



# REPORTER

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## ST. JOHN'S COLLEGE

ANNAPOLIS • SANTA FE



Randall Hall, built in 1903, is a true multi-purpose building: dining hall, dormitory, office space, administrative computer center. Alumni from all eras have fond—or not so fond—memories of times spent in the building. See “Nine Facts About Randall Hall” on page 2. Watercolor illustration by Sarah Waters, A88.

## From the Bell Towers...

# SEARCHING FOR ISAAC NEWTON

by Susan Borden

Sir Isaac Newton (1642-1727) is everywhere in our modern world: his laws helped build the Bay Bridge, the engineers at General Motors use his principles daily, and NASA's scientists rely on his insights for calculating orbits. But while his laws govern engineering around the world, and his physics and calculus are taught in nearly every college in the country, his writings are rarely read—only by the few hundred graduate students who study the history of science and, of course, by every student who attends St. John's.

This fact was driven home to Dean Harvey Flaumenhaft in 1987—the three hundredth anniversary of the publication of the *Principia*. While reading a newspaper article that mentioned the number of copies of the *Principia* sold each year, Flaumenhaft noted that the number was very small, only a few hundred. He realized that most of them must be sold to St. John's students.

"We read the *Principia* for a long stretch of junior math, and we read crucial parts of it in lab," says Flaumenhaft. In addition, he says that many junior seminar books (Kant, for example) are, in some way, reflections on Newton's way of understanding the world. "A direct confrontation with Newton's thought is required and is a large part of the education at St. John's College. Students elsewhere hear about Newton in a physics class, or perhaps in a history class, but the study of Newton is not widespread."

This spring, St. John's plans to broaden the study of Newton by several hundred scholars and students through a weekend-long conference and a month-long exhibition of Newton's works and philosophy. The conference, "Beyond Hypotheses: Newton's Experimental Philosophy," will take place March 19 to 21. The accompanying exhibition will run

from March 19 through April 18.

Plans for the conference began when Stewart Greenfield (A53), a member of the Board of Visitors and Governors, learned that St. John's might be able to borrow books and equipment of great interest to Newton scholars from the Burndy Library of the Dibner Institute for the History of Science and Technology at MIT. From there, the idea of sharing the loaned items with other students of Newton's thought

generous grant to help St. John's stage the conference.

Both the exhibition and the conference will have as their underlying theme the question of hypothesis. "I hope the conference will be an occasion for raising the question: 'to what extent can methods of scientific investigation give more than merely hypothetical ideas about things,'" says tutor Howard Fisher, chair of the conference committee.

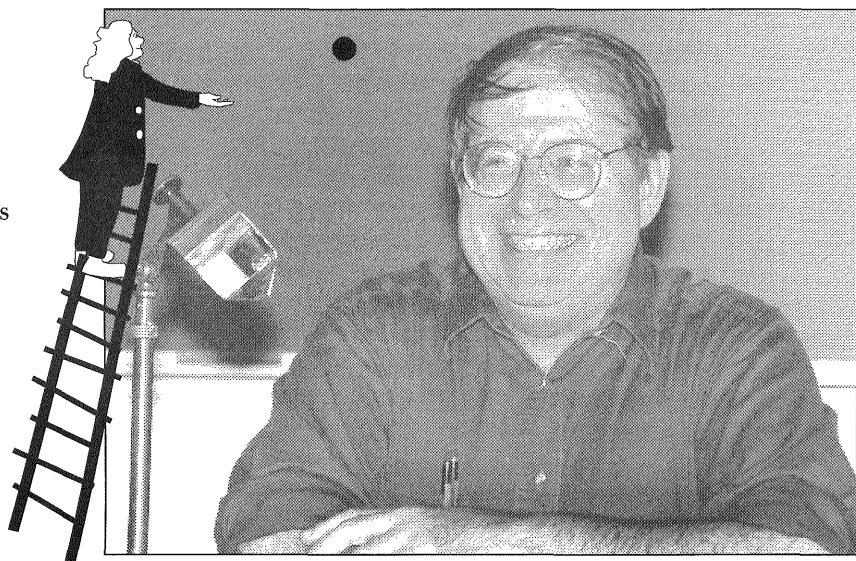
Flaumenhaft elaborates on this

philosophy at France's University of Lille, will lecture on the topic: Does Newton's science disclose actual knowledge of nature?

The following day, three talks are scheduled, two of which include re-enactments of Newton's original experiments. William Donahue (A67), a former tutor and now one of the proprietors of Green Lion Press (which publishes a guide to the study of Newton's *Principia*, as well as other works of math and science) will discuss Newton's early work in light and colors. This will include a demonstration of his famous double-prism experiment. George Smith of Tufts University's department of philosophy and William Harper of the department of philosophy at the University of Western Ontario will discuss Newton's double-pendulum experiment. This talk will include a demonstration of the experiment by Tutor Emeritus Curtis Wilson. For the final Saturday talk, Smith and Harper will again pair up for a discussion of Newton's work and thought between the *Opticks* and the *Principia*.

On Sunday morning, Dana Densmore (A65), also a former tutor and the other proprietor of Green Lion Press, will present a lesson on Proposition 7, Book III of Newton's *Principia*, a proposition concerning the proportionality of gravity and matter. The conference will close early Sunday afternoon with a panel discussion led by the conference's speakers.

The conference's organizers, Howard Fisher, Curtis Wilson, and Adam Schulman, along with Dean Harvey Flaumenhaft, hope that interested alumni will be able to attend some or all of the program. All of the conference's lectures, talks, and demonstrations are free and open to the public. For more information, call 410-626-2539. ●



Howard Fisher, one of the tutors bringing Newton scholars to St. John's

blossomed into the idea of an exhibition. And around the exhibition, plans for the conference grew.

The exhibition will include first, second, and third editions of the *Principia* and seven other original editions of Newton's work, all on loan from the Burndy Library. In addition, visitors will be able to see a replica of Newton's reflector telescope, on loan from the Smithsonian Institution's National Museum of American History; a replica of a typical Galilean refracting telescope; and a model of Newton's double-prism experiment. In addition to facilitating the loan of these items, the Dibner Fund has also made a

by explaining that an important question in the study of science is whether the pursuit of science yields a view of what is, or if it merely yields a set of tools that enable us to manipulate what is. "The question is," Flaumenhaft says about the work of science, "are you getting a cookbook or a window? Is science a set of mental rules and tools for taking raw materials and making something, or does science give you a view of what's already there?"

This issue will be addressed throughout the conference, beginning with the keynote lecture on Friday, March 19 at 8:15 p.m., when Francois de Gandt, professor of

## 9 FACTS ABOUT RANDALL HALL

■ It was built in 1903 to serve as the college dining hall; the architecture is pseudo-Georgian, in the style of Christopher Wren.



■ When women were admitted in 1951, they lived in Randall dorm rooms (this was before Campbell was built). Barbara Leonard, the tutor and assistant dean who was "in charge" of the women, lived in a suite (now the common room) that was separated by a curtain drawn across the end of the hallway.

■ Randall was designed by T. Henry Randall, a Baltimore architect, and named for the Randall family, which had many St. John's alumni among its members.

■ The building was remodeled in 1981, when a new kitchen was built and the pri-

vate dining room and terrace were added. The entrance was moved from the quad side of the building to the Pinkney side.

■ For many years, dinners were served family style (see photo) by student wait staff. Men wore coats and ties and women wore dresses to dinner. Any alumnus who knows when this custom of the family style dinners was discontinued, let us know. We haven't been able to track it down.

■ The large portraits of William and Mary in the dining hall were donated by philanthropist Paul Mellon, class of 1944.

■ Currently in the "basement" of Randall you'll find the treasurer's and business offices, plus the nerve center of the campus computer network where Wally Plourde, A79, and other computer services folk reign over a nest of cabling and banks of monitors.

■ The food service contract is renewed every 3 years; a committee of tutors, students, and administrators decides who should provide fruit loops and pasta to the 350 or so students who use the food service. Current provider is Bon Appetit, a catering firm out of Menlo Park, CA.

■ There are 21 doubles and two single dorm rooms in Randall. According to Director of Residence Cora Sterling, A94, Randall is the least favorite dorm because the rooms are the smallest and because the temperature of the showers fluctuates wildly. ●



# From the Bell Towers...

## SURVIVING FEBRUARY

by Glenda Holladay Eoyang (SF76)

In the mid-70s, when I was a student in Santa Fe, February was the cruelest month. I never did find an ultimate cause for the February doldrums. Such an extreme and campus-wide reaction must have been a response to all four causes. A final cause could be related to the glories of the spring to follow. A formal cause might flow from the long weeks of regular schedules and uninterrupted work between year-end and spring break. Accumulated snow and ice would certainly be a sufficient material cause. The efficient cause was most compelling—we were there, and so was everybody else! February seemed to stretch on and on toward a spring that refused to spring.

Before I came to the college, some insightful and particularly miserable student found a cure for February. (It turned out not to be a cure, but it certainly eased the worst of the symptoms.) He or she—identity lost in the fog of history—suggested that the Film Society show *Singing in*

*the Rain*. The hope was that the Pollyanna characters, the spunky music, and the mindless plot would lift comrades out of the depths of shared depression. It seemed the right antidote to misery and darkness in the winter of Johnny discontent.

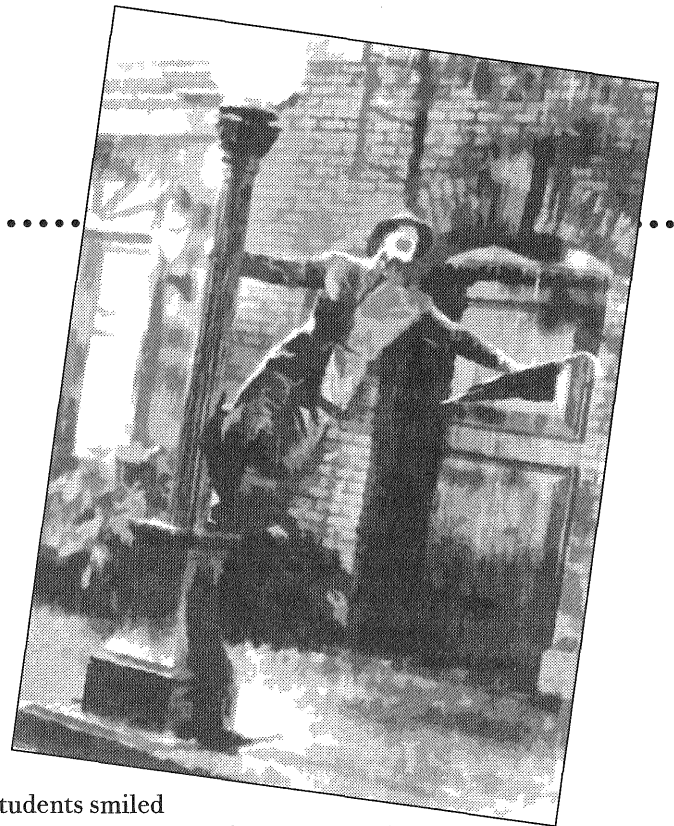
The selection committee and a few of their friends saw it first. They previewed the show after lecture on a dark and dreadful Friday night in mid-February. By the time the credits ran, everyone in the room was smiling and laughing. They knew for sure that spring would come again, that senior essays would be accepted, and that Reality would return at least one more time. As the film rewound, the word spread from coffee shop to library, from common rooms to pool table: *THE SOURCE OF UNIVERSAL JOY IS PLAYING IN THE GREAT HALL*.

By the time the second showing started, the Great Hall was filling up. Students wandered in with glazed eyes and chins hanging on chests. Again, the film did its magic and left a room full of smiling Johnnies in its wake. By

the end of the fifth straight run, almost everyone on campus knew the lyrics and was practicing the choreography. By the end of the weekend, no one could remember how many times Debbie Reynolds and Gene Kelly had fallen in love, but it didn't really matter. Everywhere you turned, hopeful students smiled the smiles, danced the steps, whistled the tunes, and quoted the lines. Their optimism was renewed just enough to carry them through the month and into the warmth, sunshine, and Don Rags of spring.

*Singing in the Rain* had become a sacred February tradition by the time I came along, and it continued to break the mid-winter doldrums as long as I was a student. The effect on me was so strong that I still hanker

for a chorus of "Good Morning, Good Morning" starting about February 10. Rumor has it that this practice has stopped. I don't know what interrupted this particular prescription for sanity between mid-term and spring break, but I do hope that current students have some equally effective and fun way to banish the February darkness. We all need some way to "Make 'em laugh! Make 'em laugh!" ●



## Music for People Who Love Great Books

Janice Felty, mezzo-soprano, and Jacquelyn Helin, pianist, will perform a joint concert in the Great Hall of St. John's College in Santa Fe at 8 p.m. on April 23, 1999. In honor of Shakespeare's birthday, the concert will feature a number of musical settings of the Bard, including songs by Henry Purcell, Benjamin Britten, and Vaughan Williams. And in recognition of the 35th anniversary of the Santa Fe campus, the concert will include musical settings of other great works of literature, as well as music by composers studied in the St. John's Program—Beethoven and Schubert, for example.

Janice Felty has performed in the premieres of works by many of contem-

porary music's most important composers—John Adams, Philip Glass, John Harbison, Lee Hoiby, Ellen Taaffe Zwilich—and is known to television audiences for her performance as Dorabella in Peter Sellar's production of Mozart's *Così fan tutte*. Pianist Jacquelyn Helin was featured in the PBS special *Virgil Thomson at 90*; she is best known for her performances of American masters—Thomson, Copland, Gershwin and Bernstein—but is equally at home in a repertoire ranging from Bach to Stravinsky. The cost of admission for this event is \$10. Tickets are available at the door one-half hour prior to the performance. For information, call 505-984-6104.

## a new look for the santa fe website

On January 1, the newly designed web site for the Santa Fe campus became official—[www.sjcsf.edu](http://www.sjcsf.edu). Check it out! The site was created, designed, constructed, and updated by webmaster Sarah Fridrich (SF99). Send her feedback at [webmaster@mail.sjcsf.edu](mailto:webmaster@mail.sjcsf.edu).

In addition to reorganizing and streamlining the layouts of the pages, the following sections were created:

- Alumni Relations (chapter contacts, ongoing and up-to-date information on chapter events, "Alumni Notes" from the most recent *Reporter*, how to contact staff, Parents Association information)
- Advancement (We know you were wondering how to donate to your ol' alma mater!)
- Meem Library (hours, staff contacts, facilities, history)
- Events Calendar (current concerts, lectures, art gallery exhibits, films, and the popular Charles Bell *Symbolic History* show)
- Student Activities (extra-curricular activities, athletics, clubs & organizations, community service, upcoming rafting, camping and ski trips, staff contacts)
- Conference Services (Are you booking your company's next conference? Check out the facilities, accommodations, special services on the Santa Fe campus.)

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Annapolis: Barbara Goyette, editor; Sus3an Borden, writer; Sarah Waters, graphic designer; John Christensen, Harvey Flaumenhaft, Roberta Gable, Kathryn Heines, Linda Kern, Pamela Kraus, Joseph Macfarland, Eric Salem, Brother Robert Smith, advisory board.

Santa Fe: Laura J. Mulry, editor; Luba Kruk, art director; Kit Brewer, Robert Click, David Levine, Susan Metts, Ginger Roberly, Lisa Roybal, Tahmina Shalizi, Mark St. John, advisory board.



## From the Bell Towers...

### An Allanbrook Premiere

**D**ouglas Allanbrook's opera based on Edith Warton's *Ethan Frome* premiered in November at Harvard.

Allanbrook's son John was conductor. Allanbrook, a tutor emeritus in Annapolis, graduated from Harvard in 1948, and John is a senior there this year. Although the opera was composed in 1951-52 when Allanbrook was on a Fulbright fellowship in Naples, it had never been performed.

John brought together the large orchestra called for by the piece, with members of the Harvard-Radcliffe Orchestra and students from the New England Conservatory and Boston University. In the *Harvard University Gazette*, Allanbrook is quoted about using the stark narrative of *Ethan Frome* as the basis for an opera: "The story has both the economy and dramatic intensity you look for in an opera...[The burden is on the composer to bring the inner drama to life in the music.] The characters sing what they cannot say." ●

## PAUL MELLON, COLLEGE BENEFACTOR

**P**aul Mellon, philanthropist and art connoisseur, died February 1. In 1940 he enrolled at St. John's, after already earning a B.A. from Yale, and a B.A. and M.A. from Cambridge. Although he left after a year to join the U.S. Army Cavalry and the Office of Strategic Service, he remained a friend and benefactor of the college for many years.

Son of Andrew Mellon, whose fortune was built on banking, coal, railroads, steel, and aluminum, Paul Mellon leaves such legacies as the East Building of the National Gallery of Art, the Cape Hatteras National Seashore, the Pittsburgh Symphony Orchestra, and the publication of the *I Ching* and of numerous works by Carl Jung. He supported several different colleges and universities, as well as historical, preservation, and art groups. During his lifetime he gave more than 900 works of art to the National Gallery of Art, including works by Cezanne, Van Gogh, Rothko, and Calder. He was an excellent horseman who raised horses on his Upperville, Virginia, estate; his Sea Hero won the Kentucky Derby in 1993.

Paul Mellon enrolled at St. John's, as he explained, "to make up for some important gaps in my education." He bought a house on Market Street, which he later donated to the college to serve as the president's house. Throughout the years he made many gifts to the college, at first in his own name and later through the Old Dominion Foundation and the Andrew W. Mellon Foundation. "St. John's stresses the essential unity of knowledge," Mr. Mellon once said. "To my mind the college's program constitutes a cohesive and challenging learning experience." Money he donated went to building projects like the heating plant and Campbell Hall dormitory, to renovations and improvements of campus facilities, and to the college endowment. During the early years of the Program, he contributed money which was used to clear college debts. "It's hard to imagine what the college would have done without his support in the early years of the New Program," said Christopher Nelson, president in Annapolis. "He paid the faculty salaries and kept the lights on in the evening. He contributed to our buildings and started our endowment. His munificence is evident everywhere."

Mr. Mellon contributed a substantial portion of the funds to build Mellon Hall, named in his honor; the building was opened in 1958. The addition of an administrative wing in 1988 was also completed thanks to his generosity. In 1970 he made a personal gift of \$1 million to the two St. John's campuses, Annapolis and Santa Fe.

According to the terms of his will, he left St. John's in Annapolis \$5 million—the largest cash donation ever. "He had been honorary chairman of our last capital campaign. He had made a commitment to the campaign through his estate. But we were not expecting a gift of this size," said Mr. Nelson. The college will probably set aside a portion of the gift for renovations to Mellon Hall (in the planning stages and due to begin in 2001) and the remainder will go to support the endowment.

Paul Mellon was made an Honorary Fellow of St. John's College in 1958 and was presented with the Alumni Association Award of Merit in 1971. "Paul Mellon was as generous in spirit as he was modest at heart," said Mr. Nelson. "He will live on in the great contributions he made in his lifetime—certainly he will have his place in the hearts and lives of all of us in the St. John's community." ●

## Santa Fe Accredited for Ten More Years

*Remarks made by John Agresto, President, Santa Fe, to the Board of Visitors and Governors, January 1999*

**T**he North Central Accreditation team was on campus recently for our ten-year review.

What had concerned us in previous accreditation visits was the possible lack of regard for the distinctiveness of our curriculum, but that never materialized. Overall, the report was very positive and re-accreditation was awarded for ten more years without conditions. Here is a quick summary of the team's findings.

■ The team was especially impressed by the faculty as teachers and guides in the classroom.

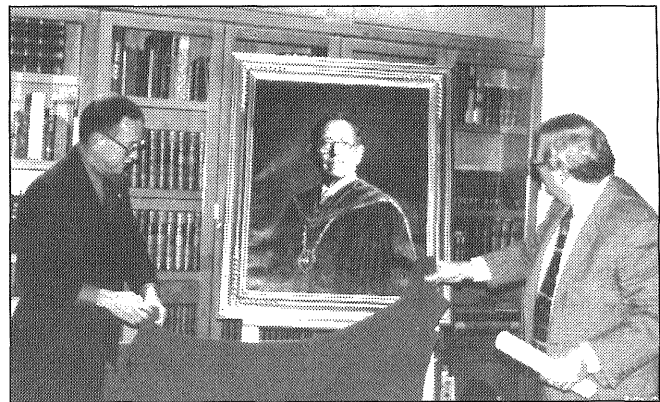
■ The report noted that faculty salaries are low and that the discrepancy between the two campuses regarding salaries "has understandably given rise to some feelings of secondary status." It singled out the discrepancy between the two endowments as a "major factor" in this situation. But the study also noted that Santa Fe has plans in place to moderate the salary gap and that fringe benefits are good on both campuses.

