Bisgyer** is alive and well and sends his best regards from Delray Beach, Florida.

### 1940

**Bill Carter** reports that he's having a big 1998. Delaware Technical and Community College named a building after him, and just six months shy of his 80th birthday he received a PhD in government and education. His dissertation research project on the Teacher Assistance Program (TAP) used supplemental computer assisted instruction to individualize classroom learning in grades 3 and 5 of a local public school. After TAP completed its second year, the Delaware State Chamber of Commerce designated it a Superstar in Education with the President's Technology Award of \$2500, to which MBNA Bank added an additional \$17,500 to help the school expand the project. TAP started its third year in September, now expanded to include grades 3, 4, and 5.

### 1943

**Peter Kellogg-Smith**, along with four other St. John's alumni, is involved with the Fairhaven School, which will be the fifteenth spin-off from the Sudbury Valley School in Farmington, Mass. The school opened in September; it's 15 miles south of Annapolis. Other Johnnies involved are: Anne (Glenn) Cruse, A76; Bryant Cruse, A73; Jim Myers, A77, and Alice Wells, A84.

### 1944

Fifty-eight years after first reading Plato, I walked in Socrates' footsteps

in Athens," reports **Peter Wolff**. "It turns out, he walked and taught conveniently close to the subway stop 'Ancient Agora.' This was an Elderhostel trip, which I highly recommend. We also saw some of the Greek isles and the city of Mycenae with its Lions' Gate, where Agamemnon presumably stepped on the purple carpet. Also the theatre at Epicaurus, where an American tourist stood in the correct acoustical place and sang the Yale song. The archeological museum in Athens was fabulous. I was especially intrigued by the archaic statuary (with the famous smile) and have been reading up on it since."

In June **Peter Weiss** and his wife, Cora, received the Agfrey Medal of the Phelps-Stokes Fund for their "life of service to Africa and their heroic efforts in the cause of justice and peace." They are currently engaged in another heroic effort to bring 10,000 people to The Hague in May 1999 to launch a campaign under the slogan "Time to abolish war - peace is a human right."

**Ahmet Ertegun**, founder and CEO of The Atlantic Record Group, was presented with "The Spirit of Music" award by the Entertainment, Media and Communications Division of UJA-Federation of New York. He was selected because of his strong commitment to many philanthropic, civic, and cultural organizations as well as for his contributions to the music industry.

### 1945

**Charles (Chuck) Nelson** writes that he is working on a dual biography of Stringfellow Barr and Scott Buchanan. "I welcome recollections from all survivors of the 1937-46 period. Also anyone connected with publishing who is interested in finding an audience wider than St. John's for such a book should get in touch with me," he writes. His address is P.O. Box 247, Croton-on-Hudson, N.Y. 10520. Fax 914-271-4278.

**Gene Thorton's** poem, "Ovid in Exile," was scheduled for publication in the Summer 1998 issue of the *Paris Review*.

### 1947

**John Brunn** has just retired after 37 years of teaching at Chabot College in Hayward, California. "I plan to keep busy," he says.

**Archer Jones** has published the last of several books on military history, *Elements of Military Strategy, An Historical Appraisal*, in 1996. He assisted Alberto Bin and Robert Hill with a book about Desert Storm, to be published in 1998.

### 1948

**Peter Davies** sends word about a fishing trip for striped bass off Montauk Point this summer with Peter Weiss (A44), Allan Hoffman (A49), and David Rea (A49). Those who caught their limit of two each were Davies, Weiss, David Rea's son, and Allan's son. The group enjoyed a fine dinner at David and Jacqueline's beautiful Victorian house the evening before. The once-a-year fishing adventure has become an annual event for the four from the decade of the 1940s.

### 1949

"Will be nowhere near Naptown in October for Homecoming," says **James Conrad**. "However, I'd think someone is planning for our 50th next year..."

### 1950

**Ben Moskowitz** toured Australia in January 1998. He's going back for more sightseeing in January 1999.

### 1951

**Bill Roberts** writes that he continues to satisfy his desire to travel. He spent part of last fall driving up the east coast to eastern Canada to see the leaves change, following the change down to the Smokies in western North Carolina - "a beautiful trip!" Last spring, he drove out to Portland, Oregon, spending a month on the road - "hot in Texas!" He plans to spend a month in England in the fall. Bill owns Far Horizons Sailing School and Charter Services, which offers local cruises (discounts to Johnnies) from Miami on 30-, 35-, and 40-foot sloops. His number is 305 245-6632.

### 1954

**Bernard Jacob** received his PhD from the New School for Social Research with a dissertation on Aristotle's *Art of Rhetoric*. In 1997 he became the third A.M. Bickel Distinguished Professor of Communications Law at Hofstra University on Long Island, where he has been teaching since his retirement from practice in 1979. Since 1977 he has been married to Hon. Phyllis Gangel-Jacob, Justice of the New York State Supreme Court; the couple lives in Manhattan.

### 1958

**Mary Bittner Goldstein** has retired from Brooklyn College and the Graduate School of The City University of New York and is finishing a book, *Accommodating*

*Women in Western Art: An Essay on Interpretation*.

### 1959

**John McDevitt** writes that he has a new grandson, John Robert Phelps. He also says, "I'm retired from public school teaching but am keeping my hand in as an adjunct at Tallahassee Community College."

### 1960

**John Pattie** writes: "I continue to dispense law for the Ventura County Superior Court. ('Justice' is a too effete term.) Sold my house to move onto my boat. I am single, happy, and Jungian. Plan to retire soon in Mexico (La Paz, B.C.S.)"

**John Lane** is still with NationsBank running information technology activities. After the merger with Bank of America, the new entity is the largest bank in America and the fourth largest in the world, he reports.

**Frank B. Murray** has been appointed the first president of the Teacher Education Accreditation Council, established in 1997. He is former dean of the University of Delaware's College of Education and currently director of the university's Center for Educational Leadership and Policy.

### 1963

**Bill Rump** is a consultant with Cybernet Solutions in Atlanta.

**William Merritt Davis** is executive vice president at Donaldson Lufkin and Jenrette in Boston and the chairman of the board of the Berklee College of Music. He and wife **Jessica Hoffmann Davis** (A65) reside in Boston and have three grown sons, one grandson, and another (grandson) on the way.

### 1964

**Cecily Sharp-Whitehill** is president of Telecompetence, Inc. Her company has expanded its business-communications seminars and consulting to include personal presentation, written communication, and computer-related communications - "well beyond our original reason for being, which is spoken communication, particularly focused on telephone-related business communication." She lives in Annapolis.

**Stephen Fineberg** is a professor of classics at Knox College, a small liberal arts college in Illinois. He writes: "I direct a program for seniors in (what else) general education - the various courses

## Alumni Notes...

include: myth, time, freedom, death and dying, modernism – most taught by two or more faculty (St. John's seminars reborn on the prairie!). Greek does well here as does Latin, which is taught by my wife Brenda who also chairs Women's Studies. My two daughters are in college and my black lab Maggie (two years old) is among the best behaved in dog class! My current work is on the god Dionysos (visual images and written texts in 5th century Athens). I myself am not always the best-behaved dog in the class, but then I am tenured. Please—others in my class: write in so we can know what you're doing."