■ The team noted that our development staff has had "remarkable success in recent years" and that Santa Fe seems to be raising more money annually "than a number of much older colleges having three times as many living alumni

and three times as many students." They also commented on the successes we have had in cultivating our local Santa Fe community.

■ Finally, they noted that while students expressed general satisfaction with the housing facilities and living arrangements, students uniformly expressed concern about student behavior in the residences, especially regarding lack of respect and lack of civility. In this regard, the team praised Dean Carey's statement of two years ago on community life and moral development as valuable in itself and, they hoped, as the impetus for "constructive change in community norms of behavior in the residential setting."

■ There are parts of the report addressed to this Board, especially on issues of college parity and the endowment. There are parts addressed to the administration in Santa Fe, the most central being the issue of residential life. I want to assure you that we have already begun to address this. We are in the process of reviewing our policies on who will live in the dorms; we're reviewing the roles of the resident assistants and senior residents; and, most importantly, we have in place a committee of faculty to review residential life and activities, to make recommendations to the dean and to me, and to keep the faculty aware of the situation. ●



## Delattre Portrait Unveiled

**In January, students, faculty, staff, and friends gathered in the Ault-Evers Room in Meem Library to dedicate a portrait of Edwin Delattre. On hand for the festivities were both presidents John Agresto, Santa Fe, and Christopher Nelson, Annapolis; former chairman of the Board of Visitors and Governors, John E. Robson; and current chairman Gregory D. Curtis. Shown unveiling the painting by Richard Whitney are Mr. Delattre (left) and John Agresto (right). A matching portrait will be dedicated in Annapolis at Homecoming.**

**Mr. Delattre was the 19th president of St. John's College, from 1980 to 1986, the last to preside over both campuses. He was the fourth president under the New Program. Before he came to St. John's, Mr. Delattre was the director of the National Humanities Faculty at Amherst College and professor of philosophy at the University of Toledo.**



## From the Bell Towers...

### ALUMNI STEP FORWARD TO ENCOURAGE FINANCIAL SUPPORT

*National Alumni Development Executive Committee (NADEC) is a group of alumni dedicated to helping St. John's*

by Marta S. Lively, A78

Some things about St. John's are immutable—the books, the rush-bottomed chairs, even the students. As I walked around the campus for my 20th reunion in Annapolis this fall, I noticed that the students showed an earnestness and seriousness (as well as an unkempt quality) that was much the same as ours decades before. It was a joy to spend time with tutors like Barbara Leonard and Brother Robert again. I was delighted to see signs of change, however—the attractive new library, the renovation of Paca-Carroll, and the beautiful new laboratories. Visiting the campus, reflecting on the program and the ideals that had originally brought me to St. John's, renewed my commitment to supporting the college, which for me means giving of both my time and money.

This past October, I also became the chair of the Steering Committee of NADEC, the National Alumni Development Executive Committee. NADEC is an organization of alumni dedicated to reawakening in all alumni their excitement about and commitment to the unique education provided by St. John's, and to translating that commitment into the financial support that is vital to St. John's preservation. NADEC's mission is therefore two-fold: we hope to provide alumni with a new and exciting connection to the college and to communicate to them how important alumni giving is to its continuing financial health.

NADEC is composed of 52 alumni of both campuses and the Graduate Institute who span the decades from the 1940s through the 1990s. What we all have in common is our interest and involvement in the current affairs, and especially the financial well-being of the college. We have been meeting, in Annapolis and Santa Fe, over the last year, searching for ways to increase alumni support for St. John's. In October we formally constituted ourselves into a subcommittee of the Development Committee of the Board of Visitors and Governors and undertook the establishment of a fundraising program designed and implemented by alumni. We hope to reach out to all alumni, to renew their interest in and commitment to the school, and, of course, to solicit their financial support.

St. John's faces unique financial challenges. Among these are the rel-

atively low endowment and the historically low rate of alumni giving. Alumni giving is especially important in that it not only supports the college directly but is also an important criterion for receiving grants and other financial support. Outside institutions must ponder their donations to St. John's, given the perception that its own alumni do not consider it worthy of support. I do not believe that the lack of financial support reflects alumni indifference to the college and its mission. In my experience most alumni strongly support the school and the program. They also understand the needs of the school. From the perennial problems of plumbing to the knottier problems of faculty compensation, St. John's needs our help. Alumni, more than anyone else, should understand those needs and feel the importance of meeting them.

During our first annual fund campaign, beginning this September and running through June of 2000, we shall begin the process of reaching out to alumni through a series of mailings that we believe will reinforce alumni interest in and support for St. John's. We shall, of course, also be contacting all alumni, by mail or telephone, to ask for your financial support. For a limited number of classes, we shall also organize class gifts. We are especially excited about a new initiative in which alumni and students will work together to find new ways to involve both of these groups in supporting the college's financial health.

St. John's needs all of its alumni to step forward and participate in its future. We hope you will join us in translating your support for the college into action and welcome your thoughts on how together we can best serve the college and its alumni. ●

#### NADEC Steering Committee

Chair: **Marta Lively, A78**  
Communications Committee  
Chair: **Claiborne Booker, A84**,  
Policies & Procedures Chair:  
**John Draper, SGI97**,  
Strategy Development Chair:  
**Glenda Eoyang, SF76**,  
Research & Information Chair:  
**Dan Eakins, SF88**,  
Volunteer Development and  
Training & Orientation Chair:  
**Ann Cruse, A76**

### SUMMER CLASSICS LINE-UP INCLUDES OPERA, SCIENCE, AND COWBOY LORE

Perhaps the most successful outreach program of the Santa Fe campus is Summer Classics "learning vacation" programs focusing on the greatest literature, art, film, and music. Adults from all over the nation, with diverse backgrounds, can attend for one, two or three weeks. Seminars are held Monday through Saturday, ten to noon, while discussion often continues through the lunch hour. Afternoons are free to study or to participate in guided tours and excursions.

Programs this summer include: Bizet's *Carmen*, Aristotle's *Politics*, Euripides' *Trojan Women*, *Electra*, and *Medea*, and Italian medieval and renaissance art (July 18-24); Strauss' *Ariadne auf Naxos*, Mozart's

*Idomeneo*, Augustine's *Confessions*, Galileo's *Two New Sciences*, cowboy classics *The Virginian*, *Shane*, *Horseman*, *Pass By* and the film *High Noon* (July 25-31); Poulenc's "Dialogues of the Carmelites," Bernano's *Diary of a Country Priest*, Nietzsche's *The Gay Science*, Shakespeare's *Two Gentlemen of Verona*, *Love's Labour Lost*, and *A Midsummer Night's Dream*, T.S. Eliot's *Four Quartets*. (August 1-8).

Limited on-campus housing is available. Tuition is \$690 per week, which includes all texts, receptions and lunches, and some excursions. A \$50 discount is applied to registration received prior to May 1. For more information, call 505-984-6104 or e-mail classics@mail.sjcsf.edu. ●

## MONEY MATTERS

### Mabee Foundation Offers Challenge Grant for Student Activities Center

"This is now an unstoppable project and construction will begin as soon as bids are received and a contractor selected," Santa Fe president John Agresto told the Board of Visitors and Governors in January. He had just received word that the J.E. and L.E. Mabee Foundation of Tulsa, Oklahoma, had awarded a \$500,000 challenge grant to the college for the new student activities center. With this award, the college is within \$500,000 of the \$3.8 million goal for phase I. Although groundbreaking for the new building was held last summer during Homecoming, it was decided that construction would only begin when the \$3.8 million goal for phase I was well in sight.

The Mabee Foundation challenge is always given near the end of a capital fundraising drive to "provide incentive for enlisting the support of other donors" to complete the project funding. It is already working—after the announcement at the Board meeting, two members pledged \$50,000 each. The Challenge deadline is June 1. For more information, contact Susan Metts at 505-984-6106, or metts30069@aol.com. ●

### Hodson Trust Challenge Targets Tutor Salaries in Annapolis

The Hodson Trust has offered the Annapolis campus a \$250,000 challenge grant to increase faculty salaries. Between January 1 and June 30, the Trust will match new gifts to the Annual Fund designated for faculty salaries, any increased gift to the Annual Fund designated for faculty salaries, and any alumni gift made in honor of a tutor or tutors. Although faculty salaries and benefits are one of the largest items in the Annapolis budget, tutor salaries on average remain below the mean of those at other small liberal arts colleges with which St. John's is traditionally compared. Raising faculty salaries to a competitive level is one of St. John's most pressing goals. For more information, contact Joan Ruch at 410-626-2534. ●



President Chris Nelson with Finn Caspersen of the Hodson Trust.

## Scholarship...

## KRISHNAN VENKATESH

*This popular Santa Fe tutor's work covers a range of interests, from lectures on Chaucer to a Chinese language manual.*

by Amber Boydston (SF99)

When I asked Mr. Venkatesh for a time when he could talk with me about this article, he said he was not available during the day because he is keeping his mornings and afternoons open for his senior advisees. Knowing Mr. Venkatesh, this did not faze me. The most common of all the positive comments I have heard about him is that he is devoted to his students. Both inside and outside class, he is personable, encouraging, and supportive. It is clear that he is very interested in the well-being of his students and is willing to offer his friendship and wisdom in dealing with any problem, be it confusion with a Ptolemaic demonstration or a disagreement with a boyfriend or girlfriend.

When we finally met at 6:00 p.m. in the dining hall (during his dinner), I was struck by how rested Mr. Venkatesh looked. It seems the sabbatical he took last year served its purpose, allowing him to return to the Santa Fe campus this fall with renewed energy. I was most curious about his sabbatical, because before he left in the summer of 1997, Mr. Venkatesh mentioned to me that he wanted to spend some time exploring Chaucer, an author in whom I am particularly interested.

Although he pursued a number of different academic interests, Mr. Venkatesh did undertake an examination of Chaucer during his year away from St. John's. He spent his sabbatical in Chicago, where he delivered several guest lectures at local academic institutions. Mr. Venkatesh gave a lecture at Shimer College in Waukegan, Illinois, on the Knight as portrayed in the General Prologue. He also gave a lecture to the Basic Program at the University of Chicago on the *Tao Te Ching* in which he offered an explication of Poem 2, focusing on the very important concept of Wu Wei, often translated as "non action." Last year's sabbatical also allowed Mr.

Venkatesh to prepare and give a lecture on "Sherlock Holmes in the Movies," looking at the figure of Holmes and how he is interpreted from literature to film. Mr. Venkatesh says the aim of this lecture was "to get at the mysterious appeal of Holmes as a character. He's one of a handful of people that everyone in the world knows."

Mr. Venkatesh is one of

University in Taiyuan City in northern China, Mr.

Venkatesh taught English and American Literature. He structured his classes as seminars, including a St. John's-style course on Shakespearean plays. He also served as a guest lecturer in film analysis at the North China Institute for Film and Technology. And for the past nine years, he has been a

students' genuineness and their enthusiasm to learn as qualities that impress him. Mr. Venkatesh particularly enjoys advising seniors on their essays: "I love advising papers. I like the process of closely working through things with a student, working one-on-one and moving slowly." He is advising three students—two are writing on Chaucer and one on Joyce's *Ulysses*.

At St. John's, Mr. Venkatesh has filled a variety of roles. He has been an active member (and often the coach) of the strong fencing program for the last six years. He works diligently and intensely at his fencing, for, as he says "no Venkatesh ever starts a sport casually." He has also served as archon of the Graduate Program in Eastern Classics for the last few years. He says earnestly, "I would recommend the Eastern Classics program to anyone. It's a good chance to be genuinely naïve about a body of books." The role of Eastern Classics archon still allows Mr. Venkatesh to teach full time; this year he teaches one sophomore language class and one sophomore seminar in addition to one Eastern Classics Chinese tutorial. Although his knowledge of Chinese is very basic, he is in the process of writing a manual that he says "would allow any of my colleagues to teach from scratch." As a personal goal, Mr. Venkatesh hopes to become fluent in both classical and modern Chinese.

It is clear that Mr. Venkatesh has established a remarkable rapport with his students, and that he loves teaching just as much as his students love having him in class. Although his background is in literature, Mr. Venkatesh cites the math classes at St. John's as being some of his favorites. "Although it's difficult for me," he says of the math, "the abstractness of the problems enables you to get really good discussions on things like beauty or thinking... The geometry, especially, I find to be a peaceful haven." ●



Amber Boydston

Krishnan Venkatesh is archon of the Eastern Classics program; he also teaches sophomore language and seminar.

the few tutors on the Santa Fe campus with a strong background and continued interest in English literature. Born in Kuala Lumpur, Malaysia, he moved with his family to England at the age of seven. He received his undergraduate degree in English Literature from Cambridge University in 1982. He went on to spend four years at the University of Münster in a post doctoral research assistantship doing textual and philological research on works by Shakespeare, then began his career as an educator. For three years at Shanxi

tutor at St. John's College in Santa Fe.

The years Mr. Venkatesh has spent at St. John's have obviously been enriching for him, just as his contributions as a tutor have benefited the college immensely. When asked what he appreciates most about the college, he says, "Well, I could say that St. John's has taught me to read, or helped me to learn how to listen, but that's true for everyone. Everyone says those things." After more thought, he says simply and with conviction, "I love the student body." Specifically, he cites the stu-



## Scholarship...

## The Nexus of Nietzsche

EIGHT ANNAPOLIS TUTORS SPENT THE FIRST SEMESTER WITH  
THE PHILOSOPHER WHO DOESN'T BELIEVE IN PHILOSOPHY.

by Barbara Goyette

Above all, one should not wish to divest existence of its rich ambiguity," says Friederick Nietzsche in Book V of *The Gay Science*. Nietzsche not only recognizes life's ambiguity, he captures it in his writing; his aphoristic style defies efforts to systematize his thought—and that's just the way he wanted it. A group of eight Annapolis tutors who met twice a week during the first semester this year constantly grappled with Nietzsche's ambiguity, which frequently, they found, veers into paradox.

The study group was one of the benefits of a National Endowment for the Humanities grant that provides for faculty development at the college. Tutor John Verdi is in his second year of studying Nietzsche, thanks to the grant, which gives a tutor two-thirds release time from teaching so that he or she can study a topic in depth, and a second year with the same amount of release time for the tutor to share what's been learned with the community through a study group and a Friday night lecture.

Members of the study group had a variety of past experience with Nietzsche. Verdi, the leader, has been interested in him for a number of years and spent last academic year reading and studying him. Henry Higuera, Jon Tuck, Nancy Buchenauer, George Duskow, and Bill Pastille had read him as part of the curriculum. Michael Grenke, a new tutor, wrote his PhD thesis on Nietzsche. Laurence Berns, the most senior faculty member in the group, had read and thought about Nietzsche since arriving at the college in 1960. (Also attending the seminars was Irving Wasserman, SGI88.)

A seminar being a seminar, the same general dynamic happens with a group of tutors as with a group of students and two tutors: questions are raised, possible entry ways are proposed. The study group provides a formalized network for what often happens when a tutor new to a subject or baffled by some aspect of a reading corners a more experienced fellow faculty member in the Coffee Shop and they talk about it. "In these study groups there's an atmosphere of helping each other understand," says Berns. "You read the book and you are puzzled. You spend ten minutes talking about it and gradually some way of approaching it begins to emerge."

Nietzsche is a difficult writer. He delights in tearing down the conventions of thought that informed the philosophers who came before him, making a study of his works seem out of the orbit of other books on the St. John's program. His ideas have been misinterpreted and given radical political slants. His fabled insanity, his estrangement from the academic world of his time, his stormy relationship with Wagner are hard to separate from a consideration of his thought. But his works are exciting. Nietzsche has a sense of adventure about philosophy; his metaphors seem to penetrate to some truth, and his stance against dogmatism and in favor of the "to thine own self be true" credo are appealing.

Verdi came to Nietzsche, he says, after teaching at St. John's for a while. He studied him for several years before applying for the NEH grant, and he thinks that the time is right for a more open-minded interpretation of Nietzsche. "Now there are more tutors who've worked with him—like Jonathan Badger and Michael Grenke. Enough time has passed since the old vision of Nietzsche as pro-Nazi." Verdi argues that Nietzsche does fit within the tradition of Western thought that's outlined in the program. "For one thing, he's trying to build a bridge back to the ancients," he says. An important thing to remember about Nietzsche is that he doesn't think of philosophy as a search for truth but as a way of life. That's why he admired Socrates. "You can't be a follower of Nietzsche," Verdi continues. "He's not offering a specific way of life but, like Socrates, he's describing what it would really mean to be true to yourself." Nietzsche wants to overcome the systematizers, who are missing a connection to humanity because they view themselves as over and above it.

Reading *The Gay Science* is tricky, Verdi acknowledges. "You can't read it as a collection of aphorisms, just picking out one or two to focus on. You have to read every section in context. That he writes this way is part of what he's up to. He wants to warn against dogmatization without being dogmatic—very much like Socrates. You read it as dialectical but not with him, with yourself."

## PARADIGMATIC PARADOXES

The study group met 24 times. At many of the sessions, tutors struggled with Nietzsche's tendency to provoke a dialectical re-interpretation of experience—the "rich ambiguity" referred to earlier. The group found itself dealing with a Nietzschean paradox, a kind of ambiguity that is ultimately unsolvable but nevertheless instructive.

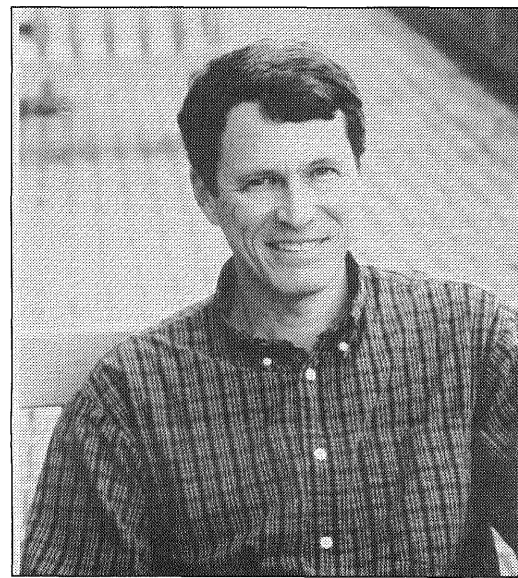
First example of paradox: the nature of the gay science. In sections 319, 324, and especially in 335, Nietzsche talks about what he calls "physics" or "science." In 319 he lays out the premise: "...[We] who thirst after reason are determined to scrutinize our experiences as a scientific experiment—hour after hour, day after day. We ourselves wish to be our experiments and guinea pigs." Then in 324, Nietzsche refers to the "idea that life could be an experiment of the seeker for knowledge," that embracing "life as a means to knowledge" will lead one to live "not only boldly but even gaily." The gay science, then, is Nietzsche's prescription for living, in which each individual creates his own life as if it were an experiment. The creating includes moral laws. In 335, he turns Kant's categorical imperative on its head, as Nancy Buchenauer said: "The categorical imperative implies that if you give yourself a law it is always the same for everyone. But for Nietzsche it is not the same, even within the same person." Michael Grenke continued the thought: "We need to become physicists in order to become creators, in order to give ourselves laws." Physics for Nietzsche seems to become the study of human nature, of *our* human nature.

"This is an argument against people who have some code of morality. We have to start picking things apart. But the results that come out of that are created by you. The paradox is that what you create is built of what you've already created—your experience," said Bill Pastille. And your experience is not entirely your own because you are a product of your time in history and your "reverences"—the so-called truths from established religion and morality. The seminar on this section closed with a question that further highlighted the paradox. Verdi asked: "As physicists, then, we are constantly creating, but what are the materials? We are what is there. Nietzsche has one foot in the world where there are truths—or does he? Is there a human nature?"

Second example of paradox: the notion of eternal recurrence, sketched out in section 341 as the suggestion of a demon invading your "loneliest loneliness." The demon says, "This life as you now live it and have lived it, you will have to live once more and innumerable times more; and there will be nothing new in it, but every pain and every joy and every thought and sigh...will return to you...The eternal hourglass of existence is turned upside down again and again, and you with it, speck of dust!" Nietzsche asks: "How well disposed would you have to become to yourself and to life to crave nothing more fervently than this ultimate eternal confirmation and seal?"

First the study group tried to figure out what eternal recurrence could mean, and why Nietzsche would consider it a good. "You live your life in such a way that you would want to live it again," said George Duskow. "It's a stance toward your life that you have no reservations about it whatsoever. You would will it again," said Grenke. "It's a positive disposition toward life as life. You want the unfixedness of life itself—you're saying yes to being alive at this moment," said Buchenauer. It is an affirmation and beyond that, a willing. In other words, there is no divine purpose; man becomes his own god. The paradox of eternal recurrence is that it's a kind of nihilism at the same time as it's an affirmation: How do you make values (what Nietzsche demands that you do to affirm your life) in a world with no purpose or ends?

These examples of paradox mirror the paradoxical nature of the enterprise of studying Nietzsche—he unlocks a door and you look in to see a new world, but your way of looking at what's beyond the door is pre-determined by your lifetime of looking at what's on this side of the door: the world of cause and effect, of physics and chemistry that try to control nature by understanding it, of morality grounded in religious and philosophical tradition. Verdi thinks it's important to study Nietzsche at St. John's as part of the program because "we need to open the door a little bit. Nietzsche offers a re-interpretation of our whole life, our day to day experience. He gets you to re-think your fundamental premises." ●



"Nietzsche is not giving us a system,"  
says John Verdi.

Vada Mossavat

## Letters...

### Modernization Suggestion

The number of twentieth-century books that St. John's students read has not increased significantly since the New Program was established in 1937. Now that the century is almost over and a lot more books have been written, it is worthwhile to consider what twentieth-century books are great enough and fit well enough with older books to be included in the program. I suggest that alumni, students, and tutors submit their nominations with a brief explanation of who the authors are, if they are not likely to be already known to readers of *The Reporter*; why these are great books; and, if possible, what readings they would drop from the program to make room for their nominations.

My own nomination is F. A. Hayek's book *The Fatal Conceit: The Errors of Socialism* (1988). Friedrich August von Hayek (1899-1992) grew up in the extraordinary intellectual ferment of pre-Nazi Vienna. Ludwig Wittgenstein was a cousin, and Konrad Lorenz and Erwin Schroedinger were childhood acquaintances. He became an economist. His ideas on business cycles were widely studied in the early part of the Great Depression, then seemingly eclipsed in full by ideas of his rival (and later, when both were living in Cambridge, his friend) John Maynard Keynes. Hayek ceased work in economics narrowly defined and wrote books on political philosophy, law, the history of ideas, and psychology. *The Road to Serfdom* (1944), a warning against the economic and political consequences of centralized planning, became a surprise best-seller in the United States. In 1974 Hayek won the Nobel Prize in economics. He lived to see his economic and other ideas achieve new influence, especially in Eastern Europe, where they inspired many critics of communism. Today his work is read by a diverse audience including economists, political philosophers, and even researchers on artificial intelligence. An edition of his collected works, projected to be about 20 volumes, is partly complete.

*The Fatal Conceit* is the last book Hayek wrote and it pulls together the main ideas that animated his career. Its central idea is that human society is possible because it has evolved "spontaneous" principles of order that we cannot fully understand. These principles arise neither from instinct or reason, but from tradition. Attempts to direct the evolution of society consciously in compulsory centralized fashion can be literally fatal, as witness the mass starvations that occurred in the Soviet Union, China, and elsewhere under communism. This is because compulsory centralized direction obliterates the knowledge of local circumstances upon which

so much of our well-being depends.

Hayek was steeped in many of the authors in the St. John's program, and *The Fatal Conceit* discusses Plato, Aristotle, Rousseau, Hume, Adam Smith, and Marx, to name a few. It is a provocative criticism of some and praise of others.

What would I delete from the seminar reading list to make way for *The Fatal Conceit*? Anything by Hegel other than the *Philosophy of History*. Hegel's writing is like quicksand: try to get to the bottom of it and you end up drowning.

—Kurt Schuler (A81)

### Backwards Error

I enjoyed reading the article on the Moss Haggadah in the Fall '98 *Reporter*. I was even more excited that this piece of scholarship was due to a St. John's alumnus. However, the picture was reversed. The Hebrew is backwards.

—Len Weinberg and Fran Gallun  
Parents of Abigail Weinberg  
(Class of 2000)

I am the parent of a Johnny (Charles Weber, A95) who now resides at Kibbutz Lotan, D.N. Cheval Eilot, 88855 Israel. Charlie is currently a Medic in the IDF. He expects to go to graduate school in Jerusalem next September. I do not pretend to Charlie's erudition in the Hebrew language, but isn't there something wrong with the photograph of the Haggadah on p.6 of *The Reporter*? Surely others have commented. The first thing that caught my eye was the : in the 3rd line down. Why, I asked myself, would a sentence begin with a period? Then I looked more closely at the text. The letters appear to face from left to right rather than right to left. How did you achieve this? You guys have printed a mirror image! I held the text up to my mirror and suddenly the : appeared after the word Torah. I'm not crazy after all. I hope David Moss has a sense of humor, but such a lack of erudition on the part of St John's. It's a Shanda!

—Perry C. Weber  
(aka Pera Rachel bat Gdaliah)

I'm sure I'm not the first St. Johnnie (as we called ourselves in my day) to let you know that the Haggadah in the fall issue of *The Reporter* is printed wrong-side-to. I would like to use my three years of Hebrew on reading the text printed the right way—hope you will re-print in a future issue.

Thanks for an always-interesting paper.

—Linda McConnell, RN (A61)

**Editors' Reply:** We apologize for the error. Here is the illustration shown the correct way.



### On Klein and Weigle and Ghosts and James M. Cain

I would like to comment on two articles in the Fall 1998 issue of *The Reporter*.

Robert Bart said that people talk about Jacob Klein in ways that pain him, and that "...we wouldn't be here if it weren't for him." That may be so. However, Mr. Klein was held in esteem, respect, and even affection by most of the students during the mid-1950s. In contrast, Richard Weigle most certainly was not as well thought of or appreciated in those days. For evidence of this, one need only to listen to the recording of "The Fifth Year," the musical comedy written and performed by students at the end of academic year 1954-55. In the songs and dialogue, Mr. Klein is dealt with gently and even lovingly, while Mr. Weigle is spoken of with what almost amounts to contempt.

The differences between Mr. Klein and Mr. Weigle were great. Mr. Klein was plump, European, Jewish, warm, and friendly, but even so, quite capable of shooting out obliquely, and even on occasion directly, little verbal barbs at people, sometimes gratuitously. In contrast, Mr. Weigle was lean, very American, Protestant, somewhat formal, correct, not given to being personal with others. And yet it was the odd-coupling of these two men that enabled the college not only to survive, but eventually, in its modest way, to thrive.

Mr. Klein was a charming person. There were times when he sat in the Coffee Shop and spoke of his childhood in Russia. He seemed always to be pleasant and relaxed. He did have his endearing peculiarities. For example, when approaching a closed door, he would put his hand in the pocket of his suit coat and only then, protected from direct contact with the door knob, would he

open the door. He opened a pack of cigarettes just as idiosyncratically: from the bottom. He would extract a cigarette and hold a lit match or lighter under the filter end before putting it between his lips and lighting it. When asked about this, he said that other people did worse things, that he only disinfected, and that it was harmless.

In contrast Mr. Weigle was a very proper man, a straight stick. He had the knack of making most students feel uncomfortable in his presence. Curtis Wilson once remarked that Mr. Weigle seemed to unbend only when in the mountain air of Santa Fe and in the presence of wealthy people. Just as well; he got along with moneyed donors and was a very successful fundraiser. With all credit due Mr. Klein, Mr. Weigle was as much responsible as anyone else for the survival of the college. He came to the presidency when the college was in turmoil and on a precarious financial footing. Mr. Weigle administered the college with a tiny staff, raised funds and made something of the endowment, increased faculty salaries, arranged for mortgage loans for faculty members, improved and added to the physical plant, worked to better town/gown relations, and established the Santa Fe campus. To his great credit, he did not interfere with the academic program.

On the subject of ghosts on the campus, I recalled reading in Roy Hoopes' biography of James M. Cain (*Cain*, Holt Rinehart and Winston, 1982) about Cain's thoughts concerning spirits on the St. John's campus. Some background: James M. Cain, journalist, teacher, and author of 17 novels, some of them best-sellers, had a close connection with the college. His father, James W. Cain, joined the faculty as a professor of mathematics and English literature the year Thomas Fell became president—1886. James M. Cain, his first child with Rose Cain, was born in 1892 in Paca-Carroll, then a faculty residence, young Cain lived there the first 11 years of his life. The younger Cain, who earned his bachelor's from Washington College, served in France during World War I, and worked at a number of jobs, mostly as a journalist, himself joined the St. John's faculty in 1923, teaching a lecture course in journalism, an English class, and a class in the technique of journalism. In February of 1924 relations between Garey (then president of the college) and Cain broke down. The proximate cause was a difference of opinion about the disciplining of some students who had heckled Garey. Although Garey backed down, Cain resigned. James M. Cain deserves more recognition for his works—*The Postman Always Rings Twice*, *Serenade*, *Mildred Pierce*, *The Moth*,

continued on page 27



# Catalogue Bombs

*During World War II bombing missions over Germany, a St. John's alumnus lofted college catalogues out the window of his plane.*

by Barbara Goyette

College students, perhaps those from St. John's more than others, excel at the symbolic gesture. Protests, pranks, the non-wearing of shoes or ties, smoking because it's cool—by actions like these, students on the cusp of adulthood establish their independence in deeds as well as in thoughts and words. Martin Andrews, class of 1943, left college

bomber group and was sent to Europe.

"Before I went over to England I thought of dropping the books," says Andrews. "Since America had sent me over there to drop bombs, not catalogues, you will understand that I did what I did surreptitiously. Few people, apart from the members of my crew, knew what I was doing. The catalogues were never dropped when my squadron or my group was in a lead position for that

gunners, who had open windows on either side of the plane for their machine-gun mounts, would fling a bundle out when Andrews gave the word. The catalogues were dropped on missions to Kassel and Stuttgart.

Andrews' time as a bomber pilot was briefer than he anticipated it would be—his plane was shot down on his thirteenth mission, after about three months. He made an emergency landing in Switzerland, where he and his crew were interned in camps. On a train to Zurich to be questioned by Swiss authorities, Andrews met Allen Dulles, future head of the CIA who was then head of the American OSS spy network. Six months later, Dulles arranged for Andrews to be exchanged for a German officer; Andrews was to carry sensitive information back to the States, which he spent a week memorizing before his return.

There are two more St. John's twists to Andrews' wartime adventures. The first involves the "nose art" on his plane. Typically, Air Force bombers were "decorated with girlie pictures or outlandish cartoons, which struck me as puerile," says Andrews. His crew decided to call their plane "Special Delivery" and to paint an American flag near the nose. But before this could be done, the plane was shot down. Andrews, though, did have time to ask one of the special artists assigned to paint nose art to stencil under the pilot's window "Est Nulla Via In Via Virtuti," the St. John's motto which translates "No way is impassable to virtue." The Swiss officers who met Andrews' plane as it made its emergency landing were so impressed by the B-17's slogan that one remembered it 50 years later.



First Lieutenant Martin Andrews, ca. 1943.

The final St. John's twist involves a great book—*War and Peace*. "One of our most stressful missions was to Gelsenkirk," recounts Andrews. "We lost two engines on the same side when we were attacked by Messerschmidts. One of my crew was wounded. I had to fly lopsided back to England—not in formation but alone. I had started reading *War and Peace* that summer, and I kept thinking that I couldn't get shot down because I needed to get back to finish it. Well, we did get back to England, but I got superstitious and never have finished reading the book." ●

*Martin Andrews went on to a long career making documentary films. He now lives with his wife, Jean, in Port Jefferson, New York. He's never read the epilogue to War and Peace, so while the novel is finished, the book is not.*



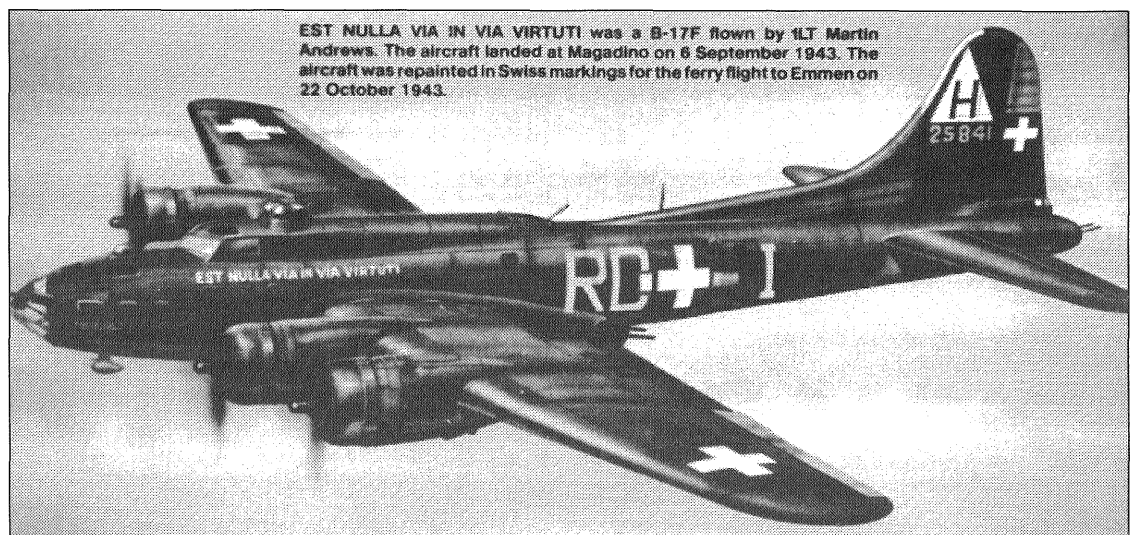
The crew of Andrews' B-17; he's second from the left, bottom row.

in 1941 to join the Army, but he carried out a kind of ultimate college student prank-with-meaning during his service—he dropped St. John's catalogues over Germany from the bomber planes he piloted. "Each bundle of catalogues had a little parachute, floating down into Nazi Germany. It was a symbolic gesture to say that, for us, books really mattered. We weren't trying to recruit students but to protest the Nazis' burning of books," he says.

In 1939, when Andrews came to St. John's, Hitler had just invaded Poland. "We didn't think that we would get involved in the war, but in two years time it siphoned off half of our class into the armed forces," he says. By 1941 it was clear that he might be drafted, and since he wanted to fly, he joined the Army ("The Navy was looking for pilots also, but at least in the Army when you landed it was on land."). Halfway through flight training that summer, everyone in his class was made an instructor. Andrews wanted to see action, so he got himself transferred to a

would have drawn attention to them. They were never dropped while we were under German fighter attack nor during periods of heavy anti-aircraft fire."

The key man in Andrews' catalogue-dropping process was the parachute rigger. He devised the method of releasing them and together he and Andrews rigged every one. "Each catalogue was tightly rolled, tied with strong twine, and firmly attached to its own little parachute," explains Andrews. "The chutes were of white nylon about the size of a man's extra-large handkerchief." The books were then bundled into packs of six and had little drogues that pulled the bundles apart when they hit the air stream. Each of the waist



An artist's rendering of Andrews' plane with the St. John's motto under the pilot's window. The lettering was actually a 1.5-inch stencil, rather than foot-high letters emblazoned on the fuselage.

# Ephemeral Plastic

by Ruth Lopez

—Excerpted with permission from *Pasatiempo*, the arts and entertainment magazine of the Santa Fe New Mexican

At 81, Charles Greenleaf Bell, tutor at St. John's College in Santa Fe since the early days, poet, historian, innovator (the list goes on), has been working full time on a third incarnation of his *Symbolic History* project. Composed and refined over the past 20 years, the series of 40 lectures begins with ancient Greece, runs through Bach and Milton, and ends with the Atomic Age.

But Bell does not call them lectures. He calls them shows. The last three are entitled *Now*. "I can't get any more contemporary," Bell said in a recent interview. Bell's mission or obsession is simple to him. "Just to make a richer account and more moving account of the actual drama of history," he said.

In between public lectures and private study groups, Bell has been working with an assistant, in the basement of the tower building at St. John's College, transferring the sound and image based shows to newer technology.

Bell's first show was in 1939, the year Kodachrome was released. He used a record player and slides, and he recited quotes. The show was improvised entirely but guided by the images. "I had to memorize because I was working in the dark," he said. Over the years, the shows evolved with Bell on tape. Eventually *Symbolic History* moved to video. Now more than 15,000 of the images have been scanned into a computer for the first phase of Bell's *Symbolic History* that will be available in DVD, the technological step beyond CD-ROM.

What always has concerned Bell is "the transience of multimedia recording," he said. But he remains opti-

mistic. "By the time I needed anything developed, it was there," he said.

When you talk with Bell, it is hard at first to know where his thoughts end and say, Dante's or Milton's or Goethe's ideas begin. There is a shift in Bell's voice, a dramatic tone, and you realize he is reciting a poem that has something to do with what he is talking about. Clearly, Bell believes others before him have said it better than he ever could.

Goethe's quote ("...nature is obliged to find me some other form of being when this one breaks down..."), for another shot at being himself.

On a wall in the dining room hangs a portrait of Bell, painted by Jack Goode. "He made me look like a lecherous old monk of the 15th century," Bell said, obviously pleased with the image. Along the bottom of the painting are



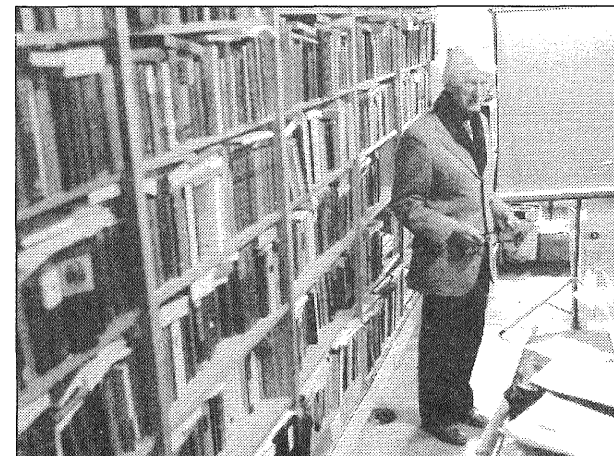
"Without contraries, there is no progression," says Charles Bell.

Surely there is no form of being that is suitable for Charles Bell other than being Charles Bell. And no doubt he would ask of nature in

words in Latin that translate, "I lived, I saw, I vibrated."

Bell, whose first loves were astronomy and science, probably began vibrating in earnest when he was 12, staring into his first telescope, a well-timed gift from his parents. "It was just when I needed something to investigate science," he said of that telescope. "I never worked hard in high school except in my own things," Bell said.

He wanted to attend the University of Chicago but his father, who is from Greenville, Mississippi, wanted him to go a southern college. Bell ended up at the University of Virginia in Charlottesville. "The school with the largest telescope," he said. His mother sent along a picture of Einstein that young Bell hung on his dorm room wall. "I



Floor to ceiling books at Bell's home in Santa Fe.

thought I was beginning to understand (Einstein's Theory of) Relativity," he said. "You had to bridge a contradiction to grasp a phenomenon. You precipitate polarities and embrace both." Years later, when Bell was teaching at Princeton University, Einstein would attend shows that Bell put on at local bookstores. "I had a wonderful audience," Bell said.

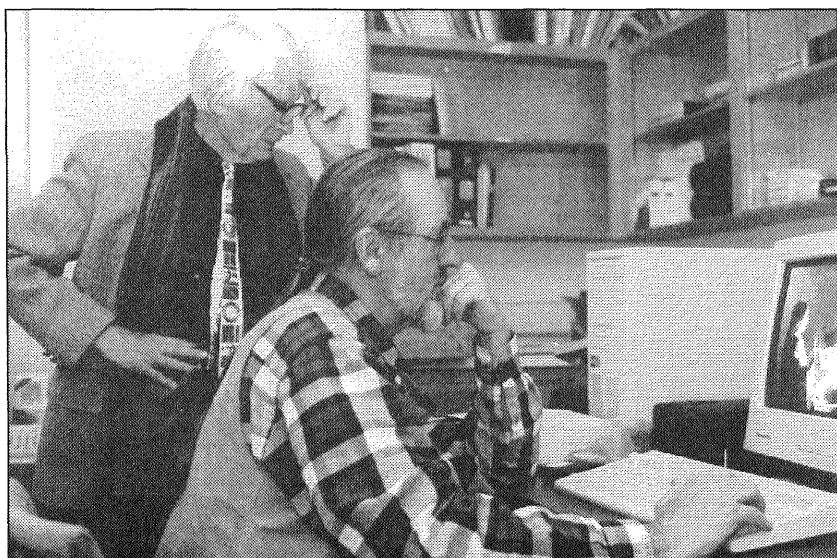
His idea of combining history, art and literature with a study of the music of specific time periods was a novel one. Through the years, he strove to find ways to make his presentations more permanent. He had problems duplicating slides for distribution and blending records with his voice for video. "The whole thing was based on ephemeral plastic," he said.