**Sara Hobart Homeyer** loves being a grandmother, making quilts for a 3-year-old and a 6-month-old. She delivers a sermon once a month as a licensed lay preacher at her Episcopal parish. "Preaching is hard work, I have discovered—need a nap afterwards! (Actually it's the study and then sleepless night before that are exhausting. Speaking is not difficult.)"

**Judith Laws Wood** returned to school in 1993, earning a bachelors degree in business administration with a minor in public administration from California State University, San Bernardino, in 1996. In May 1998 she graduated from San Jose State University with a masters in library and information science. She became a university librarian two days after graduation, ending a journey started at St. John's in 1960.

### 1965

**Jessica Hoffmann Davis** is the founding director of the new arts in education program (in its third year) at the Harvard Graduate School of Education, where she teaches and does research. She and husband **Will Davis** (A63) reside in Boston, and have three grown sons, one grandson, and another (grandson) on the way.

### 1967

**Helen Hobart** writes: "Please be sure to include the Sacramento group in your listing of alumni seminar groups. We welcome new members! We meet roughly every four to six weeks; recent readings include *Nicomachean Ethics*, Gogol, *Our Country's Good* by Timberlake Wertenbaker, and the Gospel of St. John. Contact Arianne Laidlaw at 916-362-5131 or Helen Hobart at 916-452-1082. We're especially pleased that tutor Tom Slakey and his wife Marion have become part of our Sacramento group."

### 1968

**Thomas Keens** (SF) is a professor of pediatrics at the University of Southern California (USC) School of Medicine, and in the Division of Pediatric Pulmonology at Childrens Hospital, Los Angeles. He has been involved in research into the cause of sudden infant death syndrome (SIDS) for the past 20 years. His daughter, Jenny, just completed her freshman year at USC ("I could not interest her in St. John's"). His son, Peter, is a sophomore in high school. His wife, Susan, is a clinical psychologist presently running a day treatment program for severely emotionally disturbed children.

**Marilynne Scott** (SF) and her husband, David, continue to enjoy living in the Seattle area. She has been teaching first grade for the past few years and will teach second grade this fall. Daughter Emily will begin her freshman year at Sarah Lawrence. Her older daughter, Sasha (Schell), continues to work diligently on her doctoral thesis in Latin American history and plans to submit this fall. Marilynne and David visited her in Oxford this summer. "I am healthy and happy!" she writes.

**Elizabeth Dobbs** (A) has been elected to a two-year term as Chair of the Faculty at Grinnell College. She had an article, "Seeing through Windows in Chaucer's Troilus," published in *The Chaucer Review*.

In July, **Donald Schell** (SF) walked 300 miles of the pilgrimage to Santiago de Compostela with daughter Maria, who graduated from Smith College this year. This winter, he will be in Washington,

Florida.

**Megan Anne Beaumont** (formerly Anne Reid Dews) sends this report: "My son Morgan, now 30, lives in Barcelona and has just cut a record. My second son, Alan, plans to make me a grandmother in November—this will be the seventh grandchild of our four-adult household, but the first one of my body.

I'm alive and well and living in New Jersey, where my husband Bill and I are building a dream house with another couple, out in the woods with a little field attached. This year we're finding out about farming—which has certainly been an education. We planted about 100 pumpkin hills, each with two plants; so far we have at least a dozen pumpkins, most as big as three inches in diameter but some as much as five inches. With Halloween fast approaching, we've abandoned our hopes of a bumper crop—or a profit.

Over the years I've attended four colleges without ever graduating, but am expecting to get a Bachelor's in Natural Sciences and Mathematics in probably February of 2000. I've worked as a credit department clerk, a waitress, a mechanical engineer, a maintenance supervisor, a newspaper reporter, a real estate agent, a teacher of mentally-retarded adults, and an activities leader in a residential facility for people with Alzheimer's disease. Not counting all the volunteer stuff that has come my way. Most of it has been fun, interesting, challenging.

I'm finally starting to make my peace with some of the tough stuff, and it's just possible that I'm

### 1969

**Beth Kuper** (SF) is doing feng shui consulting in the San Francisco Bay area. "Feng shui is the ancient Chinese art of arranging environments harmoniously to facilitate the smooth flow of chi – the universal energy that animates, connects, and moves everything through the cycles of life," she explains.

**Joseph Baratta** (A) reports that he is "becoming a Quaker (after an Episcopalian, a Rationalist, a Jew, and a Catholic)." His article on "International Federalism" will appear in *Peace and Change* in 1999. His study, "Joseph the Carpenter: Father of Jesus," is ready for publication. "Heretical, but nice."

### 1971

**George Elias** (A) reports that his oldest (of three) daughters will be a senior in high school. "Any classmates visiting the San Francisco area are encouraged to call. E-mail me at GHElias@aol.com."

### 1972

**Grant Wiggins** (A) reports that he has two books out this year on education reform: *Educative Assessment* (Jossey-Bass) and *Understanding by Design* (ASCD, co-authored with Jay McTighe). He and his family live in Pennington, N.J. His passion for baseball is undiminished; he pitches to his sons Justin (8) and Ian (6) in the backyard, working unsuccessfully on his curve. He's happy to hear from old friends at gwiggins@classnj.org.

### 1973

**India Williams** (SF) is selling real estate in Sabastopol, California, an hour north of San Francisco in Sonoma County. She works for Coldwell Banker. Her oldest daughter, India, is a sophomore at Santa Fe. Her younger daughter, Challen, is a junior in high school.

### 1974

**James LeVan** (A) was married to Nancy Jo Fiscus last May in a Quaker wedding at the Sandy Spring Friends Meeting in Sandy Spring, Maryland.

**Mary Jeoghegan Jolles** (SF) received an M.Ed. in elementary education from the University of New Hampshire in 1985, and was a teacher for 15 years. "I am now the principal of Colebrook Primary School in Colebrook, New Hampshire, a K-5 public school, and recently received by C.A.G.S. degree in Educational Administration and Supervision," she writes. "My three

## ON-LINE CLASS NOTES

The class notes section from The Reporter is now on-line at [www.sjca.edu](http://www.sjca.edu) → Annapolis → Alumni & Advancement → The Reporter.

D.C., where he has been elected to a residential six-week fellowship at the College of Preachers. He'll be working on a series of articles on preaching Christology – experience and mysticism.

**Tom Geyer** (A) writes: "I have retired from the newspaper business after 30 years as a reporter, editor and publisher."

**Peter Coen** (A) recently opened a general law practice in Bradenton,

starting to grow up a bit. I've been blessed with good friends and interesting times.

I want to hear all about everything that has happened to members of my class, so I invite them to get in touch. E-mail is the easiest way to find me, [maggiebea@compuserve.com](mailto:maggiebea@compuserve.com). Snailmail is P.O. Box 2594, Trenton, NJ 08690. Do say hello, at least."



# Alumni Notes...

children – Philip, Diana, and Karl – are 21, 18, and 16 respectively. My husband, Nick Jolles, is an independent building contractor.”

**Erica Chaney King (A)** has retired from the Marine Corps with just over 24 years of service. She and Gregory will be returning to California and settling down somewhere in San Luis Obispo. “I plan to do nothing much at all for as long as I can stand it!”

**Celia Y. David (SF)** has been named to manage the sale of ComEd’s coal-fired generation plants. ComEd provides electricity to seventy percent of the population of Illinois. David attended Northwestern University Law School after graduating from St. John’s College. She lives in Glencoe, Illinois with her family.

## 1975

**Laura Bridgman (A)** writes that it was “great to ‘hear’ Mr. Jacobsen in the *Reporter* interview and to remember Mr. Littleton from Chester Burke’s memorial speech. I guess I’ll be ready for a reunion in 2000 AD. Hope the ‘75ers and others will come!”

**Peter Kniaz (A)** has a new job – he is now Director of Systems Services for Invacare in Elyria, Ohio, outside of Cleveland.

**Cynthia Swiss (A)** is now the director of the string orchestras at McDonough, a private school in Owings Mills, Maryland. She has also started a salad dressing business called Falls Farms – she uses all natural ingredients and the dressings are fat-free.

## 1976

**Christian Burks (SF)** and **Janet (SF)** moved to the Bay area a year ago. Janet is working with a small art/design staffing agency, ArtLinks ([www.artlinks-staffing.com](http://www.artlinks-staffing.com)). Christian is working with a start-up biotech, Elelix Pharmaceuticals ([www.exelixis.com](http://www.exelixis.com)). Their oldest daughter, Caitlin, is entering UCSD as a freshman, and her sister, Marvail, is a sophomore at Berkeley High School.

**John Rees (A)** reports that he is practicing neuroradiology and general radiology in Orlando, Florida. “My daughter Katie is three years, my son Daniel is 10 months, and my wife Courtney and I are expecting another baby boy around Thanksgiving. Katie wants to name him ‘Fleek,’ but we’re not sure. Recently I had a stimulating seminar on the Book of Job with **Paul Heylman (A74)**, **Sam Goldberg (A74)**, **Mark Aickelin (A75)** and the recently married **Jim LeVan (A74)**.”

**Leslie Graves (A)** writes that she

enjoyed **Steve Ulrich’s (A97)** comment in the last *Reporter*, “As for myself I am doing nothing noteworthy.” She says, “This ought to be the motto for A76, my own class, which either has the record or is in the homerun chase for most years of alumni silence. I’ve been pursuing masters rowing with my three sisters. In August, we competed in the Nike World Masters Games. This resulted in a half-hour ESPN show about our team, which was gratifying (‘the true spirit of athletic excellence,’ and other similarly over-the-top encomia, which we ate right up).” A web page about their experience is at <http://members.aol.com/lbgraves/index.html>.

## 1977

**Andrea (Williams)** and **Robert James Ham** (both SF77) write from Santa Rosa, California: “Our family is still mourning the death of John L. Williams, Andrea’s father and alumnus (A50) and member of the Board. Thank you to all who sent condolences and positive thoughts. On a happier note, Jim and I are busy juggling business and family. Dylan enters high school and Caitlin goes to junior high. We are all well. Jim and I celebrated our 20th wedding anniversary this last July. We have fond memories of St. John’s and Santa Fe where we met. With our niece, India Clarke, as a freshman at the Santa Fe campus, St. John’s College is truly a ‘family affair’! We welcome news from all our old friends.”

**Anne Browning Byers (A)** reports: “I spent the fall of 1997 in Aarhus, Denmark, with my husband and two children. My husband was there on a Fulbright Fellowship. We all had a wonderful time. We traveled a lot and loved Denmark! Since returning, I’ve been fighting metastatic breast cancer. I’m receiving treatment through Duke University and am very optimistic for a full remission.”

**Daniel Jerrems (A77)** says he finally decided to grow up and get married. He’s now the proud father of the handsome and intelligent six-month-old Daniel the Second. “Best thing I’ve done so far.”

**Walter Featherly (SF)** and **Carol Stolpe** are building a new home/B&B in Anchorage, Alaska, with the best views of the area. “Come visit!”

**Miriam Redleaf (A)** writes: “I had a good time seeing Laurence and Gisela Berns in Chicago. My same sex spouse and I live in a house in Chicago. We go to an egalitarian conservative synagogue where we try to stand up and sit down at the

right times. I am an ear surgeon. We have four very nice adopted children who are 13, 11, 9, and 7. My interests are foreign languages and drawing and painting. So far so good.”

## 1978

**Michael Ciba (A)** and **Diane Lamoureux Ciba (A80)** send along this update: Michael became pastor of the Mill Plain Union Church in Waterbury, Connecticut, in August. Diane is a PhD student in marketing at the University of Connecticut. Her research centers on marketing on the world wide web. Their daughter, Rachel, is a freshman at Drexel University majoring in architecture. Their son, Daniel, is a junior at Crosby High School in Waterbury.

**Melinda Skilondz (SF)** missed her 15th reunion this summer to get married in Montana to Don Byner. The Byners now run a video production company in Los Angeles; they are reachable at [BynerVideo@aol.com](mailto:BynerVideo@aol.com).

**Elizabeth Burch Michel (A)** was admitted to the partnership of KPMG Peat Marwick LLP (the Big 5 accounting firm) on July 1, 1998.

## 1979

**Muriel McCown (SGI)** sends a thank you to the Graduate Institute— “My very best classroom study... opened a new world to experience in thought and travel.”

**Kathy Buck (A)** says that Michael Blume’s niece Francesca was her daughter’s best friend this year. “What a coincidence!”

**Kelly Bradford (SF)** changed jobs; he is now a Microsoft Certified Trainer teaching Windows NT and other software for a training company, Productivity Point International. He is married to Lynn Anderson, has a six-year-old daughter, Anne Bradford, and has lived in Austin, Texas, since 1984. He’d love to hear from classmates; e-mail is [kbradford@propoint.com](mailto:kbradford@propoint.com).

## 1980

**Amy Clark (A)** has moved to Pennsylvania and is teaching at Dickinson College in Carlisle and Franklin and Marshall College in Lancaster (Latin and Greek, history and literature). “I’d love to get together with people in the area, maybe go to a concert occasionally (it’s not that far from Philadelphia and Baltimore). E-mail will reach me at [a\\_clark@acad.fandm.edu](mailto:a_clark@acad.fandm.edu) or [acclark@emial.unc.edu](mailto:acclark@emial.unc.edu).

**Nancy Cline Wright (SF)** is still teaching. She says she received points to renew her teaching license

when attending the alumni seminar in Santa Fe. “We had to move all our books (and the rest of our stuff) 12 blocks this summer. Sigh.”

**Commander Paul B. Martin, Jr. (SF)** is retiring from the U.S. Naval Reserve and Naval Reserve SEAL Delivery Vehicle Team TWO on Saturday, October 17, 1998.