Every time technology changed or improved, Bell looked for a way to use it for his shows. Over time, grants and some sales have helped reduce production costs. At first, the purchase price of each video was \$25. Now, if one buys a complete set of 40, the cost drops to \$12.50 a tape. Bell only made six complete sets because it takes so long. But he never let go of his project. "My own creative history gave me the hope of some destinate breakthrough," he said.

But there is the other part of *Symbolic History*—the content, the words, the information. A hunger for knowledge drove Bell. During his time at the University of Virginia, students on the dean's list didn't have to take classes. Because he made the list, Bell only had to take exams. "I took as many classes as possible and stayed up all night and took exams and got 100s," Bell said. By day, the math and science major went to the library and read.

He also became a private student of professors Stringfellow Barr and Scott Buchanan, Rhodes scholars who were devising a reading program of the Great Books. Barr and Buchanan's ideas would form the core of the St. John's College curriculum. By the time

Photos by Sherry DiBari



Charles Bell and tutor Ralph Swentzell scan images for *Symbolic History*.



# LIBERAL EDUCATION IN ACTION

*Project Politaë, a student volunteer organization, takes off in Santa Fe.*

by Amber Boydston (SF99)

Bell finished college with degrees in science, he also independently had completed what is now the Great Books program.

He taught himself art by reading in the art and music libraries." I was nearly tone deaf, but the library had scores and records, and I began to learn how to read music on my own," he said.

While at Princeton, he organized a reading group of German refugees and began to learn German. "With just a few clues to grammar, you can work through (foreign) text," he said. When he was a Rhodes scholar at Oxford University in England, he traveled to Florence, Italy, where he taught himself Italian so he could read Dante in the original. Later, with a Rockefeller grant, he began collecting the records he would draw from for his shows. "What I sought was a knack for combining visuals and sound." He started another Dante reading group in 1936, and continues to lead it out of his home today. "I'm the only original member," he said.

In his home library that started in the basement and extended into what once had been an attached garage are books on shelves from floor to ceiling, books in piles on the floor, books on tabletops and countless boxes of papers and slides. In one corner near a window is a desk that belonged to his father, a senator from Mississippi. Bell's filing system appears to be chronological although in talking with the professor, it is clear nothing ever is completely linear for him. But "I know where everything is," he said. The books begin with Egypt, some hieroglyphics, and go to classical texts and then proceed through time, "because my shows are that way and I think that way," he said. Works in their original languages stand alongside translations.

Bell set up his slide projector and gave me a minishow—a short program titled *Blake and Temporal Revolution*.

"Without contraries, there is no progression," begins Bell in the taped lecture. For the next 30 minutes, I scrawl just a few comments: "For everything that lives is holy" "how does a confrontation become philosophy?"

What has Bell learned over the years and what educational philosophy has driven him? "I learn to celebrate in new terms, everything. Everything that I would have repudiated before I had to learn to celebrate on its own terms," he said.

For Bell, learning always will involve embracing polarities.

"We build one wall by tearing down another," he said. ●

Bulletin boards on the Santa Fe campus feature notices of flu shots, reminders about recycling, upcoming lectures, local job listings, and preceptorial lists. But one board—in the Peterson Student Center—has become particularly interesting to students. It lists volunteer activities, everything from Habitat for Humanity to building pens for captive-bred wolves to tutoring. This year, volunteer community service efforts are united for the first time, thanks to the efforts of sophomore Alexandra Rothenberg, and the range of meaningful and fun activities listed on the board is an indication of her success.

After Rothenberg approached the administration in September, president John Agresto, vice-president Robert Glick, and public relations director Laura Mulry decided to work with her to outline an effective program for coordinating all community service work by students. Rothenberg wanted to tailor the program after the successful Annapolis version, called Project Politaë.

Rothenberg now has a part-time job coordinating the Santa Fe Project Politaë. A donation by Robert Warren (SGI93), helped make the funding possible. "By my experience," Warren says, "St. John's is populated with students who are people of good will, willing to go out into the community and work hard to assist others who are perhaps not so fortunate as they are. Project Politaë provides that opportunity and encourages cooperation. And it's a two-way street: the more the college and its students give to the community, the more responsive the community will become to the needs of the students and their college." Rothenberg's desk, computer, and printer were donated by Santa Fe tutor Linda Myers, (SF72), and her husband Gerald Myers. Office space is shared with the Placement Office in Weigle Hall.

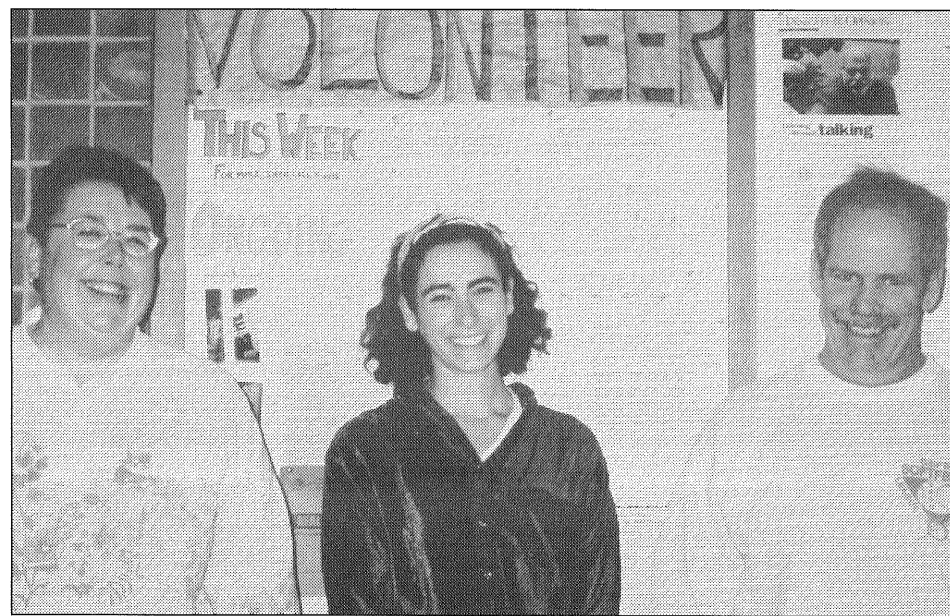
There already were a number of students and staff on campus active in volunteer activities. The Placement Office under director Margaret Odell, had students tutoring at Zia Middle School and with homeschooled children. Last year, Abigail Weinberg, then a sophomore, organized volunteers to help with Habitat for Humanity and a program at the Santa Fe Community Farm, an all-organic, all-volunteer operation that distributes food to 30 local shelters. Rothenberg's job was

to bring all these different activities together under one umbrella.

Before coming to St. John's, Rothenberg worked with the Garden Project, a San Francisco program that offers ex-convicts rehabilitation through organic gardening. She's always found volunteering an important part of her life, and she thinks there's a connection between the

pollination skills. She hopes the garden will also bring bats to fill the duty of pest control on this pesticide-free farm.

Perhaps the largest addition Rothenberg has made to the volunteer opportunities has been the tutoring programs. She organized an on-campus tutoring program—every Wednesday afternoon St. John's stu-



Alexandra Rothenberg (center) poses in front of the Project Politaë board, with Placement Director Margaret Odell and Student Activities Director Mark St. John.

ideas of Project Politaë and the ideas of the great books. "Project Politaë suggests that people should relate to each other, an attitude that often does not extend outside of the classroom, but which is important in the literature we read," she says.

Project Politaë's recruitment efforts are largely word-of-mouth—plus the bulletin board in Peterson. Rothenberg posts flyers describing different volunteer activities and notifies Resident Assistants in the dorms about upcoming projects. At last count, active volunteers numbered more than 50.

Here are some of the projects Project Politaë has been involved with this year: preparing the gardens for winter at the Santa Fe Children's Museum; a get-out-the vote effort coordinated with Neighbor to Neighbor; Thanksgiving dinner preparation and delivery to homebound Santa Feans; and assistance to Beneficial Farms, a cooperative farm that donates its food to Kitchen Angels and other local groups. Rothenberg expanded the work done by student volunteers with the Santa Fe Community Farm by creating the St. John's College Butterfly Garden, a separate organic garden designed to attract beneficial animals such as butterflies, bees, and moths for their

dents provide homework help and tutoring in all subjects to Santa Fe students of all ages from the public school system. There were so many volunteers that Rothenberg sent some into town to tutor at the Santa Fe Boys and Girls Club. Project Politaë also helps out HOSTS (Help One Student To Succeed) in its highly structured program coordinated by the director of parent and volunteer involvement for the Santa Fe schools. As Robert Glick, vice president, says, "The thing every St. John's student can do is teach other students how to learn."

Rothenberg notes that many of the people who lead volunteer organizations in town have told her how pleased they are that the college is giving back to the larger community. Even more important is the impact of the volunteer efforts on the campus itself. "Liberal education has a tendency to be very introspective," says President Agresto. "It makes us thinkers and readers and pursuers of knowledge. We run the risk of cutting ourselves off from others. This kind of volunteer activity leavens the daily introspective nature of liberal education and gives us the opportunity to be with others, help others, and make our contribution to the world." ●

## Campus Life...

# Classic Tales, Cookies and Milk, and the Hokey Pokey

*Storytellers' Guild entertains alumni kids at Homecoming*

by Susan Borden

The Children's Story Hour was the highlight of the Annapolis Homecoming for a handful of alumni offspring (and, truth be told, their parents had a good time too). Held during Homecoming seminars, when alumni throughout the campus were discussing great works like *Antigone*, *Moby Dick*, and the Republic, the Children's Story Hour included a few classics of its own: *Beauty and the Beast*, *Rapunzel*, and, of course, *Winnie the Pooh*. But unlike those whose focus was Sophocles, Melville, and Plato, the children in attendance got a break for cookies and milk and a chance to go outside

for a round of the Hokey Pokey.

Homecoming's Children's Story Hour was hosted by the Storytellers' Guild, a group of about 25 students that meets every Wednesday night in the General Hartle Room (the former reading room of the old library) for an hour or so of stories and milk and cookies. This year's most popular readings include tales by Hans Christian Andersen and the Brothers Grimm, the Bernstein Bears, and the complete oeuvre of *Winnie the Pooh*. Like other campus activities, though, the Guild has its share of controversy: its request to the Delegate Council for funds was met with suspicion until members

explained the milk problem. Some people like two percent, some like whole, and some like chocolate, so the group asked for enough money to buy three kinds of milk.

Junior Gretchen Anderton, the Guild's archon, explains the club's appeal: "It keeps us from always treating books like they have to be program books, like we have to only read program books, as if all other books were evil," she says. "Most of us read tons when we were little kids, and back then we read for fun—not just because we had to get our seminar reading done. It's really nice to get back to that." ●

Frisbee hats and balloons were the dress du jour at Story Hour.

## EXPLORING THE GRAND CANYON

by Kee Zublin, (SF01)

About 60 million years ago an oceanic and a continental plate had the conflict which resulted in the Rocky Mountains. From the base of these mountains sprang the Colorado River, which emerged to wend its merry way due west to the Pacific Ocean. Only some time later did the river settle on its now famous shortcut through Marble Canyon of the Grand Canyon.

When it did, it ground like liquid sandpaper into the highest strata of the Colorado Plateau, exposing layers of rock one and a half billion years old and creating 5000-foot-high canyon walls.

In January, a group of students fearlessly led by Brendan O'Neill, assistant director of Student Activities in Santa Fe, hiked for six days in the canyon. The trip, the first of its kind organized by Student Activities in 15 years, gave students a chance to witness firsthand the aftermath of all the geologic commotion.

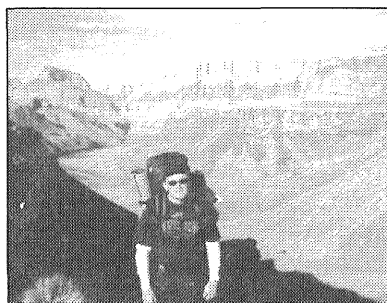
The 11 members of the expedition (the radius of whose sphere of action is normally the distance between the library and the cafeteria) packed their week's supply of food and other necessities on their backs down miles of rock into the canyon. As one of the students thoughtfully noted of the unwonted strenuous activity, "It is important that occasionally we leave our comfort zones."

The route taken by the intrepid 11 dropped along the Tanner Trail from the South Rim of the Grand Canyon to the Colorado River. The Tanner Trail was built by Edwin Tanner, a miner from the old days. And one tough miner he must have been, we agreed, to pack his mining equipment down miles of rock into the deepest canyon in the world. It wasn't even clear to us what he mined down there. All that we saw were clam fossils and marmots.

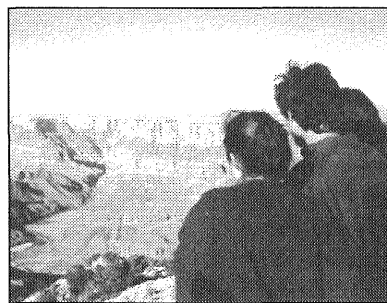
We were a far cry from mining pioneers, descending that trail. We were decked out in warm polypropylene, with internal frame packs filled with all sorts of nice food. One hundred years ago, Mr. Tanner hitched up his canvas trousers, grabbed his wood and canvas shoulder sack, and hit the trail. His food supply was sweat, tears, and the elusive Abert squirrel. Slim pickings. Our six-day food supply was augmented by the wonderful yards-of-beef. Yards-of-beef is a nonperishable club of meat—excellent trail food. Our three yards of beef formed the cornerstone of the otherwise shaky foundation of nuts and humus. Three yards, 11 people,



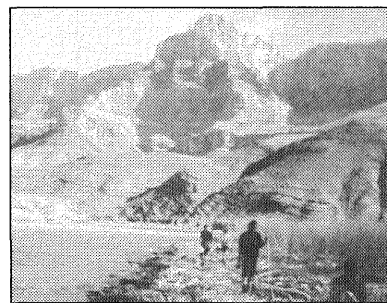
Katie Turco at rest.



Samuel Parker, Jr., near the rim.



Taking in the view.



Mission accomplished.

six days: two inches per person per day (minus the vegetarians). This can all be worked out with computers. Believe me, it was enough. Besides, we all thought that the beef looked pretty cool strapped to the sides of packs like lethal weapons. And that's what they were: loaded sidearms for the battle ahead.

If we were a far cry from Mr. Tanner and his mining outfit, inching along the trail in our brightly-colored line, we weren't much like your average organized hiking group either. To begin with, we paid \$65 instead of the \$1100 for a comparable Sierra Club outing. We traveled with the smug assurance that we were an econo-line outfit, spiritually prepared to face the canyon. Then again, we didn't have anyone clever telling us the Latin names of bushes or the proper epoch in which certain sedimentary layers are classified, as is customary on such outings. We had to make do.

Brendan provided us with written information on the geology of the canyon and its resident flora and fauna, and this we read, as Johnnies are apt to do. We were also able to observe the fossil evidence of bygone days. Mostly, though, our guided tour was provided by members of the iconoclast 11 and our various nuggets of wisdom that outshone even the most learned discourse of trail gurus on those other trips. Sometimes we even made up factoids if our collective information didn't answer a question.

Like Albert Einstein said, imagination is more important than knowledge. When we didn't have the one, we just used the other. I'd like to see the Sierra Club try that!

We didn't need anyone to tell us how beautiful the place we were in was. They couldn't have, and neither can I. It sort of ruins it. I will say this: The view from the bottom of the Grand Canyon is worth the effort. From the rim, the canyon is impressively large and colorful. But as one descends into its depths, leaving behind the trinket-shops, improved campgrounds, and the sexually segregated toilets, a new sense of scale and color emerges. The bands of color that blend together at a distance are each the earth of a multimillion-year phase in the life of the region. In the rocks along the trail we read the tale of past epochs when trilobites danced with mollusks and sea lilies detached themselves from their stems to roam the waters of the Colorado Plateau.

Like the sea lily, we detached ourselves from our stems and wandered into the world. ●



# Campus Life...

## THE ALL-AMERICAN GUY FROM GHANA

by Susan Borden

There's something kind of all-American about Iddrisu Tia's four years at St. John's College. There's a sort of rags-to-riches feel to his student aid jobs on the Annapolis campus, from his freshman assignment in the dishpit to his upperclass years in the library. There's an industrious seriousness to his participation in the biology and math study groups. There's a just-one-of-the-guys spirit to his play on the soccer field. There's a community-mindedness to his service on the polity's Food Committee. And there's the B.M.O.C. aspect of his just-completed term as Delegate Council president. But while his resume is all-American, Tia is not. He is from Ghana and has been in this country for less than four years.

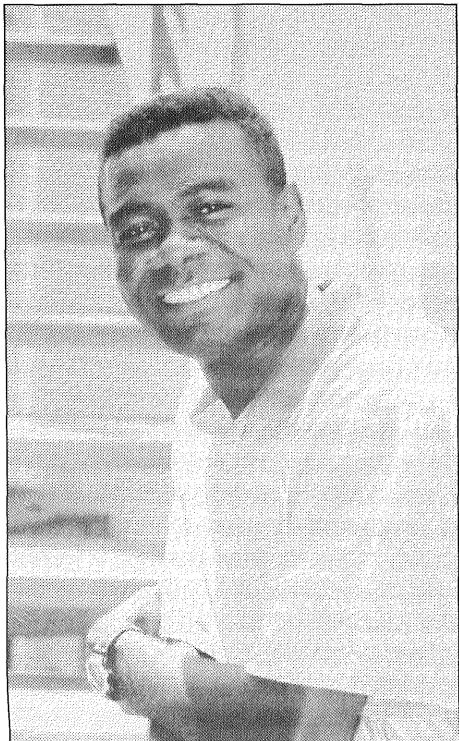
Tia's road to St. John's began in his hometown of Tamale, with a test administered to the best students throughout Ghana. Every year, students who score highest on this exam are sent to United World Colleges, a pre-University program located in ten different countries (including Wales, Venezuela, the U.S., Norway, and India) that prepares students for the International Baccalaureate Diploma. Tia, like others from the underdeveloped north of Ghana, was discouraged from taking the exam, the result of a national prejudice that northerners cannot compete with the intelligence of those from the south, particularly those from the capital city of Accra. Nevertheless, as one of the highest scorers in his region, Tia was invited to take a further test in Accra, and his score was among the eight highest nationwide (rank among the top scorers is not disclosed).

The achievement was an enormous one, not only for Tia but for his family and community. "I remember it was on television, and people were writing to my dad, commenting on how great I did," he says. In addition to reflecting a personal triumph, Tia also felt his score sent a message to Ghanaians from the south. "I

think it told them that, although we don't have the equipment or resources they have, we can still compete with them."

As a result of his score, Tia was sent to Atlantic College, the United World College in Wales, where he chose physics, chemistry, and math

John Biddah



for his high level studies and Spanish, economics, and English for his subsidiary level subjects. Because Atlantic College is a pre-university program, it is a popular stop for college admissions directors, and while Tia was studying there, John Christensen, the Annapolis Director of Admissions, paid a visit.

"When I heard about St. John's College, it really caught my attention, because at that point, I was a little bit confused about what I wanted to do in the future. Most of the schools said, 'Okay, you come to the university and you choose one thing as your major.' But when Mr. Christensen talked about St. John's, he said, 'You don't have to choose a major, you do almost everything. You get to know a little bit of everything: about yourself, about your environ-

ment, about the world, about the past.' That caught my attention."

Tia matriculated at St. John's in September 1995. During his years at the college, he continued to enjoy science, as he had in Ghana and Wales. Lab was his favorite class; he was particularly excited by the works of

Newton and Faraday. "I learned all this stuff—electricity, magnetism, the laws of motion—in high school, just by writing down equations, but I did not understand what those equations really meant; I just put values in and then found the answer. And when I read Faraday, he brought me back to seeing the phenomena as they are, not just as values in equations. When I had another look at Newton, the laws I saw were very different from what I learned in high school. I saw it was not only physics, it was also philosophy."

Tia's love for science did not keep him from exploring the full breadth of the program. He wrote his freshman essay on the *Meno*. His sophomore essay was about Jonah, his junior essay was on *Phedre*, and for his senior essay, he has returned to Plato, examining what the *Symposium* has to say about love.

With essay writing now behind him, Tia is making plans for his next big project: a degree in agronomy, an interest that dates back to his boyhood, when a friend of his father's was an agriculture extension officer. "He would come by on a motorbike, and I always thought that if I could be an agriculture officer, then I would get to ride a bike," Tia recalls. By the time he was twelve, however, his aspirations turned to medicine. "I grew up in a community where the ratio of doctors to patients is really low and you see people who are struggling with some tiny disease that could be easily cured and it's just lack of information and medical advice that makes people suffer," he explains.