## 1982

**Randy Linder (SF)** writes: “Somehow, I find myself an assistant professor at the University of Texas in Austin, researching the evolution of plants and teaching about plant evolutionary biology. It’s a mostly satisfying enterprise, but I do find myself longing for more time. Debbie and I have two wonderful children (my unbiased assessment), Rachel and Ben. Let us know if you’ll be in the Austin area. Visitors are always welcome.”

**Valerie Kinzer (SF)** is currently working part time as a nurse and taking care of her children, Emily (4 1/2) and Michael (7 1/2). She would love to hear from any Johnnies in the class of ‘82.

**Nathan Rosen (A)** sends word that his sons were born on April 21, 1998: Daniel Tzxi Rosen (6 lb., 8 oz.) and Zachary Alexander Rosen (7 lb., 1 oz.). He teaches drama at Atholton High School in Columbia, Maryland. **John Michael McDonald (A97)** substituted during his paternity leave “and did very well.” Rosen’s daughter Marielle had her bat mitzvah last fall and started high school at the Carver Center as a drama major. He also notes that he directed *Arms and the Man* at the Elliott Theatre last summer. His e-mail is [Nhrosen@aol.com](mailto:Nhrosen@aol.com).

## 1983

**Jessica Wolff (SGI)** says that her single term at the Graduate Institute had two side-effects: she rediscovered a love for classics/archaeology and ended up going as a volunteer on Etruscan and Minoan digs; and her daughter, who was with her that summer, went back to Santa Fe years later to study at the Institute of American Indian Arts.

**Miles Beckwith (A)** has accepted a position at NMU as an assistant professor of English (tenure track). He has a doctorate in linguistics from Yale, has been teaching as an adjunct at Princeton, and he and his wife Mary McCune, have two children, Elinor (3) and Owin (born in April).

## 1984

**Fr. Robert Nicoletti M.J. (SF)** writes from Lublin, Poland, “Would anyone like to help an orphanage in

## Alumni Notes...

Ukraine? If so, let me know. My address is Ul. Dudzinskiego 7, 20-815, Lubin, Poland."

"I recently received a University of Nevada Las Vegas and Nevada Board of Regents Award for Distinguished Teaching," says **Martha Young** (SGI). "Much of my success as a teacher and scholar may be attributed to the St. John's models of teaching and learning that instilled the values inherent in serious inquiry and acceptance of diverse views."

**Dave Meng** (A) and Patricia Noone announce the arrival of their daughter, Molly Tian-Ni, born 6-23-97 in Wuzhou, China.

**John Bush** (SF) is finishing up his architecture internship and plans on taking the architecture registration exam next summer. Elizabeth (Harris) is working in the plant pathology lab at Virginia Tech and gardens a lot. Salem (15 1/2) is in the 10th grade, running cross country and playing soccer and basketball. Loran (12 1/2) is in the 7th grade and also loves playing soccer and basketball. They are doing fine, says John, and would love to hear from old friends who might be near Blacksburg.

After six years in Central Europe, **Grady Harris** (A) realized that he was not going to accommodate himself to ten-month winters, so he returned to Georgia.

### 1985

**Kevin Fitzgerald** (AGI) is now principal of Caesar Rodney School in Camden, Delaware. He is pursuing a PhD in Education Leadership at the University of Delaware.

**Margot Hobbs** Thompson (A) reports that she will be teaching art history at Bucknell University in Lewisburg, Pennsylvania, in 1998-99.

**Terri Luckett** (SF) writes: "We are currently living in Fairfield, Connecticut, one hour from NYC. We moved in October of 1997 just in time to miss the deluge from El Nino. Despite a bit of culture shock, we -- (**Gordon Lloyd**, SF84), Carolyn (my daughter), and I -- are doing quite well. While my job has moved me into the maw of the beast (GE headquarters) it is at least challenging and interesting work. I'm still deciding what I want to do when I grow up. If anyone finds themselves in the area, feel free to drop in."

An update about **Torin Owens** (A): "Torin continues to progress, though slowly, since his accident in 1985. He has recently purchased a Gladiator Chevy van with an electric lift and he has a handicapped

accessible home. He spends his days and nights listening to music, classical literature, and the RugRats. He goes to physical therapy where he exercises, entertains, and is entertained. He remains a devout Christian. He remembers most of his classmates. He can be reached at P.O. Box 391, Fernandina Beach, FL 32035."

**Stephen Rudow** (A) has moved from commercial real estate appraisal to a mortgage underwriting position at NationsBank in Baltimore.

### 1986

**Jamie Davis** (SF) and Regine Verougstraete announce the birth of their second son, Theodore Oswald Jean Davis. Jamie is still doing lighting for film and TV and lives in South Pasadena.

### 1987

**Alexandra Kambouris** (A) writes: "I married Ken Alberstadt in June, 1997 (in a ceremony witnessed by, inter alia, E. Updike, Pam Fabi, Shaughnessey, Duvoisin, Frame, and Hussein). Angelika Nora Alberstadt was born May 27, 1998."

**John McKim** (AGI) recently completed all of the requirements and passed the Accredited in Business Valuation (ABV) examination given by the American Institute of Certified Public Accountants (AICPA).

### 1988

**Samuel Casey Carter** (A) has been named a Bradley fellow at The Heritage Foundation, a Washington-based think tank. During his one-year term as a Bradley fellow, he will write about successful education reforms at the state and local level, including charter schools, vouchers and other school-choice programs, and about public schools and districts using innovative teaching methods to raise student performance. He is executive editor of *Crisis* magazine, previously served as a Benedictine monk, and is on the board of directors of America's Future Foundation, a non-profit corporation that encourages increased political awareness among young professionals.

**John McLaughlin** (SGI) hopes to sign up for the Eastern Classics program "in nine or ten years." Meanwhile, he plans on going to Switzerland this fall to work on an illustration, after being "chained to a desk doing a drawing for a wine bottle label (in about a year ask for Duckhorn Winery)." McLaughlin also notes that "there is a sketch due

Phil Leatherwood of his classic VW, but as far as anyone can tell he has become a hermit in the mountains of Norway, and forwarding the drawing could be difficult."

**Carole Cunningham** (A) is currently Dean of Students at Coleman College, a small, private, technical college devoted to computer related fields. She teaches a course called "Success Seminars" to prepare returning adults for success in college and on the job.

**Sheila and Steve Virgil** (both A) report that they've left Ohio and are back in Nebraska, where Steve is a bond lawyer at Kutak Rock and Sheila cares for James (born 8/28/97). They see **Lucy Duncan** (SF86) frequently and love her children's bookstore, The Story Monkey.

"My two children (Baird - 8, and Marion - 6) and I live in a cute little crackerbox house in Baltimore," says **Ellen Schwindt** (A). "I teach biology and physical science to 10th and 7th graders at Park School, along with fellow Johnny colleagues Hunter Nesbitt, Greg Brandt, and David Lowther."

**Charles Melson** (AGI) has been appointed Chief Historian and head of the Historical Branch, at Headquarters Marine Corps. "We continue our charge of recovering, preserving, and telling the story of the Corps through material and narrative history," he writes. Melson was educated at Sonoma State University and St. John's, and he has 25 years of reserve and regular Marine Corps service.

**Katarina Wong** (A), in the spirit of equality, decided that after spending four years at St. John's College reading works by dead white men she would devote at least two years to reading works by their dead Asian counterparts. She is currently at Harvard Divinity School finishing her last year as a candidate for the Master in Theological Studies in Buddhism and is looking forward to seeing her former SJC classmates at the October reunion.

**Jeff Falero** (A) offers to assist any students, alumni, or staff interested in the transition between St. John's and a career in civil engineering. His e-mail at work is jfalero@ix.netcom.com.

**Karel J. Bauer** (A88) and Nancy Harris Bauer have just added to their family of three a boy, Miles Harris Bauer, born in February. They have a daughter, Elena, born in 1995. Karel is a video and documentary film photographer in Seattle, and Nancy is a lawyer specializing in maritime law.

**Jana Giles** (A) recently published

a short story, "The Singing Door," in *Rosebud Magazine* (Cambridge, Wisconsin) and an academic article, "The Craft of 'A Painful Case': A Study of Revisions," in the anthology *New Perspectives on Dubliners* (Amsterdam: Rodopi, 1997). She is currently working for ProLaw Software in Albuquerque as a trainer, and traveling throughout the US.

**Shirley M. Banks** (SF) ran her second marathon in February in Austin. In March, she graduated with a BS in biology, with a math minor, from Kennesaw State University. In July, she became a health educator at Emory University. She runs the HIV testing program, plans and implements human sexuality education for students, and serves as administrator for the immunization program of the student health service.

### 1989

On March 7, 1998, **Brett Heavner** (A) married Christine L. Kohls in the Great Hall. His brother **Bryce Heavner** (A93) was best man. Many alumni were present to share happy times and memories.

**George Turner** (A) reports that he is leaving his current job at O'Melveny and Myers LLP and starting with the Orange County District Attorney's office.

### 1990

**Jintana (Tina) Chiu** (A) received an MA in history and philosophy of science at the University of Chicago in 1993 and an MS in urban planning at Columbia University in 1996. She is currently working as a researcher at Columbia's Empowerment Zone Monitoring and Assistance Project.

**Geneva Fulgham** (SGI) has written a book with her sister, Elizabeth Silverthorne, called *Women Pioneers in Texas Medicine*. Published by Texas A & M Press in October 1997, it has had good reviews and a commendation from the Texas Medical Association.

**Graham and Brooke Redgrave** (both SF) live in Baltimore with their two children, Benjamin, 6, and Rosalind, 3. Graham is beginning his last year of medical school at Johns Hopkins and is planning to start a career in psychiatry next year, and Brooke is actively involved with the kids' education at the Waldorf School of Baltimore and at a coop nursery school. "Contact is encouraged!"

**Eliot Duhan** (A) writes: "In the past few months, I've harvested the first honey from our beehive in the backyard, sold a screenplay, and



## Alumni Notes...

gotten married to Tyra Petrak, a woman who never ever went to St. John's. We're living in a part of Philadelphia called Manayunk, a neighborhood in which mostly everything rolls downhill. Our house has cats like some houses have mice but it's okay. EDO, my band, the best Marx Brothers cover band in Philadelphia, thrives, working hard, week in, week out, on the new CD, due out on Pat O'Donnell's Skoda imprint sometime before the millenium. I can be reached at eliot@p3.net."

The e-mail address for **Andrew Ghiz** (A) was printed incorrectly in the last *Reporter*. It should be aghiz@ghiz.com.

**Karl A. Meyer** (A) says, "I married Jennifer K. Luebbe on 8-8-98. We are living in Chicago, where Jenny works as a statistician and I am establishing myself as a professional musician and booking agent in the local Blues scene. Drop us a line at: kmeyer99@aol.com."

### 1991

**Cynthia LaMarche Gavioli** (A) reports that she married Douglas Gavioli of New Haven, Connecticut, in 1996. She is newly employed by A.G. Edwards & Sons.

An update from **Andrea Rush** (SF): "I've just returned from a fantastic six months at the Findhorn Foundation, an international community in northern Scotland, known for its magical gardens. I got to work with 'The Living Machine,' a very groovy ecological sewage treatment system, and continue studying expressive dance. I'm spending the summer with my family in Pennsylvania and can be reached c/o P.O. Box 86, Mechanicsville, PA 18934."

**Sapna Slatkin** (A) has just moved back home after teaching English in Japan for two years. "I'm just floating for a while before beginning a serious job search. I would love to hear from friends," she says.

**Michael Hennerty** (SGI) retired from teaching in 1994. He's presently doing furniture on commission and also teaching classes in blacksmithing at Ghost Ranch Conference Center in Abiquiu, New Mexico. He's studied Irish history and performs Irish folk songs locally and far afield.

**Lisa Hopkins** (SF) and husband **Phil** (SFGI92) are in Texas, where Phil got a position as visiting professor at Southwestern University in Georgetown, Texas. He will finish up his PhD this winter in philosophy at the University of Texas.

### 1992

"I'm still in the Bay area," writes **Martha Acosta** (A). "I came out to San Francisco in '96 after getting an MBA and MA at SMU in Dallas. I've been a fund raiser at the Asian Art Museum, the United Way and now I'm the Director of Development at Alternative Family Services, a foster family and adoption agency. I'm applying to SFSU's Instructional Technologies program."

**Maureen Hatch Levri** (A) was married to Ed Levri in August 1996. Since then, they have been living in Bloomington, Indiana, where they both recently received PhDs in ecology, evolution, and behavior. Ed minored in education, Maureen in plant sciences. They have moved to Murfreesboro, Tennessee, where Ed is teaching biology at Middle Tennessee State University. In January, Maureen will begin teaching ecology and biology at Seton Hill College, a small, Catholic, liberal arts college in Greensburg, Pennsylvania. "Happy to hear from you, especially if you have boxes," she says.

**John Miller** (SGI) just graduated from the University of Minnesota Law School (cum laude) and is relocating to the Washington, D.C., area with his wife, Betsy.

**Siofra Rucker Nugent** (SF) reports: "Our daughter, Tinsley, just had her first birthday party. I've started a new job as case manager for a fantastic chiropractor's office. Andrew Nugent, my husband, has left the U.S. Navy. And we've finally bought a house. It's been a very busy year - full of change. We love La Jolla (California) and I hope we don't have to move again for a long time. Tinsley is a complete water baby - a surfer chick in the near future."

**Leah Ankeny** (SF) writes that the past year has been a whirlwind. She

began touring two solo shows with an interactive video, as an actress with Living Voices Theatre Company based out of Seattle, where she now lives. She adds, "I bought a home this fall with my wonderful partner, Mark Russotto, which I am very thankful for. In the spring of '98 I returned to Detroit for a semester of teaching as an adjunct faculty member at Henry Ford College. I got the opportunity to develop a short, solo theatre piece, 'Freakshow Brain,' into an hour-long ensemble piece. It was very challenging and a great learning experience."

"My partner and I are moving to Bellingham, Washington, so that I might continue my graduate education," writes **Stacy Vennema** (A), who will be working on a master's in education.