Yet despite his long-standing interest in medicine, and despite his pre-St. John's penchant for loading up

on science courses, Tia's experience at St. John's has, to some degree, shaken his commitment to medicine. "Starting in my sophomore year, I did feel a little bit confused about what I wanted to do. Because at St. John's I see things that interest me more than what I see in medicine, although still I feel the interest in medicine very much. For example, philosophy caught my eye. I want to investigate it, the philosophical way of seeing things. And, I think, I want to combine it with medicine," he says.

Tia has given himself an extra year to assess his commitment to medicine while he studies agronomy. Like many Johnnies who plan to attend medical school, Tia intended to take post-bac science courses to meet medical school requirements. Instead, he will pursue a masters degree in agronomy, which requires the same courses he would need to take for his medical school application. When his masters degree is complete, he will re-examine his interest in medical school. If he decides against attending, he will pursue a PhD in agronomy—a field that will also benefit the Ghana he plans to return to.

"I want to go back to Ghana because Ghana is a developing country; it needs help, it needs the technology of this country. So my plan is to stay here to gain the necessary knowledge and then to go home and help those people who are unable to study as I've studied. Even if I wanted to stay in the United States, I wouldn't be able to stay because I have a lot of promises made back home. My parents have never doubted that I would come back, and the program that sent me to Britain selects people whom they think will be able to help their country in the future. I promised them that I would help Ghana. So I really must keep my promise by going back to impart the knowledge I gained from the developed world. Though I'm not going to change everything in Ghana, I'll do what I can to help my country." ●

## A Good Cup of Coffee

GIs in Santa Fe have a new place to gather—the William Darkey Graduate Common Room, dedicated in January. Located in the Peterson Student Center in the space formerly occupied by the bookstore and named for tutor emeritus William Darkey, the Common Room has been completely remodeled and furnished; support for the project came from Santa Fe GI alumni, led by Robert Warren (SGI93). The one stipulation that came with Warren's gift was that "there always be a good cup of coffee available."

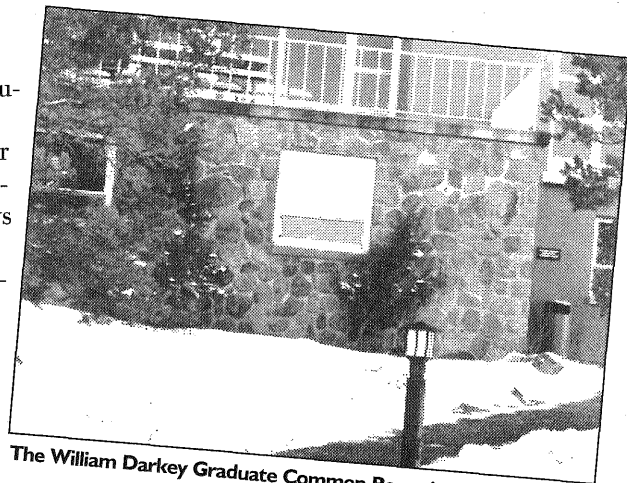
At the dedication, Mr. Warren noted that not only was his coffee stip-

ulation being met, but also his desire that the most comfortable quarters on campus be constructed. He credited David Levine, director of the Graduate Institute, for his dedication to the project's completion, a labor of love and determination. He then outlined his admiration for Mr. Darkey, calling him an "institution within an institution." Surely thousands of students, he said, have benefited from Mr. Darkey's incisive wisdom and gentle guidance.

Mr. Darkey said that the work of the Graduate Institute is one of great importance to the college. "It is a

national disease that we treat education as a product. Mr. Buchanan began while at Cooper Union stressing the need for providing education for adults," says Mr. Darkey. "The Graduate Institute may be the most important thing we do here. Teaching graduate students may well be the most gratifying part of my long life." Mr. Darkey went on to note that there may be some confusion among students looking for the "Dark Room" to develop their rolls of film, but that the Graduate Common Room was indeed

needed and a welcome addition to the campus. ●



The William Darkey Graduate Common Room is in Peterson.

## Homecoming 1998

A record 333 alumni came home to Annapolis for the October 2-4 Homecoming, with family and guests boosting attendance numbers to over 500. Everyone who registered was presented with an orange Homecoming '98 frisbee, which sported the new college seal. Friday evening, President Nelson hosted the Class of '48 Fiftieth Reunion Dinner, where members of the classes of '48, '43, '38, and '33 gathered for an elegant meal and a chance to recapture old memories and reacquaint with old friends. About 25 alumni and guests of the class of '68 met in the home of Gilbert and Debbie Renaut for pre-lecture drinks and dinner in honor of their 30th reunion. Forty-three people participated in "Dining Hall Nostalgia Night," where the opportunity to go through the dining hall line and eat off a tray revived memories of the golden days.

The after-dinner highlight was the Class of '94 Homecoming Lecture: Bill McClay (A74) spoke on the subject "Is America an Experiment?" After lecture, alumni joined current seniors in the dining hall for wine, coffee, and dessert. Julia Mobayed Dray (A87) set the tone with her sparkling piano music. At around 11:30, those still looking for fun migrated to the Coffee Shop where Eric Lyon (A89) served as DJ for a coffee shop party heavy on disco, Motown, and '80s pop.

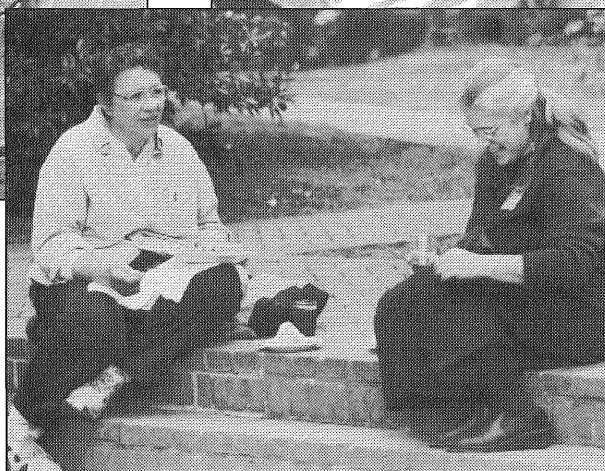
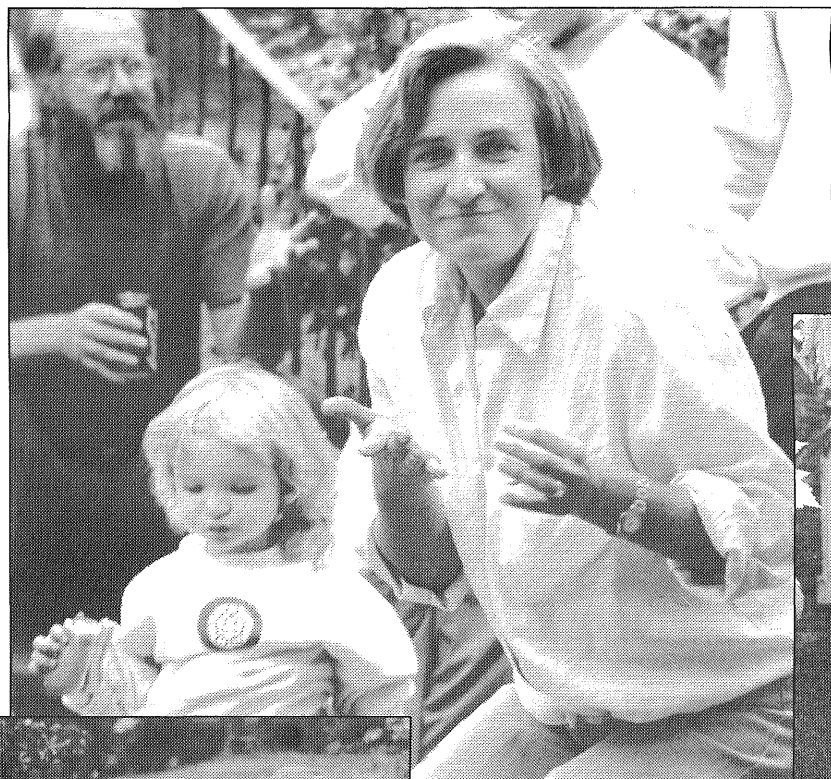
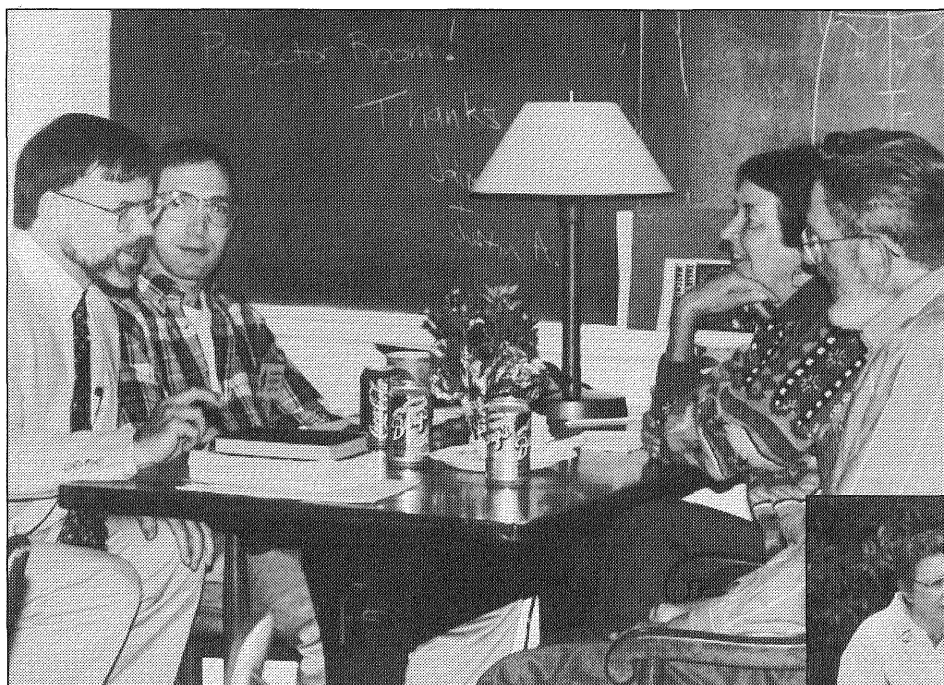
Saturday events began with the Annual Meeting of the Alumni Association. Current Association business was reviewed by Alumni Association President Allan Hoffman (A49) and reports on the state of the college were presented by Chris Nelson (SF70) and Dean Harvey Flaumenhaft. Chester Burke (A74) gave a brief memorial for Michael Littleton (HA95) and Leo Pickens (A78) gave a brief memorial for Bryce Jacobsen (A42).

During lunch, reunion classes gathered throughout campus and at the nearby home of Mary McCutchan (A63). The class of '38 celebrated their 60th reunion with St. John's College baseball caps for all who attended. The class of '78 lunched at the on-campus apart of Leo Pickens (A78) and Valerie

Pawlewicz (A89). Many alumni had trouble breaking away from mealtime conversation to attend seminar. This year marked an all-time high for seminars: fourteen were offered, on works from Plato's *Republic* and Sophocles' *Antigone* to Melville's *Moby-Dick* and Zora Neale Hurston's *Their Eyes Were Watching God*. Concurrent with seminar was the Children's Story Hour, during which current students entertained children of alumni with *Winnie The Pooh*, *Beauty and the Beast*, and a rousing chorus of the Hokey Pokey.

The Alumni Soccer Classic took place after seminar. The alumni proved dominant on the field. "It was an absolute massacre," said Athletic Director Leo Pickens. "Goals were scored by Paul Gibert (A91), Ian Webb (A86), Jide Nzelibe (A92), and numerous others, too many to name in this short article. Craig Sirkin (A95) stood his ground in the goal, while Ned Freeman (A95) played the game of his career as sweeper. Out of respect for the students, we will not report the actual score."

Many alumni who chose to steer clear of the athletic field thrashing headed to the bookstore. A 10% discount kept the cash register ringing as alumni loaded up on program books and sweatshirts. In the five hours the bookstore was open, sales exceeded \$5000. Outside of Humphreys Hall, the bookstore hosted an autograph party featuring works by four alumni: Mark Fabi (A78) signed *WYRM*, Glenda Eoyang (SF76) signed *Coping with Chaos: Seven Simple Tools*, Anthony Chiffolo (AGI84) signed *At Prayer with the Saints*, and Paul Stiles (AGI96) signed *Riding the Bull: My Year in the*



**Scenes from Homecoming:** Michael Dink (A75), Director of the Graduate Institute, talking with GIs who gathered in the Coffee Shop (above). Marta Lively (above right) at her 20th; Jane Spear and Robin Chalek Tzannes joined classmates from '73 outside Chase-Stone. Mark Fabi (A78) signed copies of his sci-fi thriller (above center). Making the soft-sell to a prospective was Susan Eversole (SF 76), who brought her daughter to check out the college (lower center). Coney Island Tooters Mrs. Berns, Ms. Heines (hidden), Ms. Seeger, Mr. Kalkavage, Mr. Berns (hidden), and Mr. Stephenson serenaded the crowd (top right). A '98 Homecoming memorial frisbee (far right.)



# Annapolis

*Madness at Merrill Lynch.* The appearance by Plato, author of classics such as *The Republic* and *The Meno*, was, alas, cancelled.

Concurrent with the autograph party and the soccer match, alumni were treated to a musical interlude by the Coney Island Tooters, an overgrown barbershop quartet of tutors led by Peter Kalkavage and including Gisela and Laurence Berns, Jonathan Tuck, and David Stephenson, among others. Immediately following, Elliott Zuckerman led returning Johnnies in choral music's greatest hits during "Freshman Chorus Revisited." The annual cocktail party brought athletes, bookworms, and musicians together in the FSK Auditorium for hors d'oeuvres, drinks, and high volume conversation.

Saturday night's Homecoming Banquet in the dining hall featured toasts by members of the reunion classes. Stewart Greenfield (A53) and Tom Geyer (A69) received Awards of Merit from the Alumni Association. Constance Greenfield, L. Harvey Poe, and Chaninah Maschler were named Honorary Alumni. An exceedingly well-attended waltz party followed the banquet.

Sunday's weather was chilly and damp, but that didn't keep an intrepid few from the 5K fun run led by Mike Van Beuren (A77). Later, the runners joined about 230 alumni and guests in the FSK Lobby for a champagne brunch where alumni were still reminiscing as late as 3:00 p.m., as caterers cleared tables and mopped floors all around them.

Alumni planning to attend Homecoming 1999 should mark their calendars: October 1-3 will be this year's dates. And, the alumni office advises, it's never too early to make hotel reservations in Annapolis. Please contact the alumni office (phone: 410-626-2531, e-mail: [alumni@sjca.edu](mailto:alumni@sjca.edu)) for lodging information. ●

## ALUMNI ASSOCIATION HONORS FIVE



Constance and Stewart Greenfield; Tom Geyer; Chaninah Maschler, and Harvey Poe.

At the Homecoming Banquet in Annapolis, the Alumni Association presented the Award of Merit to Tom Geyer (A69), and Stewart Greenfield (A53). Constance Greenfield, L. Harvey Poe, and Chaninah Maschler were made honorary alumni.

Tom Geyer was introduced by Jonathan Zavin (A68), who recounted his background: Geyer came to St. John's from a dairy farm in Pennsylvania, took a year off to become editor of a tribal newspaper in North Carolina, and after St. John's began a long career as a newspaper reporter, editor, and publisher. Zavin remembered Geyer's characteristic "reason and tolerance," which were reflected in his articles and his personality. Geyer has served on the Board of Visitors and Governors, where his counsel "has always been helpful." Geyer, in accepting the award, remembered his time at St. John's as a period in which he was not particularly attentive to schoolwork. However, the program "made the deepest impression on me," he said.

Eva Brann introduced Stewart Greenfield and his wife Constance, who was made an honorary alumna, class of 1998. Miss Brann noted that Stewart had once confessed to her his regret at not having been a better student when he was at St. John's. "I developed over my years as dean a theory...that the warmth of alumni's attachment was in inverse proportion to the brilliance of their student days, and that, in turn, was in inverse proportion to their success in life" she said. "This disparity has always made great sense to me...The reason is that it reveals the potency of our Program, which goes to work over a lifetime and often touches those most deeply who absorb its good in the least ostentatious fashion." Certainly the Greenfields have demonstrated their strong feelings for the college, she continued, by their generous donation which made possible the new Greenfield Library, and by Stewart's

many years of service on the Board of Visitors and Governors.

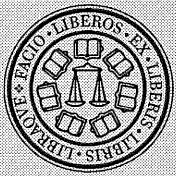
In her acceptance remarks, Connie said that she shared her husband's passion for St. John's. "If love of learning is something you do here at St. John's, then I feel that I fit in with the class of 1998," she said. Stewart noted that he felt "tremendously fortunate in my choice of life, choice of college, and choice of business partners." Many of his present interests, he said, had their origin at St. John's: Newton, Darwin, computers. "They still give me pleasure, and I find them very compelling."

Allan Hoffman, president of the Alumni Association, introduced L. Harvey Poe and Chaninah Maschler as honorary alumni. Poe was a tutor at St. John's from 1946 to 1950 and assistant dean from 1947 to 1949. He has practiced law in Washington, D.C., since 1966. Alumni remember Poe's dedication to the New Program, his unassuming but effective role as tutor and teacher, his extraordinary intelligence, charm and wit, and the great respect he always accorded his students. Martin Dyer (A52) wrote a letter urging Poe's induction as an honorary alumnus of the class of 1952 in which he said: "I believe that he played a pivotal role in the college's decision to desegregate... Honoring him would also honor John Kieffer, J. Winfree Smith, Raymond Wilburn, Jacob Klein, Simon Kaplan, and the others who labored in those early days to nurture and refine the New Program and who, through their decision to open the doors of St. John's to all without regard to race or color, added new meaning to the word liberal in Liberal Arts."

Mrs. Maschler became a tutor at St. John's in 1976 and retired last year. She is known to students and tutors for the extreme seriousness with which she takes her teaching, the extra time she devotes to students and advisees, and her concern for the effect that our studies have on the way we live our lives. ●



Photos by Keith Harvey



# Alumni Association News

WINTER 1999 ✱ ST. JOHN'S COLLEGE



Peter Huidekoper (SGI90) editor ✱ Glenda Eoyang (SF76) and Monika Schiavo (A84) communications committee chairs

## A YEAR OF CHANGE

*President's Report to the Alumni Meeting, October 1998, Annapolis*

by Allan Hoffman, A49

This has been a year of change. Roberta Gable, the Director of Alumni Activities in Annapolis was granted a year's maternity leave. Susan Borden is Roberta's temporary replacement. Liz Skewes, the Santa Fe Director of Alumni Activities, resigned to pursue a graduate degree. Liz has been replaced by Tahmina Shalizi. In January I replaced Sharon Bishop as president of the Alumni Association.

Roberta will rejoin us at the end of her leave.

We wish Liz good luck in her new endeavors.

And we welcome Tahmina with the knowledge that in time she will get to know us and we her.

This is my first opportunity on behalf of the alumni of St. John's College and all members of the Alumni Association to thank Sharon Bishop, our president for the past six years, for the superb way in which she fulfilled the responsibilities of that office. She will be a tough act to follow.

The usual July Santa Fe Homecoming and Alumni Seminar Sessions were held in June this year on a trial basis. After a careful review and evaluation it was decided to return to the usual July schedule in 1999. The Homecoming was well attended as were the Alumni Summer Seminars. Most alumni polled indicated that July was a much more convenient time for the Santa Fe alumni activities.

A second successful Croquet Reunion was held in Annapolis in April. As usual the St. John's College croquet team led by its Imperial Wicket beat Navy. The attendance at the Croquet is largely made up of younger alumni. It is so well attended it will probably become an annual alumni/college event.

Your Alumni Association, through its committees, is working on many projects. Some of them are:

1. The 1999 Santa Fe Homecoming and Alumni Summer Seminars;
2. The Alumni Register for the year 2000 (or 2001);
3. The 1999 Annapolis Croquet Reunion;

4. The 1999 dues mailer;
5. The possibility of an alumni web site;
6. The possibility of a web alumni Register;
7. How the alumni can further help seniors and young alumni in their career efforts;
8. Reviving inactive chartered chapters, helping to establish new chapters here and abroad;
9. Alumni archives and oral history project;
10. Senior Dinners;
11. Long range "strategic planning" for the Alumni Association.

This is by no means a complete list. Things just don't happen by themselves. It takes the work of very dedicated alumni to determine the wants of the alumni, the proper programs and activities to satisfy those wants, as well as to collect and allocate funds to support the programs and activities.

There are two necessities here—people and money. The St. John's College alumni at large are fortunate to have a group of talented

and dedicated alumni who comprise the Alumni Association Board representing you and your best interests as "permanent members of the College community" as stated in the St. John's College Polity. These Board members serve voluntarily; they receive no pay; they give freely of their time; and they pay their own expenses to attend Board meetings in Annapolis and Santa Fe up to four times a year. They need and deserve your support.

What can you do? First, let us know what you think of the current programs and activities. Second, what new ideas and/or suggestions do you have? Let us know.

Third, pay your annual dues. Your money is used to support and improve existing and new programs and activities for you, the alumni. The percentage of alumni supporting their Alumni Association is pitifully small. Maybe the Association is not getting its message across. This part of my report to you is an attempt to correct that situation. ●

## Bienvenue et Bonne Chance



In December, 1998, the nascent European chapter of the St. John's Alumni Association held its initial meeting at the Cafe Cluny at the corner of Boulevard St. Michel and Boulevard St. Germain. Most of those at the gathering have lived in Paris for several years but until that evening none had met any of the others! They were quick to announce their first reading by a local writer—name of Montaigne—to begin what they hope will be monthly seminars; if you are in Paris in March, look them up at the Cafe Cluny! For more information, contact Bill Randolph 01.45.35.29.89 at 7 rue Poliveau, 75005 Paris, or, John Dean 01.43.36.36.16 - 13 rue Monge 75005 Paris.

## CAREERS AND PLACEMENT

*How alumni can help current students and recent grads*

From New York Chapter Notes  
by Steven Sedlis (A73), President

Since becoming chapter president I have served on the placement committee of the Alumni Association. The committee works with the directors of placement on both campuses and deals with the alumni network and other aspects of life after college.... The placement committee has spoken to a number of alumni who have hired or mentored Johnnies. These alumni feel that St. John's students would benefit from having a better idea of what is needed for success in the workplace. To me, this is clearly something that alumni can help with.

In many ways, alumni (especially recent grads) have more credibility with students than placement officers, faculty, or parents (especially parents). The Alumni Association has sponsored discussions between alumni and students on networking and the

workplace. Those of you planning to visit campus in the coming year may wish to contact the Placement Office first to arrange to meet with students interested in your line of work or study. Your participation in such discussions would be a valuable contribution to the college.

The New York chapter has also, like several other chapters, brought together recent graduates and alumni to network and socialize. This past fall the chapter hosted its fourth annual recent graduate reception at the National Arts Club on Gramercy Park. Alumni and recent grads have opportunities to discuss careers and the transition from St. John's to careers and/or further study. More than 50 alumni attended the annual event. ●



# ON THE MOVE: OUR PERIPATETIC TUTORS

## *If it's Tuesday, it must be ... Seattle*

By Peter Huidekoper

Early last fall Santa Fe tutor Glenn Freitas was in Seattle and fellow tutor Philip LeCuyer was in Chicago. But in many ways they were on familiar ground. They were leading seminars for St. Johnnies at the local chapter meetings.

They were hardly alone in the outreach from the college. Last summer Annapolis tutor Judy Seeger led the seminar at the picnic for the New York Chapter at the home of Chuck and Anne Nelson in Croton-on-Hudson. Early in September Annapolis tutors Adam Schulman and Peter Kalkavage led a seminar for the Boston Chapter on Shakespeare's *Measure for Measure*. A few weeks later tutor emeritus Elliott Zuckerman led the Annapolis Chapter's seminar on "Ode to a Nightingale," by Keats. At the end of the month fellow Annapolis tutor Jonathan Badger led the seminar in Durham, North Carolina, for the North Carolina Chapter on "Progress and Return," by Leo Strauss. And Eva Brann, Annapolis tutor and former dean, was in the Twin Cities late this fall to lead a seminar on Book XI, "On Time," from St. Augustine's *Confessions*.

We're not done yet. On October 25 Santa Fe tutors Josh Kates and Jim Forkin co-led a seminar in Culver City, California, on a poem by Wallace Stevens about Penelope and Ulysses, "World as Meditation." On November 11 Annapolis tutor Nicholas Capozzoli led a discussion for the New York Chapter on the Hippocratic Oath and Oath of Maimonides. A few days later, November 14, Santa Fe President John Agresto headed north to Boulder, Colorado, to lead a seminar on "The Upright Posture," chapter seven from *Phenomenological Psychology*, by Erwin W. Straus.

Why such trips? Why such a commitment on the part of St. John's faculty to add another seminar to their duties? Why does the college happily support such journeys? Perhaps two accounts will provide some answers.

Freitas had never been to Seattle. Given his interest in Eastern literature, he spoke with local chapter President Jim Dougherty prior to fly-

ing north, and together they agreed on a discussion of the first third of *The Pillow Book* by Sei Shonagon. A woman's account of court life in the 11th century, the book touches on, as Freitas put it, "what is really valuable in human life." In getting to that larger truth—and in the focus the eight or nine present gave to the text—Freitas said he saw little difference from the kind of seminars he leads on campus. "The conversation I thought was particularly good; they had read (the text) very well."

After the seminar, as if obeying tradition, the group headed out for a drink "to continue," as the saying goes, "the conversation." "It's really edifying," Freitas noted, to see alumni in their own environment. "I learn about the kinds of work they do, their family situation, the kind of reading they are still doing. I was really pleased to see how thoughtful they were they were about their lives and the books and the authors that they counted on in some way."

Such trips have been rare for Freitas, but as he nears retirement, he can imagine doing a few more in the years ahead. "For me," he said, "it was a lovely occasion."

In the past decade LeCuyer had flown to Los Angeles and San Francisco for seminars, but it had been quite a few years since he had last met with the Chicago alumni. He, too, enjoyed the chance, as he put it, "to refresh my acquaintance with students from the past." He and his wife were treated to dinner their first night in Chicago by Rick Lightburn (SF76) and his wife Frances. Rick had been a freshman in Mr. LeCuyer's first class back in 1972—so this reunion had more than a little history behind it. But at the seminar the next afternoon, held in an attractive conference room overlooking Lake Michigan, LeCuyer also saw graduates he had known from recent classes, as well as Annapolis grads he had never met before. In all 18 alumni were present.

Also gratifying for LeCuyer was the fact that he had begun a serious study of the work of Emmanuel Levinas, and the Chicago seminar was his first chance to discuss chapter one from Levinas' *Basic Philosophical*

*Writings*, "Is Ontology Fundamental?"

A week later, back in Santa Fe, LeCuyer began a preceptorial on Levinas. He found that he drew on the Chicago discussion. Having the chance to take a topic of interest and "try it out on the road" proved most fruitful for him and his students.

Like Freitas, LeCuyer was particularly pleased with the quality of the discussion among the alumni. Asked if he saw less discipline to the seminars, or perhaps less attention to the text, "out there" far from the college, he said he had just the opposite impression. "In fact, they are better readers. Over the years they have improved their ear a little bit." What had begun at St. John's, he felt, "had continued to develop."

Many participants went out to dinner with LeCuyer after the seminar, giving him the chance to learn more about the lives of St. Johnnies years since graduation. "I was very impressed," he added, "by not only what they are doing, but how they are doing what they are doing." He was especially struck by his conversation with Tom O'Shea (SG188) now working with kids from the Mother Cabrini Project. Bringing it all back home, LeCuyer was pleased to hear O'Shea say that the discussion about the Levinas reading "was quite relevant to the work he is doing."

What alum cannot but be delighted that the Alumni Offices at both campuses support such visits by tutors to our chapters across the country. There is of course the mutual pleasure for faculty and former students in seeing one another, in renewing friendships and past conversations and ties—and in offering tutors a glimpse into "the fruits of their labors." But to have tutors taking off from Annapolis and Santa Fe to points all around the country and leading seminars with alumni reflects on a rather remarkable feature of the St. John's community: that the "ongoing conversation about the Great Books" is not bound by time or place. Or, as Eva Brann, among others, has said, we are reminded that the college is not just two locations, but it is everybody involved in the reclamation of the great books. ●

### CHAPTER CONTACTS

Call the alumni listed below for information about chapter or other alumni activities in each area.

ALBUQUERQUE:  
Harold M. Morgan, Jr.  
505-899-1331

ANNAPOLIS:  
Rebecca Dзамов  
410-263-4291

AUSTIN:  
Joe Reynolds  
512-280-5928

BALTIMORE:  
David Kidd  
410-614-2260

BOSTON:  
Ginger Kenney  
617-964-4794

CHICAGO:  
Amanda Fuller  
847-705-1143

DALLAS/FORT WORTH:  
Suzanne Doremus  
817-924-7184

DENVER:  
Janet Dampeer  
303-972-4901

LOS ANGELES:  
Juan Hovey  
805-492-5112

MINNEAPOLIS/ST. PAUL:  
Vicki Wilson, 612-595-9118  
Glenda Eoyang, 612-783-7206

NEW YORK:  
Amy Wuebbels  
212-681-4585

NORTH CAROLINA:  
Susan Eversole  
919-968-4856

PHILADELPHIA:  
Jim Schweidel  
610-941-0555

PORTLAND:  
Dale Mortimer  
360-906-1190

SACRAMENTO:  
Helen Hobart  
916-452-1082

SAN FRANCISCO/  
NORTHERN CALIFORNIA:  
Donald Kaplan  
925-376-8252

SANTA FE:  
John Pollak  
505-983-2144

SEATTLE:  
Jon Bever  
206-729-1163

WASHINGTON, DC:  
Sam Stiles, 301-424-0884  
Bill Ross, 301-320-4594

ISRAEL:  
Mel Kline, c/o Rechov Menasha 8  
Jerusalem  
972 2 6736914  
moshek@actcom.co.il

### alumni e-mail

The address for the unofficial alumni homepage is: <http://www.charm.net/~bfant/johnny/>. This is the unofficial web site for alumni e-mail addresses, maintained by Bill Fant (A79). There are over 450 names on this web site—a significant increase over last year. The more of us who put our e-mail addresses on this website, the greater the value it will have as a resource. We hope many of you will continue to enter your e-mail addresses onto the homepage.

—Peter Huidekoper

## Alumni Notes...

### 1932

**Willis Lynch** reports that he is now 91 years old. He lives in Hampstead, Maryland.

### 1936

**Charles Westcott** writes that he is recovering from a heart attack with five bypasses.

### 1938

**Francis Townsend** is on the Board of Atlantic General Hospital. One son is an MD boarded in three medical disciplines, and also a doctor of law. One son is a computer business owner with four children and eight grandchildren.

### 1940

**Oscar Lord's** oldest son, Lance Lord, is presently a Lieutenant General in the U.S. Air Force and Vice Commander, Air Force Space Command.

### 1943

**Peter Kellogg-Smith** writes with news about the Fairhaven School, which opened in Upper Marlboro, Maryland, this September with full enrollment of 30 students. "There are five of us St. Johnnies involved in this new 'free' school. Wish it could be more."

### 1944

**Carl Hammen** recently participated in the World Association of Veteran Athletes international masters championship track and field meet in Barbados. He won the 5000 meters and came in second in the 800 and 1500 meters. "To be an international champion runner in the upper age groups," he writes, "one must: (1) live long enough, (2) be in reasonably good health, and (3) have enough money to get to the meet."

### 1945

"I counsel the homeless in a soup kitchen one day a week and keep up my business helping landlords with their problems with tenants the rest of the week. It keeps me busy," says **Lawrence Levin**.

**Gene Thornton** had a poem, "Ovid in Exile," published in the winter 1999 issue of the *Paris Review* and a painting, "Buddies," exhibited at the Duke University Museum of Arts 1998 exhibition of North Carolina artists.

### 1947

**John Brunn** reports that he retired from teaching this year and is doing volunteer tutoring.

**Bill Elliott** retired from the National Oceanic and Atmospheric Administration (NOAA) in April 1998, where he had been leading a group devoted to studying long-term climate changes. He remains active with the group, however. He has also been honored by election to Fellow of the American Meteorological Society for "outstanding contributions to the atmospheric sciences during a substantial period of years."

**Arthur O. "Pete" Davis** reports an exciting "Lost Islands of the South Atlantic" voyage aboard the Linblad ship Explorer II during October and November of 1998. This exploration of our natural world was to the Falklands via the Canaries, Cape Verde, Ascension, St. Helena, Tristan Da Cunha, and South Georgia Islands.

### 1948

**Bill Buchanan** translated and supplied notes for the book *Hindu Thought and Carmelite Mysticism*, lectures by Swami Siddheswarananda, published by Motilal Barnarsidass. One critic said of the book: "I do not recall another book that speaks so insightfully to the interface between Christianity and Vedanta."

### 1951

**William Roberts** is still sailing the waters off south Florida and he spent this fall touring eastern Canada by car. Christmas was in Vera Cruz, Mexico. "Life is much too important to be taken seriously," he writes.

"I'm enjoying continued retirement from teaching, and playing with hobbies, including the computers," e-mails **Don Koontz**.

**George Wend** says that retirement for him has included PC computer projects such as 1200 photos for a family album, and doing a genealogy. He's also taken trips to Egypt, Israel, and Costa Rica.

### 1953

An article in the *Baltimore Sun* in November said about **John Alexander**: "He'll never play piano like his idols. He doesn't have what you'd call a great voice." But the article praised Alexander for the concert he performed at the Light Street Presbyterian Church—many years after giving up music to study law at the University of Maryland. During his successful law career he continued to play demanding pieces in the style of Jelly Roll Morton or Fats Waller. But after suffering a minor stroke a few years ago, he was unable to play "stride" piano and he began to compose instead. According to the *Sun* article, his music is quiet and meditative. Alexander is quoted as saying: "I've

learned that ...the task is to get inside the music and hear the tones relate to each other."

### 1955

**Carolyn Banks-Leeuwenburgh** writes that her son **Todd** (A85) "presented us with a beautiful granddaughter, Sophia. Needless to say, we are having lots of fun with this new role. I'm still singing on weekends and we still have our travel company."

### 1956

**John Chase** is stuck down in North Carolina "like a fly on flypaper." He says that he would love to return to his beloved Maine, or perhaps venture as far as Alaska, New Zealand, or Australia.

### 1960

**Sarah Robinson Munson** was honored by being chosen Support Staff Employee of the Year 1997-98 by the Arlington County (Virginia) Public Schools. She was cited for her teaching of elementary school students who are learning English as their second language and for efforts to ensure that cultural diversity is an integral part of the curriculum.

**Hildreth "Hildy" Smith-Becker** moved to Tucson this summer. Her daughter Christina Paige (A88) and her husband and child had moved there in 1997. She'd love visits from classmates—her address is 4901 E. Sunrise Dr., Tucson, AZ 85718.

**Kendon Stubbs**, who has worked for 33 years at the University of Virginia library, recently received the Thomas Jefferson Award, the university's highest honor. Stubbs' innovation in making the University Library's vast resources more accessible to the university community—and to scholars worldwide, via the internet—makes his recognition particularly appropriate, as it combines Jefferson's fascination with new inventions with his belief in the dissemination of knowledge as being essential to a democratic society.

With a desk, a computer, and a staff of one graduate student, Stubbs launched the Electronic Text Center in the Humanities in 1992. Its mission was to build and maintain an internet-accessible collection of texts and images—and later sounds and videos. Today the E-Text Center has spun off five additional digital centers and its resources are accessed a million times per month.

Stubbs earned an MA in English from the University of Virginia in 1964 and began his career in the library there the following year. He has worked in the manuscripts division, was director of reference services from 1966 to 1976, and has served as associate university librarian since 1976.

### 1962

**David Schiller** writes: "Tutors, students, and alumni who would like to sample my new translation of Confucius' *Analects* can click on [www.sagapub.com](http://www.sagapub.com). I'm still living in the New England countryside, reading books and running two travel agencies. Chui-Ping and I take as many trips around the world as we can afford—recently Turkey and Guatemala."

### 1964

**Arlene Andrew** is still working as a senior planner for the city of La Verne, California and living in Claremont. Her daughter Abigail is a freshman at Goddard College in Plainfield, Vermont, and her son Joshua is a senior at Sierra Nevada College in Incline Village, Nevada.

**William Banks** has been appointed a fellow of the American Psychological Society. He is entering his eighth year as editor of the journal *Consciousness and Cognition*.

**Paul Liebow** e-mails: "I am retired at 55! Finished computer-ing and now am involved with my community. I am a fireman in the Port Washington Fire Department. We are all vols! No one is paid! Most time I work in an ambulance group. I am having a great time. I am a vol for the Long Island Alzheimer Foundation. I do some computer work and I am setting up Chat Rooms for the Foundation."

### 1965

**Allenna Dungan Leonard** reports that she has taken on a part-time lectureship in managerial cybernetics in the Business School of Liverpool John Moores University. She's been dividing her time between Toronto (mostly) and the UK. "In the past several years I've also been helping deliver synte-grations (a group process which maps participants in discussion teams on the icosahedron to maximize information sharing). This has taken me to the UK, Switzerland, Colombia, South Africa, and the Netherlands as well as Canada and the US," she writes. "One of our events, 'The Future of Digital Media in the UK,' can be visited on [www.interaction2.org.uk](http://www.interaction2.org.uk)."

### 1967

Johnnies in the Sacramento, California, area are warmly invited to contact either **Helen Hobart** (class of 67) at 916-452-1082 or **Arianne Laidlaw** (class of 57) at 916-362-5131 to join the chapter's seminar discussions.

**B. Meredith Burke** writes that her book, *Prenatal Testing: A Sociological Perspective*, written with



## Alumni Notes...

Aliza Kolker, is out in paperback, with a new afterword. "Fortunately, the reviews were good enough to persuade Greenwood Press that there would be a wider market for a paperback," she says. She continues to write newspaper opinion columns in hopes of getting a full-time columnist job. *The San Diego Union-Tribune* carried her column on sex selection of children in October, and the *Miami Herald* published one on illegal abortion in Chile, also in October. In the works are pieces in the *Atlanta Constitution* (on sprawl, congestion, and population growth) and in the *San Francisco Chronicle* ("on the high-fashion ads' continued use of size minus 1 models whom not one real woman in 100 can resemble—nor, if they want to bear children, should they!").

### 1968

**Regina Clare Forsyth** (A) writes: "I married for the first time at 45, haunted by the statistic that I had a better chance of being killed by a terrorist than marrying. Darryl and I adopted a three-year-old angel in March of 1997 from the People's Republic of China. We named her Houchan Zara Noreer—Zara for a name in a book that defined it as 'bright shining light from the East (Arabic).' She is busy absorbing every fiber of my energy and attention...I have switched careers from financial analyst to administrator, since travel has become more difficult. One more task to master. As tired as I frequently find myself, I would do it all over. I only regret that even the People's Republic of China has reservations about my adopting another gift from God."

**Charles Watson** (A) reports a busy autumn and winter. He's traveled to lecture about twice a month. His wife and daughter Anna are involved in a production of *West Side Story* at Barlow High School. Number one son Ivan is trying to be a telejournalist in Moscow, working for CNN, CBS, and others. Number two son, age 18, is taking a junior year with the Sea Education Association in Woods Hole, Massachusetts.

**Rick Wicks** (A) writes from Sweden, where he is a research associate in the department of economics at Goteborg University: "I'm working on a doctorate in economics. Linnea, our seven-year-old daughter, is in first grade, and Ellinor is just starting back to work (Hendrik, who is now four, is in daycare part-time). We had a big trip to the States—our first since we moved here six years ago. We spent a month in Santa Fe in May-June, culminating with the reunion (I was in Annapolis from '64 to '66, then finished in Santa Fe). Then we had two weeks at Lake Okoboji in Iowa at my mother's summer cottage. At the beginning we spent three days in Washington, D.C., just long enough to visit old friends (including our cat,

which we had to leave with a friend)."

**Elizabeth Dobbs** (A), who is chair of the faculty at Grinnell College, argues that Chaucer uses windows to highlight parallel significant events in the story of Troilus and Criseyde and to reveal human limitation, which is at the heart of the poem's meaning. Her article, "Seeing Through Windows in Chaucer's Troilus," was published in *The Chaucer Review*. Dobbs teaches courses on Chaucer and medieval literature. She earned her master's and Ph.D. degrees from the State University of New York, Buffalo.

### 1969

A newsletter from the Board of Child Care of the Baltimore-Washington Conference of the United Methodist Church carries a story about **Joan Mooring** (A), a clinical psychologist who works at Washington State Hospital. After an extremely difficult childhood, Mooring ended up at the Board of Child Care at the age of 16. She barely graduated from high school and scored only 250 on her SAT. But when she took the Maryland State Senatorial Scholarship Exam, she got the highest score in the state, earning her a scholarship to St. John's. During the sophomore year Bible readings, she discovered God and has devoted her life to her faith ever since.