**James Ashley** (A) and **Tamara Steblez Ashley** (A93) announce the birth of their daughter, Alexandra Sage, on April 27. "She weighed in at a healthy 8 pounds, 3 ounces, and is the most beautiful thing we've ever seen. Having her is more wonderful than we could have imagined!"

### 1993

**Jide Nzilibi** (A) graduated from Yale Law School and finished taking the Maryland Bar Examination. He will be clerking for a year in Washington, D.C. for a federal judge.

**Valerie Duff** (SF) was recently awarded two individual artist grants - one from the Massachusetts Cultural Council and one from a private foundation. She currently works as an editor at AGNI Magazine in Boston and is starting to teach.

**Omar Manejwala** (A) writes: "After completing my MD degree at the University of Maryland I moved to North Carolina where I am working in the department of psychiatry at Duke. I am enjoying my

residency, and in addition to treating patients I am doing research on the magnetic stimulation of schizophrenic patients' brains, which appears promising."

**Michael Baldwin** (SGI) was selected Man of the Year by the American Biographical Institute, USA, based on outstanding accomplishments and the example set for his peers and community.

**Scott Capehart** (SF) graduated from the University of Washington with an MFA in acting. He is currently working as an actor, pianist, and teacher in the Seattle area. Next spring he, his partner Laura, and their four-year-old son Lavran will be heading to Los Angeles.

**Santha Bundy - Farah** (AGI) writes: "I accompanied a fellow teacher and a group of students from Sidwell Friends School on an exchange to Russia. Puschino, a rather small town two hours south of Moscow, at the bend of the Oka River, is the focus of our cultural exchange program in the middle school. Puschino was built to be environmentally perfect and is a Russian academic research town a lot like NIH. Other areas of focus on our three-week visit included Moscow and St. Petersburg. This is the second time in three years I have gone. After returning to the US I spent the rest of the summer as a biologist in Dr. Kenneth R. Spring's lab at NIH in the National Heart, Lung and Blood Institute, in a Laboratory of Kidney and Electrolyte Metabolism."

**Claire Darling** (SF) says, "Bought a house. Getting married 10/98. Love to help start a western Massachusetts alumni chapter. I'm very happy."

### 1994

**Sara Treanor Armbrust** (SGI) had a son, Karl Decatur Armbrust, on June 4, 1998, weighing in at 7 pounds, 7 oz. She says they are moving the Austin. "Does Austin have any Johnnies?"

**Josh Silberstein** (A) says that his CD, *In the Middle*, has been selling well in eight states "due in part to the wonderful support of my fellow alumni." His band is called Magis; one of their songs has been accepted to be released on an acoustic music compilation that will be distributed nationally. Check their website at www.bigheavyworld.com.

**Emika Ima** (SF) is currently typing her Master's thesis for the Sorbonne. She writes that she will probably stay in Paris for another three or four years to continue her studies in political science.

## CALLING ALL ALUMNI!

### NEW JOB? NEW SPOUSE? NEW BABY?

*The Reporter* wants to hear from you! Call us, write us, e-mail us!  
Let your classmates know what you're doing!

#### In Annapolis:

*The Reporter*, St. John's College, Box 2800,  
Annapolis, MD 21404-2800;  
410-626-2539;  
b-goyette@sjca.edu.

#### In Santa Fe:

*The Reporter*, St. John's College, 1160 Camino Cruz Blanca,  
Santa Fe, NM 87501-4599;  
505-984-6104;  
classics@mail.sjcsf.edu.

## Alumni Notes...

**Jeffrey Wright** (SGI) spent the summer as a visiting scholar at Trinity College in Hartford, Connecticut. He received a National Endowment for the Humanities grant to participate in an NEH seminar for school teachers on "The Irish Famine of 1845-1852" - "a wonderful and enlightening experience."

**Margaret Booker** (SGI) writes: "Life is good!"

**Lexey Anne Bartlett** (A) received her MA in humanities in December 1997, and is getting ready to begin writing her dissertation for a doctorate in English at the University of Texas at Arlington. "I'd love to hear from any classmates or friends in similar situations for commiseration purposes, or any friends I've lost touch with for procrastination purposes," she says.

### 1995

**Kate Feld** (A) has recently returned from two years teaching English in Taiwan, and plans to move to Boston. "If anyone wants information about teaching English in Asia, I'll be happy to help," she says. "My e-mail address is Katelf@packers.com."

**Marissa Mijal** (A) is starting a three-year master's program in landscape architecture at Rhode Island School of Design. She writes: "Landscape architecture involves placing human-made design in the natural environment. I will be minoring in fiber-art. I am also engaged and will marry when I graduate in 2001. My fiancé has a degree in architecture. We met while renovating a fold-music theatre in an old Masonic temple. Sound like the plot for a bad romance novel?"

**Geoffrey Griffin** (AGI) reports that he is taking a break from his consulting practice, Superhighway Systems, to become director of marketing for Picodyne, Inc. "Picodyne is a startup company supplying advanced electronics components to NASA, DOD, and industry featuring ultra-low power operation and radiation tolerance for space use," he says.

**Janice Cantwell** (AGI) is working as a volunteer at the Anne Arundel Medical Center in Annapolis and also volunteering at the Annapolis and Anne Arundel Conference and Visitors Bureau on West St.

**Frank Lanzkron-Tamarazo** (A) is in his second year as cantor of Garden Jewish Center of Flushing. He's in his last year of his Master's degree in sacred music at the Jewish Theological Seminary of America.

**Tracy Whitcomb** (A) is now the manager of the Trinity College

bookstore. One of the philosophy professors at Trinity is very excited that Tracy is a St. John's graduate, she reports.

**Kiersten Johnson** (SF) sent word about herself and about Bethany Serene Huffman and Kendra Mack. Kiersten will begin the second year of her doctoral program in film studies and rhetoric at the University of California at Berkeley. Bethany was married to Michael O'Connell on June 21, 1998 in a beautiful open-air ceremony near Missoula, Montana where she and Michael currently reside. Kendra will begin the second year of her doctoral program in American studies at the University of Texas at Austin.

**Carrie Sager** (A) is living in Toronto. "I have really enjoyed being back in Canada for the past two years—although the winters have taken some getting used to again," she writes. "I definitely do not miss the Annapolitan summer humidity though! This past June I successfully completed my first year (of 4) studying acupuncture and traditional Chinese medicine at The Michener Institute for Applied Health Sciences here in Toronto. Taking real exams was a killer! Outside of school, I have taken up rock climbing, ultimate frisbee, hiking, canoeing, and golf—anything that allows me to appreciate the great Canadian outdoors when it's not buried in snow. If anyone is venturing forth to our great white north, please feel free to contact me at carrie@pathcom.com.

**Kira K. Zielinski** (SF) reports that she was one of the small handful of Marines selected for the extremely competitive aviation board. "I'm looking at transitioning out of the Air Support field to go to flight school in Pensacola this fall. Also, I've been selected for captain, which I should be pinning on this fall as well. Life is outstanding. My e-mail is Herme5@aol.com.

### 1996

**Barbara Reel** (SGI) was appointed the Assistant Director for Human Resources - New Mexico Judicial Branch in February.

**John** (SF95) and **Allison Eddy-Blouin** (SF) are living happily in mid-coast Maine, where John has been building wooden boats and Allison nurturing 3-year-old Mary Catherine. Friends are always welcome: P.O. Box 201; New Harbour, Maine 04554.

### 1997

**Christine Reshetiloff** (AGI) completed her first year of teaching high school at St. Mary's in

Annapolis.

**Kevin Ross** (AGI) will be getting married in April 1999. He's currently pursuing a doctorate in education.

**Melanie Kirby** (SF) is serving as a Peace Corps volunteer in Paraguay, South America, working with campesino families in developing bee-keeping as an additional income source. Although living conditions are "basic," she reports she is thoroughly enjoying the immersion into the indigenous Guaira culture. Melanie does have access to e-mail about once a month; she can be reached at ringofire@hotmail.com.

**Juan Villasenor** (A) has moved to Nashville. "I'm not becoming a country singer/artist," he assures *The Reporter*. "Rather, I am going to attend Vanderbilt University Law School."

**Jason Stevens** (SF) and **Céline Bocchi** (SF) are living in Houston, Texas. Céline manages Pappadeaux restaurant and is taking language classes. Jason manages a store called Surroundings and is going for his Masters in Business. They plan to be married at the end of May.

### 1998

**David Austin** (AGI) won the Rotary Ambassadorial Scholarship to study sociology and education in Nepal for 1999-2000. ●

## OBITUARIES

### Daisy Goldwin

Daisy Goldwin, SGI78, died in October in Potomac, MD. She was born in Mamaroneck, N.Y., and attended the College of New Rochelle. She first came to Annapolis in 1944 with her husband, Robert A. Goldwin, who was then a lieutenant in the Army at Fort Meade. After the war, he enrolled at the college, where the Goldwins lived in quonset hut barracks on back campus with their two daughters from 1946 to 1950. When Mr. Goldwin was appointed dean of the Annapolis campus in 1968, they moved to King George St. Later, when he worked as a key assistant to President Gerald Ford and Defense Secretary Donald Rumsfeld, they lived in Washington. They also lived in New York, Chicago, Santa Fe, London, and Brussels.

While in Annapolis, Mrs. Goldwin taught at the Key School. In Washington, she was on the administrative staff of the Field School. After retiring she served for many years as a docent at the Hirshhorn Museum.

In addition to her husband she is survived by her daughters, Nancy

Harvey, Jane Bandler, and Liz Goldwin, and by her son, Seth.

### William Barrett Dunham

William Barrett Dunham, who was vice president of the college from 1973 to 1979, died in August. He was responsible for all fundraising and general administrative duties, and is remembered for his kind and gentle manner, and for his organizational effectiveness.

Prior to his arrival at St. John's, he served for 20 years in the Department of State and the Foreign Service. From 1956 to 1961, he was chief of the political section of the American Embassy in The Hague. After leaving government service, he was vice president and secretary of Carleton College in Northfield Minn., where he had received his BA degree. His master's degree was from the Fletcher School of Law and Diplomacy at Tufts University.

He retired to live in Annapolis, where he became involved with a variety of arts organizations, including the Annapolis Symphony Orchestra and the Maryland Arts Council. Diagnosed with emphysema in 1990, he wrote a paperback book on living with the illness. The hospital in Annapolis still distributes his book.

Surviving are his wife, Charlotte, a daughter and three sons.

### John L. Williams, A50

John L. Williams, a member of the Board of Visitors and Governors, passed away this year. John was graduated from St. John's College in 1950, after which he pursued a career as a California real estate developer for 38 years and as a private investor thereafter. He was married while in college to his wife, India, who preceded him in death 18 years ago. Together John and India produced five daughters (two of whom graduated from St. John's - India Williams '73 and Andrea Ham '77). He was known for his love of sailing, and was renowned as a tennis player. He won the California State Championship as a youngster and later won the U.S. National Men's 35 Doubles Championship. He served his country from 1943-46 in the U.S. Air Force. He devoted many years to St. John's College, giving generously to both campuses and to an endowment to support faculty enrichment and to the Klein tutorship.

### ALSO NOTED:

**Edmund J. Turner**, class of 1930

**George D. Selby**, class of 1932

**William F. Cullom**, class of 1932

**Charles G. Granniss**, class of 1934

**Thomas L. Carter**, class of 1936

**Joseph B. Gray**, class of 1936

**Arthur Y. Pindell**, class of 1938

**John Frederick Gray**, class of 1938 ●



## GREEK ORTHODOX CHURCH ESTABLISHES FUND IN MEMORY OF SPIKE VENABLE

A hard rain fell the morning of September 27, 1995, as my wife, Melissa Johnson (SF 88) and I walked up the drive leading to St. Elias Greek Orthodox Church in Santa Fe. The little white church, designed and built in the traditional Byzantine style to resemble a Greek isle hill church, was surrounded by friends, past and present students, colleagues, and family to pay respects to Santa Fe tutor, Bruce John Venable. At first I thought we were early to the funeral service; but as we drew closer I realized that there was not enough room inside for all the mourners to stand. We took our places with all the rest standing in the early fall rain.

In my grief, I remembered that 'Spike' had once read me a poem by Cavafy. I don't remember the name of the verse and I barely remember the poem since the recitation had occurred after a feast of a dinner washed down with liberal draughts of potato vodka. But the sentiment of the poem stayed with me; and in it Cavafy relates the debasement of the Alexandria of his day with the Byzantine Alexandria of his imagination and the longing for its return. At the time the poem saddened me for it asked of the imagination to confound the linear course of history. I simply didn't believe that it was possible to overcome the present; and to attempt to do so would only cause a false nostalgia and bitterness. But as I listened to the Orthodox funeral mass being sung for my friend, I realized that Spike believed it was possible to transcend the temporal boundaries that confine us. And that it was his faith that made it possible for him to believe. He was both gone and there; and it was our

collective voices that were 'returning' him to Heaven. After all those years, he had finally managed to teach me something.

Memorial is important to the Orthodox. Loved ones that have passed away are remembered by the entire congregation on the anniversary of their passing in a memorial service and in the Greek tradition by the eating of a sweetened barley pastry. In the preparation of the Eucharist, the priest recites the names of saints, patriarchs of the church, clergy, and the departed members of the congregation. All are included in this process of remembrance because both the living and the dead are members of the church. And even icons, the symbol most associated with the Orthodox faith, they themselves are vehicles for the faithful to remember and venerate the lives of those represented. The effect of memory in the Church is to confound the distinction between that which has passed and the now. And in doing so, it allows one to transcend the temporal and for however brief a moment glimpse the eternal.