**Joseph Baratta** (A) reports that in 1998 he exhibited a series of mandalas drawn on computer and demonstrating the unity of religion and science. The exhibit was displayed at Harvard, Wellesley, and the Friends Meeting in Cambridge. In March, the drawings go up at MIT.

**Joe Reynolds** (SF) graduated from Baylor Law School in July, passed the bar exam and was granted a license to practice law in Texas in November. He is currently working for the University of Texas system as part of their real estate section in the Office of General Counsel.

### 1970

**Molly Hammett Kronberg** (A) and **Ken Kronberg** (SF68) celebrated their 25th wedding anniversary in June 1998, and realized that as of that date, they had been married half their lives. They fondly hope that their son Max, now 14, will some day come to St. John's himself.

**Hudi Podolsky** (SF) is working in the Hewlett Packard K-12 education affairs department, which supports public schools working to reform science and math programs. She is also teaching at San Jose State University in a masters program for high school teachers getting administrative credential. "Not quite up to St. John's standards, but an excellent program in its own way," she says.

## Santa Fe Homecoming & Alumni Program 1999

*Homecoming Weekend 1999 in Santa Fe will be held on July 16, 17 and 18, with special events planned for the reunion classes of 1969, 1974, 1979, 1984, 1989, and 1994.*

**C**ome a week early or stay a week later to take part in the 1999 Summer Alumni Program. The first week, from July 11 through July 16, will explore the world of visual arts through morning seminars led by Santa Fe tutors Steve Houser (SF79) and Kent Taylor, and afternoon hands-on practice led by Michele Beinder, Director of the Santa Fe Senior Art Program. Week I seminars will focus on works by Vermeer, Cezanne, Van Gogh, and Mondrian, while the afternoon workshops will enrich these seminars through compositional studies and analysis, a still life study, and a life drawing session.

The second week, from July 18 through July 23, will look at ethical dilemmas in biotechnology, led by Santa Fe tutors Jim Forkin (SF80) and Hans von Briesen, as well as David Krimins (A63), Annapolis physician. Afternoon classes will focus on readings that discuss transgenic engineering, the human genome project, and cloning humans. Morning classes will further investigate these issues in two classic works of fiction on biotechnology: Shelley's *Frankenstein* and Huxley's *Brave New World*. Week II will also include a field trip to the National Center for Genome Resources in Santa Fe.

The brochure and registration materials will be mailed to all members of the reunion classes this spring. If you are not in a reunion class and would like to receive a brochure, please request one from the Alumni Office in Santa Fe 1160 Camino Cruz Blanca, Santa Fe NM 87501; 505-984-6103. You can also e-mail the director, Tahmina Shalizi, at [t-shalizi@mail.sjcsf.edu](mailto:t-shalizi@mail.sjcsf.edu). ●

### 1971

**Alan Lee** (A) writes that his daughter Amourence is leaving for China and graduating from the New School in May. His son Jonah is a freshman at Reed College. He and his wife Hanne have adopted a five-year-old girl from China, Xiao Fang, and will be adopting another in early 1999.

**Michael Victoroff** (A) sold his medical practice last year and became Medical Director for Aetna U.S. Healthcare of Colorado. "It was a very good move," he writes. "I had a full and busy practice, with three other doctors and two physician assistants (one of whom was my wife). When I was named Family Physician of the Year in 1996, I realized I had accomplished just about everything I could, at the sharp end of the profession. I wasn't satisfied with my leverage in the system. I needed another place to stand... Now, as a full-time medical director, I'm closer to the dials and levers that actually do some good, than I ever was in practice, professional activities, academics or politics. My audience is more thoughtful, critical and constructive than ever. My 'practice' now comprises hundreds of thousands of patients who need assurance that their care is rational, defensible, and effective. I am substantially the faculty to a 'school' of 4000 physicians. There's no way I could have been fit for this job ten

years ago; now it seems natural, as if I'd been training all this time."

**Andrew Garrison** (A) says that he is studying the role of religion in the practice of psychotherapy. He also notes that his son, age 13, is interested in St. John's.

**Cynthia Hancoff Levy** (A) writes: "I just finished recording my third album of music for young children, ages 2 to 6. After all these years (my music school is now 12 years old) I'm still enjoying teaching music to young kids and their parents."

### 1972

**Helen Anastaplo Scharbach** (A) says that her oldest daughter, Rebecca, has converted to Judaism and emigrated to Israel. Her second is on leave of absence from NYU. "The rest of us are living peacefully in Chicago, where I have begun the University's Great Books program for adults to see what I may have missed 30 years ago."

**Kevin Snapp** (SF) writes: "After considerable drifting, I graduated from law school at the University of Chicago in 1982 and in 1983 married Susan Fasano, the daughter of a Jewish mother and an Italian father. Susan had rejected Catholicism in which she had been raised; I had no religious background at all. When our oldest child started asking about religious things, I resolved to investigate

## Alumni Notes...

### AN UNDERTAKING 100 METERS DOWN UNDER

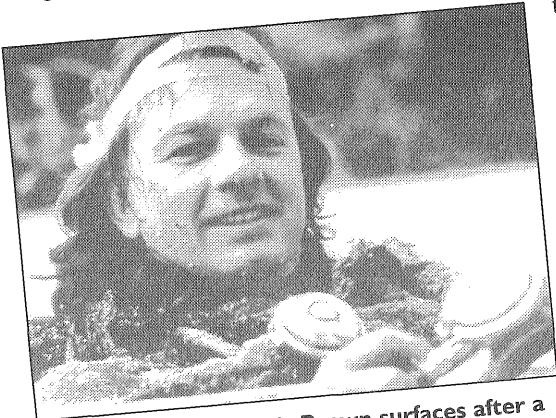
Christopher Brown (A75) says that when he was a student he constantly struggled with the question of the practicality of his St. John's education: "It was impossible for me to imagine how all the marvelous things I was learning would ever come to play in real life. And I subconsciously feared ever finding a parallel real-life situation—another environment of intellectual engagement as all-encompassing as St. John's—that afforded the opportunity to continually indulge my totally unfocused curiosity, without limits."

After St. John's, Brown's occupations followed a typically roundabout path: bartending, skydiving in Florida, the film industry. He's done camera, sound, and "animal management" for many films, including National Geographic Society specials, PBS's *Nature*, and WGBH's *Nova*. He went independent in

1981, and a few years later, one of his projects finally provided him with that all-encompassing engagement he was looking for—the Wakulla Springs Exploration Project of 1987. Wakulla Springs is a series of underground caves just south of Tallahassee, Florida. Brown got into diving and underwater exploration as well as filming while working at Wakulla Springs. "During the past ten years, I have been very happy studying the subjects raised in the first explorations, in order to be prepared for today's version of the project," says Brown.

The new project, Wakulla 2, is a further exploration of the caves. Members of the U.S. Deep Caving Team, sponsored by the National Geographic Society and other organizations, will explore, map, and chronicle the wildlife at the site until late February. (A National Geographic documentary and magazine article are in the works.) The team is using new types of equipment like diver propulsion vehicles and mixed gas life support back-

packs worn by divers, since traditional scuba gear is inadequate for the extreme water depths. The principal goal of the Wakulla 2 expedition is to produce a 3D virtual reality map of the underwater cave system that feeds Wakulla Spring. The biggest challenges to exploring the cave system are the water depth, approximately 100 meters, and the long distances of the tunnels.



Covered in algae, Chris Brown surfaces after a cave exploration dive.

"This is a part of the planet where no one's ever gone before," says Brown. "Throw in the fact that our exploration site was the location for Weismuller's 'Tarzan' filming and is the 'Black Lagoon' of Creature fame, and even the cinephile in me is thrilled." There's a website, [www.wakulla2.org/](http://www.wakulla2.org/), that describes day-to-day progress, shows and explains the technology of the exploration tools, and has profiles of team members, including Brown.

What is so engrossing about underwater caves—what makes his current work as compelling as what he experienced at St. John's? Brown lists the various subjects his day-to-day work covers: geology and oceanography (karst development and morphology, including hydrogeological processes of chemistry and hydrodynamics); diving physiology (hyperbarics, bubble dynamics, gases and their neural effects, molecular physiology, immune system and other responses to extremes of pressure, thermal and other stresses); diving technology; cartography; computer science; physics (gases, fluid dynamics, pressure vessels); resource management; biology (troglodites, troglodites, chemo-synthetic bacteria, endangered species, freshwater life forms, and the fossilized denizens of seas eons old); paleontology; archaeology/anthropology (including archaic Native American); photography, and cinematography.

—by Barbara Goyette

can be reached at 247 Jackson St., #69, Newnan, GA 30263. [dennis2j@hotmail.com](mailto:dennis2j@hotmail.com)

**Peter and Mary Kniaz (A)** report that they and their five children continue to do well in Median, Ohio. Peter is now Director of Systems Services at Invacare.

**Dale Mortimer (A)** is active in the Portland area alumni chapter, and says that they started the new year off with a seminar on Erwin Straus's essay "The Upright Posture." Dale led the seminar, with assistance from Alexander Technique teacher Karen Dewig. Dale's latest article on "The Identification and Medical Treatment of Attention Deficit/Hyperactivity Disorder in the Juvenile Justice Setting" should be published in the next issue of the *ADHD Report*, a newsletter for clinicians.

**Phillip Valley (SGI)** has recently been appointed to Program Director-Elder Services at the Moore Center Services, Inc., in Manchester, New Hampshire.

### 1977

"I am teaching math in high school in California's Bay area," writes **Carla Schick (A)**. "I am actively working to make schools safe for lesbian, gay, bisexual, and transgender youth."

**Ellen Veden (SGI77)** has a new position as General Manager-Satellite Services for Belgacom in Westport,

Connecticut. Belgacom is the dominant international telecommunications carrier of Belgium, she notes. Her responsibility is global marketing and sales to the broadcast/corporate television industry.

### 1978

**Steve Ross (A)** is now a history professor at Louisiana State University.

### 1979

**Lisa Simeone** writes: "The smartest thing I've done was quit my full-time job three years ago to make my living as a freelancer in radio and TV. I do quite a bit of work for NPR; I'm host and producer of the documentary series Soundprint; I still host the Baltimore Symphony Casual Concerts Series; and I do commercial voice-over work. Income unpredictable, but oh, is the freedom worth it!"

**Bill (A)** and Theresa Salter welcomed their second child, Francesca Rose, on September 19.

### 1980

**Amy Clark (A)** is working with the classical studies department as a visiting assistant professor at Dickinson College. She recently completed her

Judaism again. Remembering from St. John's the importance of language, I joined an adult Hebrew class at a synagogue near the University of Chicago. I became drawn into Jewish studies (yes, I eventually read Maimonides' *Guide of the Perplexed*), became a Jew, and now spend much of my leisure time in Jewish matters. Susan joined in; as a daughter of a Jewish mother she is legally Jewish. I want to thank David Sackton (1969) (who is not who recommended the *Guide*) and tutor Bob Sacks for unknowingly planting some of the seeds.

I am currently working half-time helping federal judges deal with suits brought by prisoners, while seeking to escape a sense of confinement by reading and writing. Susan counsels students at the University of Chicago, a sometimes stressful job that she loves, and we have two daughters, Jennifer, 12, and Gwendolyn, 9."

### 1973

**Maria Coughlin (A)** reports that after a happy association dating back to their days as SJC students,

she and Michael van Buren (A77) were married in July.

### 1974

**Deborah Ross (A)** has changed jobs this year. She was appointed chair of the Washington State Energy Facility Site Evaluation Council.

**John Rees (A)** is a neuroradiologist practicing in Orlando, Florida. "My wife Courtney and I have two children, Katie, three-and-a-half, and Daniel, one, and, imminently, Maxwell. Our e-mail is K100RT@aol.com."

### 1975

**Betsy Blume (A)**, former director of alumni activities in Annapolis, is now working in Washington, D.C., for the Special Libraries Association, the professional organization for research libraries and special collections. She works on deferred giving and foundations and is traveling a lot, visiting companies like Dow Jones, Lexis Nexis, and Moody's.

**Jon Church (A)** is teaching at the American School of Milan, in Milano, Italy.

**Dennis Johnson (A)** e-mails: "I

was moved to re-establish contact with the St. John's community by the receipt of a couple of extraordinary Christmas gifts from my wife, Ann, and one of my step-sons, Jay: The Loeb edition of the first five books of Plato's *Republic* and a "Middle Liddell"! Those hints that I have been dropping about brushing up on my Greek were taken quite seriously!

My fabulous Annie and I were married on May 11, 1991, after a whirlwind courtship (six weeks). Our 'boys' are the aforementioned Jay, an explosive ordnance disposal technician in the Navy, and Patrick, a computer systems specialist for a national document storage company. We moved from the Baltimore region to Georgia in 1993.

I have been involved in packaging printing/manufacturing since I graduated from St. John's in 1975. I currently work for Lawson Mardon Packaging in Peachtree City, Georgia. My most recent project for them has been to develop a statistical process control training course for all of the production line employees. I will begin delivering instruction in this course in just a couple of days.

I would love to hear from fellow alumni, especially those from the class of '75—are there any 'Cellar Gang' members out there? Ann and I



PhD in classics from the University of North Carolina at Chapel Hill.

**LeAnne Pemburn** (A) reports: "I'm still in the wonderful city of Baltimore journeying into the second decade of marriage and starting career number four? five?—programming."

**Cecilia Goin Harding** (A) writes: "I am married to a wonderful man, Timothy Harding, who enriches my life every day in addition to the wonderful books I read, the classes I take, and the places I visit. This summer we toured England and Wales by car and then I went on to take French classes at the University of Geneva. Stayed in a women's foyer in the heart of the old city where I met many wonderful people. We have lived in Coral Gables, Florida, for the past two years. Have very positive memories of the people at St. John's. Don't hesitate to write: 1258 S. Alhambra, Coral Gables, FL 33146."

## 1981

**Martin Miller** (A) changed jobs in September 1997, leaving Draper Labs after 13 years to work for Avid Technology. Avid makes computer-based editing equipment for the movie, television, and broadcast news industries. The real exciting change, he says occurred this October 13, when Benjamin Adam Miller was born to him and his wife Linda. Martin also reports that he and **Dan Van Doren** (A81) attended a surprise 40th birthday party for **Evan Cantor** (A81) in August. "It was really a surprise since Evan was not 40 until December. Ellen Cantor did a terrific job on the party and Evan was quite surprised."

**Marilynn Smith** (SGI81) is still working at Coachella Valley High School, but in the state and federal projects office. To keep her hand in, she's also teaching an English class for the local community college.

## 1982

**Therissa Libby** (A) accepted a graduate assistant offer from the University of Minnesota Program in Neuroscience. "For the next four to six years I will study neuroscience, work in neuroscience, eat, sleep, and breathe neuroscience...The program offers me an array of excellent labs in which to work. My specific interest is neuropharmacology, i.e., the action of drugs on the brain. More specifically, I got into this in the first place because I'm so fascinated by the neuroscientific aspects of drugs of addiction, and want to know all about it, and eventually teach and do research. So my first career, addiction treatment, is complete after 12 years." Her e-mail address is libb0012@tc.umn.edu.

**Janet Durholtz Ridge** (A) says that she's "just married the most wonderful man in the known universe. My ex-boyfriend (OK, husband) would

like to point out that 'we don't know that much about the universe.' "

**Nathan Rosen** (A) and Roberta Babbitt announce the birth of Daniel Tzui and Zachary Alexander Rosen on April 21, 1998. "Yes, that makes five children," says Nathan. He is teaching high school drama, now at Atholton High School in Columbia, Maryland. John Michael McDonald helped make paternity leave possible.

**Rob Crutchfield** (A) is living in Fayetteville, North Carolina. His e-mail is robcrutch@aol.com.

**Peter Fisk** (SF) and **Natasha Walter** (SF84) bought a house in San Francisco. Their new address is 631 19th Ave., SF, CA 94121. Peter's office, Mind Body Chiropractic, in the Sunset District, is going beautifully, as is their 2-year-old, Goia.

## 1983

**Steve Reynolds** (A) has been loving life immensely the last five years with wife Dena in the shadow of Mt. Tamalpais just north of the Golden Gate. He's thus far been able to elude boredom by dabbling in software, film and video production, and now, playing shipping magnate and telecommunications guru at a firm that makes and distributes nutritional supplements. Concurrently, he's been tutoring math and history to high-schoolers. He hopes to get certified to teach burgeoning minds by the next millennium. So far, an M.S. in Human Resources Management and Organization Development hasn't had excessive bearing on these disparate pursuits: the joy of collaborating with some really great people has always had greater appeal than the solitude of being a change agent. Turn-ons: Disc golf, brewing beer, and proceeding through the Great Books list backwards, with time for reflection. Turn-offs: None (it's all good).

Steve invites all Johnnies to look him up if they find themselves in the SF area. "God may live in Texas, but She works in Marin!" E-mail addresses: sr@lifestar.com or strdar@pacbell.net

## 1984

**Karl Walling** (A) will publish his first book, *Republican Empire: Alexander Hamilton on War and Free Government*, with the University Press of Kansas (summer 1999).

**Peter Green** (A) still lives in Prague, where he is Eastern European correspondent for the *International Herald Tribune*, responsible for covering 17 East European countries. His e-mail address is psgreen@terminal.cz.

**Trisha Fike Howell** (SF) married Dr. Dean Howell (the founder of Neurocranial Restructuring) on September 6, 1998. Trisha continues to write screenplays, plays, and poetry while also working with her husband. After leaving St. John's,

she earned a BA in philosophy (University of Washington), MAs in philosophy and in humanities (Stanford University), and an MA in Critical Film Studies and screenwriting (University of Southern California). She would love to hear from former classmates. Please contact her at 14406 E. Lake Goodwin Rd; Stanwood, WA 98292; or www.trisha@ndnd.com.

**John Wright** (A84) and **Jagi Lamplighter Wright** (A85) would like to announce the birth of their adorable son, Orville Evander Wright (named after his grandfather and great-grandfather) on September 13th 1998. John and Jagi are living happily in Virginia, where both are pursuing writing careers. John's most recent efforts can be seen in the anthology *Year's Best SF 3*, edited by David Hartwell. Jagi's can be seen in the anthology *Don't Open This Book*, edited by Marvin Kaye, and in the new magazine, *Anime Fantastique*. They are happy to hear from old friends and can be reached at: jlamp@iname.com.

**Andrew Hryniewicz** (A) is living in a 10-person group house in Berkeley. He works as an architect doing residential work. "My real interest and sideline at this moment is ecological design and restoration and I'm looking for a way to do this full time," he says. "Our guest room is open to any friends who are passing through the Bay area."

**Fr. Robert Nicoletti** (SF) is working at a mission in the Ukraine. He sends greetings to classmates.

**John Lawrence Bush** (SF) and Elizabeth Bush say hello from Blacksburg, Virginia. John would like to say an especial "hello" to the members of the "Raw Fish" wherever they are. E-mail: jlbush@t-l.com and ebush@vt.edu.

## 1985

**Tembra Ann Leonard** (SF) is in Geneva, Switzerland, after obtaining a master's at the London School of Economics and a leave of absence from her work as a lawyer in the Department of Labor. She will work for the International Labor Organization. She is enjoying living in a French-speaking environment and being close to hiking and skiing in the mountains.

**Norman Ewart** (A) e-mailed that he is still practicing law. Now he is Senior Attorney in natural resources law at the Coastal Corporation in Houston. He is involved in domestic, offshore, and international exploration and production, and acquisitions, among other things. Norm reports that he has attended a few of the Houston Alumni Chapter book readings. He can be reached at normanewart@coastalcorp.com.

This from **Jan Conlin** (SF): "Jan Conlin was the recipient of the

1998 Nobel Prize in Physics for her work on the effect of the doppler shift analysis in comparison to the particle field theory. She plans to travel to Stockholm, Sweden, to personally accept the award with Chris Watson who co-authored the study."

## 1986

**Sarah English** (SF) reports that she will be opening a holistic health spa/health resort in the Flint Hills of Kansas. "Our mission is to help individuals find balance in their life—body, mind and spirit—so that they may evolve to a higher plane of existence."

**Amy Bianco Murphy** (SF) is in New York, working in the publishing industry. She is currently an editor at McGraw-Hill and her e-mail address is: amy-murphy@mdgraw-hill.com.

## 1987

**Peter Melka** (SF) writes: "Doing pretty well schizophrenia-wise, have a paper route, buying a lot of books."

**Sarah Steel** (AGI) reports: "In retirement, I continue to poke my nose into any opportunity to improve public pre-college education, especially for minority students. My children's spouses include a Swede, a Jamaican, and an Indian (from India). They have blessed me with four grandchildren. We're competing with the U.N."