In 1995, St. Elias Church began an ambitious icon program. For an Orthodox church, it is not merely important to have icons, it is a necessity. The covering of the walls of the church with icons is an ongoing act of worship and a memorial to the faith. But to do so is an enormous undertaking especially for a newly established church. After three years of searching, the St. Elias congregation selected Maria Sigalas of Athens, Greece as their iconographer. As of today, Mrs. Sigalas, assisted by her husband and another female

assistant, has completed the first of three phases envisioned for the icon project. That phase includes the iconostasis and the altar. The next phase will include the area under the central dome; and the final stage will cover the rest of the interior of the church. Besides her commission at St. Elias, Mrs. Sigalas has recently finished St. John's Greek Orthodox Church in Detroit, Michigan and will begin work shortly on the Greek Orthodox Cathedral in New Orleans, Louisiana.

To help St. Elias Church in its efforts, a fund has been established at the church to receive donations from the St. John's community in remembrance of our friend and tutor, Bruce John 'Spike' Venable. All checks should be made out to: St. Elias Greek Orthodox Church, 46 Calle Electra, Santa Fe, NM 87505. Please be sure to designate on your check in the memo: in memory of Bruce John Venable. Please include in your correspondence your name, address, class, and graduating campus. All gifts will receive a letter of thank you; and after the funds have been collected, a photo of the designated icon dedicated in his memory. For further information, please contact:

C.J. Dallett, 305 Grand St. #1, Brooklyn, NY 11211; phone: 718-486-3565 or by e-mail: reddline@earthlink.net.

(St. John's College has established a memorial fund in honor of Mr. Venable. The gifts received will be used to purchase liturgical music, which will be housed at the Meem Library and available for use by the community.) ●

CJ Dallett

### Bestsellers St. John's College Santa Fe Bookstore Year to Date-1998

1. *Death Comes For the Archbishop*—Willa Cather—Random House
2. *Master of Go*—Yasunari Kawabata—Random House
3. *How Proust Can Change Your Life*—A. Botton—Vintage
4. *Japanese Death Poems*—Assorted Zen Monks and Haiku Poets—ed. Hoffmann—Charles Tuttle
5. *Essential Rumi*—Rumi—HarperCollins
6. *Cold Mountain*—Charles Frazier—Random House
7. *Power of Limits*—Gyorgy Doczi—Random House
8. *Sacred Geometry*—Robert Lawlor—Thames & Hudson
9. *House Made of Dawn*—N. Scott Momaday—HarperCollins
10. *Sappho*—Trans. Mary Bernard—Random House

### Pick of the Month

*The Professor and the Madman: A Tale of Murder, Insanity, and the Making of the Oxford English Dictionary*  
Simon Winchester  
Harper Collins Hardcover  
\$22.00

A readably erudite journey through the realms of eccentricity, tormented genius and the written English word. In seeking to provide, not only a word's definition, but also its very first instance of use within the literary corpus of the English language, the creators of OED set upon a monumental task. Their project entailed nothing less than the systematic reading of all works of English written prior to 1857 and was not to reach completion until 1927, seventy years later. Anyone who does not already own an Oxford English Dictionary will want one before he or she has finished this book. Those who are already familiar with the OED will read its entries in a new light, brought about by the revelation that a dictionary might entail much of humanity within the words of which it is composed. ●

Craig Jolly (SG100)

## LETTERS

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. Please address letters to either campus: Annapolis - The Reporter, Public Relations Office, St. John's College, Box 2800, Annapolis, MD 21404 or e-mail b-goyette@sjca.edu.

Santa Fe - The Reporter, Office of Public Relations, St. John's College, 1160 Camino Cruz Blanca, Santa Fe, NM 87501-4599 or e-mail: classics@mail.sjcsf.edu. ●

It was nice of *The Reporter* to give notice of my after-dinner speech to the American Oriental Society. I was, however, a bit chagrined that apparently you—St. John's of all places—seem not to have discerned what it was really about. That is, my topic was not "the difficulty of translating Arabic." (There's plenty of Arabic that is relatively easy to translate.) The talk is/was, rather, a philosophical reflection on the nature of language viewed in terms of the problem of understanding and then, some degree of understanding achieved, of translating across a cultural and historical chasm (and

that's *geschichtlich*, not *historisch*). The problem of our seeking to understand and to re-present a particular tradition of Muslim theology was chosen in order to illustrate and to reflect on the fact that the talking animal (*to zoon logikon*) is by nature an historical being, wherefore all *logoi* are formed in an historical matrix; in terms of the citation of Heidegger I built the core of the talk on, the *dialogoumenoi* cannot leave the household of language.

Was-salam.

Richard M. Frank (A49)

# PARENTS' WEEKEND IN SANTA FE AND ANNAPOLIS

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Alex Ward

*Above:* Neoma Kretzmeier (SF01) with her father, Warren, at Parents' Weekend in Santa Fe October 16 to 18.

*Right:* Mirabai Knight, a freshman from Missoula, Montana, poses with her mom under the portrait of Scott Buchanan. More than 400 parents, grandparents, and siblings attended Parents' Weekend in Annapolis, October 30 through November 1.



Keith Harvey

## ST JOHN'S COLLEGE LIBRARY & FINE ARTS GUILD BOOK SALE AND SPANISH COLONIAL ARTS MARKET



Alex Ward

Artist Ramón José Lopéz.

The St. John's College Library & Fine Arts Guild sponsors special events for the Santa Fe Community throughout the year. On October 16 -18, in conjunction with Parents' Weekend, the annual Meem Library Book Sale and Spanish Colonial Arts Market and auctions were held.

The festivities opened with a private reception and auction on Friday evening. The Guild presented its first "closed-bid" Art and Book Auction. Guild members, friends of the college and special guests

enjoyed a preview of spectacular works of art and books. A presentation was made by Charlie Carillo, a master northern New Mexico santero, who provided an overview of the featured Spanish Colonial artists and their work. Nicholas Potter, owner of Nicholas Potter Bookseller, described in detail the rare books and signed first editions. Spanish music enhanced the evening with a performance by Ellen De Leitner and her daughter, Johanna, both local Spanish Colonial artists.

Through generous contributions from Guild members, local dealers and collectors, a unique array of fine and rare books were included in the auction, as well as exquisite art pieces created by local master santeros and santeras. All auction items were on display in Meem Library a week prior to the event and a catalog of auction items was produced to promote the event.

On Saturday, the Fourth Annual Spanish Colonial Arts Market was held in the Great Hall in Peterson Student Center. Spanish Colonial Art is an art form unique to New Mexico. Select featured artists included Marie Romero Cash, Ellen Chavez de Leitner, Monica Sosaya Halford, Mary Rita Padilla Haufman, Kathleen Sais Lerner, Ramon Jose and Nance Lopez, David Nabor Lucero, Jerome Lujan, Paula and

Eliseo Rodriguez, Thomasita Rodriguez, Jimmy Romero, Jimmy and Debbie Trujillo, Don Leon Sandoval, Irvin and Lisa Trujillo. Music was provided by Ruben Romero, a well-known local Spanish guitarist.

On both Saturday and Sunday, the 7th Annual Library Book Sale took place in Meem Library. Rare and bargain books, special sets, reference, out-of-print, art, music and collectibles were all available. Profits from this event far exceeded sales from previous years providing funding for improvements to Meem Library.

These events were well attended by guests of Parents' Weekend, many supporters from the community, and students. ●

By Sarah Vanderslice A00

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