## 1988

**Claudia Probst** (A) announces her engagement to Joseph Michael Stack. They plan to be married on June 6 in Palmerton, Pennsylvania.

After four years of being the executive editor of *Crisis Magazine*, **Samuel Casey Carter** (A) is now a Bradley Fellow at the Heritage Foundation in Washington, D.C. While working for the conservative think tank, Casey hopes to finish his dissertation on the phenomenology of Jacob Klein this spring. His wife, Suzanne, and he are expecting their first child on April Fool's Day.

**Scott Klebe** (A) and his wife Margaret have a new son, Benjamin, born on July 16.

**Melissa Johnson Dallett** (SF) and **CJ Dallett** (SF) have moved from Ojo Caliente, New Mexico, to New York City and would love to hear from other alumni in the area. After seven years of teaching high school math in northern New Mexico, Melissa has changed careers and is a technical writer for a software development company in Manhattan. CJ continues his work as an artist and is studying web page design at Parson's School of Design. Liliana Dallett approaches her second birthday and is pursuing a career as a professional ice skater (she can stand up in her skates, though she's still having trouble

## Alumni Notes...

with the ice part of the equation). They can be reached at: 305 Grand St. 1st floor, Brooklyn, NY 11211. E-mail: reddline@earthlink.net.

### 1989

**Elizabeth Powers (A)** is studying for her MBA at Wharton. She and her husband, Andrew Wagner, moved from New York to Philadelphia in July. Andrew commutes to NYC and Miami as a member of the Radio City production staff for the '99 Super Bowl half-time show. Elizabeth plays ice hockey and continues as a consultant for a few dance company clients in NYC. Their address is 48 N. Front St., 4th Floor, Philadelphia, PA.

**George Turner (A)** was recently sworn in as an assistant district Attorney in Orange, County, California. He's a 1995 graduate of Boalt Hall Law School, University of California-Berkeley. He and his wife, Abril (also an attorney), live in Corona del Mar.

In November **Carolyn Brenner (AGI)** retired after teaching English at St. Mary's High School for 20 years. She returned to her hometown of Hollidaysburg, Pennsylvania to care for her mother.

**Erika Gaffney (A)** e-mails: "After five years working in the marketing department of Ashgate, an academic publishing company based in Britain, I have just moved into a new role as Ashgate's acquisitions editor for literary studies. I will be commissioning studies on literature from the Middle Ages to the 19th century. I will also be commissioning to some extent for our history line, in women's and gender history and the history of science, technology and medicine. I work from Ashgate's North American office in Vermont."

**Jon Raney (A)** and **Marie (Toler)**, who is class of 79 in Annapolis, are moving to Portland, Oregon. Marie has a new job with Engineering Animation as a software engineer providing 3D CAD visualization and animation tools. Jon will be looking for work as an attorney when he and the boys (16 years old) move to join her. The family spent a month in the Baltics, Poland, and Russia this summer, "a sobering and occasionally encouraging glimpse into emerging governments and their histories." They'd love to hear from classmates via e-mail: mtraney@usa.net.

**Steve Dean (SF)** is working at Washingtonpost Newsweek Interactive studying how people use websites and incorporating feedback into both the washingtonpost.com and newsweek.com websites.

**Elisabeth DuRard Keller (SF)** reports that she and husband Reece just bought a house in Santa Fe. They have two children, Sophie (4) and Nicholas (1). She sends word about the wedding of **Nathan Hey**

### CALLING ALL ALUMNI!

*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; 410-626-2539; b-goyette@sjca.edu.

**In Santa Fe:** *The Reporter*, St. John's College, 1160 Camino Cruz Blanca, Santa Fe, NM 87501; 505-984-6103; lj-mulry@mail.sjcsf.edu.

(SF89) at the St. Francis Cathedral in Santa Fe. Also attending were **John Lawton** and his new baby, **Win Swafford**, **Matthew Cooper** (SF87), and **Lisette Wallace** and **Alex Grey Wolf**.

**Beth Heinberg (A)** sends the following news: "I am on the faculties of the Boston Conservatory and Brandeis University, teaching musical theater at the graduate level. My band, Magie 12, has just released an eponymous album on Dalia records. I am living in Brookline, Massachusetts, with my partner Nancy. I teach piano to children and adults and arrange for and perform with local cabaret singers. I have been the musical director for Harvard's Hasty Pudding Theatricals for five years."

**Pamela Jeffcoat (SF)** has just begun work as a medical assistant and a Russian interpreter.

**Christopher Teleler (A)** relocated to New Jersey, "pursuing a romance reminiscent of 84 Charing Cross Road." He is Director of English Studies at a midtown New York language school. "The romance is better by far than the job," he says. "Dmitri, with apprehension, will be with me for Homecoming 1999."

### 1990

**Alexandra Edelglass Stockwell (A)** announces, with her husband Rodd, the birth of their son, Christopher Jerome. He was born at home. His sister Josephine is now two and a half.

**J. Clinton Pittman (SF)** wonders if Santa Fe Johnnies have "noted an immigration of computer scientists, buying water, canned food, and ammunition in preparation for the Y2K crisis."

**Kathryn Lane (SF)** reports that after graduation, she went out to explore the world, worked and lived in Central African Republic for two and a half years. She returned to the U.S., got an MSW in social and economic development, and married a wonderful Frenchman named Christophe. They traveled to Latin America to work for six months. Currently, Kathryn is working in international development. They hope to be overseas within the next year.

### 1991

**Chris Newman (A)** e-mails: "I'm currently at University of Michigan Law School, serving as Book Review Editor for the Law Review and president of the Federalist Society. Book Review

Editor is the perfect gig for a Johnny—you sit in this office and publishers from all over the place send you free books on law, philosophy, political science... Paola and I will both be finishing up our work here this spring—me on a JD and she on an MA in Architecture. After that the three of us (including Lucas, 5) will be heading out to Pasadena, California, for at least a year. I'm going to be clerking for Alex Kozinski on the 9th Circuit Court of Appeals. He's a brilliant judge with an irreverent sense of humor a lot like mine—had he been a Johnny he would have been writing Real Show skits. Paola's going to be working for the L.A. County Department of Public Works. We'd love to hear from any SF or Annapolis classmates in the area. I don't have our Pasadena address yet, but we can currently be reached at cmnewman@umich.edu."

**Joe Gerber (A)** writes: "After graduation I went into a special form of hiding known as graduate school, emerging four years later with a master's degree. Then I moved to Colorado to live the good life: playing in the woods, and dancing (and writing computer programs for a living). I recently woke up and realized that I was simply trying to embody all the noblest concepts I had learned at St. John's, and now feel, as Kepler put it, 'The occasions by which people come to understand celestial things seem to me to be not much less marvelous than the... celestial things themselves.' So drop me a line, I'm no longer hiding or funning away. (jgerber@spectralink.com)"

### 1992

**Sarah Schoedinger (A)**, who works as the education coordinator for the Consortium for Oceanographic Research and Education (CORE) and is an alumna of the University of Delaware Graduate College of Marine Studies, this year organized the first National Ocean Sciences Bowl. More than 200 high schools participated. The contest was developed to test high school students' knowledge of marine science. "The Bowl creates an opportunity for teachers to use ocean sciences in their biology, physics, chemistry, geology, and math curricula," says Schoedinger. "Another goal is to help university oceanographic research programs develop strong links with pre-college communities in their home areas." For her efforts in organizing the National Ocean Sciences Bowl,

Schoedinger received the NMEA (National Marine Educators Association) President's Award.

**Elyette Block (SF)** e-mails that she is leaving Seoul, Korea, and moving to Amsterdam, indefinitely, to study, work, and enjoy. She's keeping the same e-mail address: elyette@hotmail.com.

**Erik Fisher (A)** and **Daniel Littleton (A93)** have recently had several of their songs released under the name "Desmond Outcast and the Transplanted Heroes" on Troubleman Records. Daniel is a professional recording artist with a major record label and Erik teaches at the University of Colorado at Boulder.

**Christopher Hadley (A)** is in Seattle, studying education (M.A.Ed.-TESOL) at Seattle University. He says there's lots of talk of "curriculum and instruction—It's cool, but I still like the St. John's way!"

**Theresa Klunk Lehmann (SF)** was married to Brian Lehmann in May. She'd love to hear from classmates and can be reached at littlecat@cheerful.com.

**Sharon Campbell Knox (SGI)** announces, with her husband Lloyd, the birth of their son, Teddy. They are back in Chicago where she is still working on her dissertation.

**Michael Kopple (SF)** is currently living in Palm Springs, working as a public defender. He says he has achieved true happiness since landing a job where he can get paid to talk. He misses the intelligence and spiritual vigor of the St. John's community and invites anyone in the area to look him up. He can be reached at 760-360-8064, or you can just commit a misdemeanor and ask for the public defender.

**Lisa Hollis-Brown (SF)** and **David Brown (SF)** were married in July of 1996 in Gunnison, Colorado, with many Johnny friends in attendance. They are now graduate students at U.C. Davis, working on Ph.D.s in applied math (David) and ecology (Lisa). They would love to hear from old friends at: dbrown@math.ucdavis.edu, and they have a spare bedroom for any Johnnies passing through northern California.

### 1993

**Donna Strow (A)** has invented and received a patent for a "stationery perspective device." It's a device for painters that clips to the easel, enabling the artist to judge the subject more accurately and to avoid mistakes "like painting the top and bottom of the apple at the same time," she says. She's thinking about trying to produce the device in plastic and market it.

**Ashley Waring Vietor (A)** announces the birth of her daughter, Elizabeth Randolph Vietor, on July 18, 1998. Ashley is living at



Chatham Hall in Chatham, Virginia, a girls' boarding school, where she teaches Latin, and where her husband, Oliver, is chaplain.

**Eugene Koontz (A)** reports that he was married to someone he met in grad school, Kazue Watanabe. They both work at the same place on machine translation between Japanese and English.

**Jonathan Pearl (A)** received a Master of Music in Vocal Performance from Rice University in May 1997. That September, he married Cheryl Secora, an aerospace engineer he met at Rice. In April they bought a house in Denver, where Cheryl works for Lockheed Martin Astronautics and is involved with the Mars planetary missions. Jonathan teaches voice privately and music appreciation at a community college. He's currently looking for a school where he can work toward a PhD in musicology, specializing in the cognitive science of song.

**Nancy Marcus (A)** is working as a legal aid attorney in rural Ohio. She has a new e-mail address: Nmarcus@earthlink.net.

**Louisa Griffin (A)** just bought a house in Glover Park, S.C. She would love to hear from people. Her e-mail is lgriffin@nbnbooks.com.

**Kevin Johnson (A)** reports that he graduated from Lesley College with a Master's in Clinical Mental Health Counseling. He is currently working with autistic children ages 1-3 in a community-based program. He says he would love to talk with students and alumni about careers in counseling and psychology.

**Thomas Lisco (SF)** earned National Board Certification from the National Board for Professional Teaching Standards. Through a rigorous performance-based assessment, National Board Certified Teachers demonstrate not only their knowledge of subject matter but their understanding of how to teach it.

**Alexander (A)** and **Vanessa (AGI) Ellerman** are living in San Diego. She recently passed the California bar and is using her Spanish skills to practice immigration law. Alex is still flying Navy helicopters and enjoying some time in his homeport before going to sea again in the spring. They are active in the San Diego chapter of the Alumni Association.

## 1994

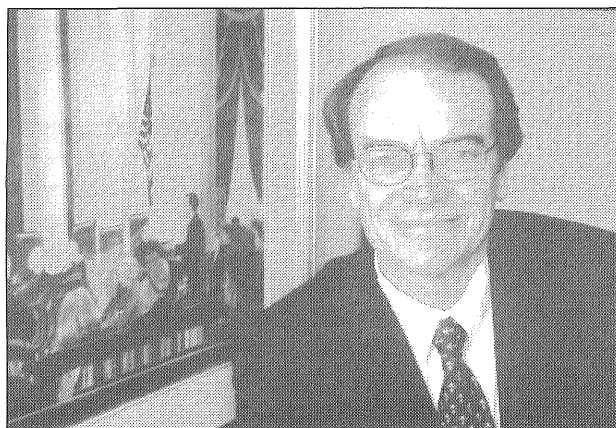
**Stacie Slotnick (A)** e-mails that she is in the midst of the third year in the doctoral program in English and American literature at Brandeis University. "I received my Master's 'enroute' this May, and am now getting ready to start reading for my field exam, which is my last requirement before I'm ABD. My field of specialization is 20th century American poetry, so Boston/Cambridge is a

# S U P R E M E D E C I S I O N S

## *What it takes to argue a case before the highest court in the land*

by John McCauley (SGI99)

**J**ohn Draper, SGI97, has a color sketch in his office of a man arguing a case before the Supreme Court. The faces in the picture—Sandra Day O'Connor, Clarence Thomas, Chief Justice Rehnquist—are familiar. The man before them is Draper himself, and the title reads "John B. Draper, United States Supreme Court, Kansas v Colorado, March 21, 1995."



A Santa Fe-based attorney with 20 years of experience, Draper is an alumnus of the Graduate Institute who understands how the political texts studied at the college pertain to American life. The Supreme Court case, which has dominated Draper's time for the last nine years, is not an abortion rights case, not about civil rights or any particularly controversial or high-profile issue; it is a matter of interstate water rights. Draper represented the state of Kansas against Colorado in a disagreement over rightful use of the water in the Arkansas River.

The Supreme Court first had to decide whether the case should fall under its jurisdiction. Draper quotes the convincing passages from Article 3, Section 2 of the Constitution: "The judicial power shall extend to all cases, in law and equity, arising under the Constitution, . . . to controversies between two or more states; . . . In all cases. . . in which a state shall be a party, the Supreme Court shall have original jurisdiction." Since the case went to court in 1990 there have been more than 175 days of trial. The court appointed a Special Master to handle the evidence and make recommendations; Draper argued before the justices themselves one time.

The conflict dates back to a 1949 compact between Kansas and Colorado that apportioned the waters of the river. It allowed further development along the river as long as it would not deplete the usable flow. But after Congress approved the compact, many farmers or organizations of farmers put in wells to supplement the water they divert from the river, thereby depleting the amount of water available downstream.

The state of Kansas introduced the suit against Colorado when one Colorado town, Trinidad, held what Kansas considered to be too much water in its reservoir. Kansas farmers argued that they were getting less water than they had a right to according to the compact. An engineering firm from Denver analyzed whether the reservoir was a violation of the compact. Their findings confirmed that although the reservoir may have deprived the Kansas farmers of some water that was rightfully theirs, the real problem was the wells that had been drilled along the river.

As a part of their presentation, Draper's team created a computer model of a 150-mile stretch of the river, from Pueblo to the state line, that simulated the interactive processes affecting how much water was consumed. The model allowed them to show what would happen if the wells were "turned off." The simulation showed that the wells along the river depleted the usable water flow.

Although the court found that the reservoir alone did not violate the interstate agreement, Draper's model helped convince the court that the wells violated the compact. The case has been decided in favor of Kansas, but the question about repayment for past violations is still in question. Kansas is due either money to make up for lost water, or water itself—428,000 acre-feet of it (one acre-foot is the amount of water it would take to cover an acre to the depth of one foot).

Enormous preparation goes into presenting a case before the Supreme Court, says Draper. One thing he did was practice at moot courts, arguing his case before former Supreme Court clerks, attorneys who have argued cases before the Court, and other experts. The moot courts helped him to anticipate what might happen before the Supreme Court. "You don't want to hear a question you haven't thought about," he says.

The Justices earned his respect by showing themselves to be thoughtful and well-prepared on the issues before them. Before going in, Draper was concerned that they wouldn't have a feel for water issues. Some had dealt with interstate commerce compacts before, and several, like Chief Justice Rehnquist and Justice O'Connor, were from the west. But he couldn't be sure how much knowledge or curiosity each might bring to the case.

### *The Power of the Constitution*

Today, Draper spends a good deal of his time working to resolve disputes between states. In that light he regards the power of the Supreme Court with awe and reverence. "Here is a court of nine people, constituted to, among other things, resolve issues between states that, if they were fully sovereign nations, would be cause for war," he says. He sees the cases he works on as important not so much for political reasons, but in terms of power: "It is very difficult to strike the right balance between the national power and the individual powers of the states."

The great books are directly applicable to his daily work, he says, because the issues that are dealt with in a classroom discussion of the American texts like the Constitution and the Federalist Papers are the same as those he confronts in the cases he tries. And St. John's seminar discussions are helpful because they are based on questions—just like court cases are—and because preparation is so essential. "You tell yourself you're going to be on the line at least some time during class, and that means you're going to be much better prepared," he says.

Draper found out about St. John's when he was a student majoring in engineering at Princeton. While working on his class yearbook, he interviewed professors in the philosophy department who had spent their summers in Santa Fe at St. John's. After college, he studied consumer law in Sweden under a grant from the American Scandinavian Foundation. He returned to his native New Mexico for law school at the University of New Mexico, where he became interested in environmental issues and water rights laws. He hadn't forgotten about St. John's, though; about 15 years ago he started a study group with some St. John's alumni to translate Homer. Finally, he enrolled in the Graduate Institute, finishing in 1997.

Draper practices with the firm of Montgomery & Andrews in Santa Fe. He has begun work on a new case involving Kansas and Nebraska. In late January, the Supreme Court agreed to take the case. Draper feels personally involved with these Supreme Court cases and thinks he has gained rare insight into the judicial process. "You feel like you're very close to the heart of the Constitutional system," he says. ●

**Robert Drake (AGI)**

reports: "I moved to Ireland in 1998, after three years in Philadelphia. I sold the literary agency I'd built up over the past 12 years and began exclusively pursuing my own writing career. The second installment in that (after a novel Penguin published in 1995) was published in November 1998 by Anchor/Doubleday, *The Gay Canon: Great Books Every Gay Man Should Read*, a sort of 'St. John's in the Castro' kind of thing. In 1998, I was awarded the Lambda Literary Award for recognition of my editorial work."



The Reporter *regretfully* informs its readers that Robert Drake has suffered severe head injuries as a result of a January 31 beating in his apartment in Dublin. He has been in critical but stable condition. Friends and family are working to raise funds to fly him back to the United States for medical care. Anyone who would like to offer assistance or support to Mr. Drake should contact Dr. Scott Pretorius, 314 South Iseminger Street, Philadelphia, PA 19107.

great place to be. My e-mail is: slotnick@binah.cc.brandeis.edu.

**Peter Bezanson (SF)** reports that he met the "love of his life," Alison Brekken, at a country western bar in Iowa City. He was working on his PhD—writing his dissertation—in philosophy. They were married on June 6, 1998 at a family wedding in Lake Mills, Iowa. Peter is teaching philosophy at Mesa Community College. His e-mail is: bezanson@mc.maricopa.edu.

**Nathan Humphrey (A)** writes: I continue to preach "the gospel according to St. John's" for the Admissions Office while I complete my ordination process in the Episcopal Diocese of Maryland. If all goes well, I'll be ordained a deacon by June 2000 and a priest sometime in 2001. In the meantime, I've been teaching Introduction to Philosophy at Anne Arundel Community College and tutoring several high schoolers in Latin. I also write the occasional music review for the *Baltimore Sun*. This summer, I'll be a student chaplain at Johns Hopkins University Hospital in Baltimore. While I'm still in Annapolis, I invite anybody who needs a floor on which to crash to contact me (whether they know and like me or not). I may be reached by e-mail, N-Humphrey@sjca.edu, and would particularly like to hear from Johnnies of a theological bent (whether they crash on my floor or not).

## 1995

**Karla Manzur (A)** writes that she has been living and working in Austin, Texas, for a year and has succeeded in breaking into the Austin music scene. She has a CD and has been playing out in the local scene about twice a week, steadily gaining recognition as a solo singer/songwriter as well as with her band, "Karla & the F-Holes" (a string ensemble). "I began my singer/songwriter career while at St. John's, where I gave up classical piano and began from scratch on the guitar. In my junior year I decided I would pursue music as a career. I play on a classical guitar and take my musical influences from my South American and Middle Eastern heritage, as well as my St. John's education for lyrical content. But as for 'genre'—I am difficult to classify, and I would say that is a big disadvantage starting out in today's music industry. I sometimes venture to call my style 'ethnic pop/folk.'"

**Micah Pharris (A)**, a third-year law student at the Dickinson School of Law at Penn State, was one of three students on the school's National Appellate Moot Court Team. The team placed second in the Mid-Atlantic regional competition.

**Phil Overby (SGI)** and **Pierce Harman (SGI)** share an apartment in Cambridge, Massachusetts, where both are finishing degrees in political theory. Often the two can be found in sleek coffee bars courting **Elizabeth Bryer (SGI)**, who also lives in the area.

**Charles Weber (A)** is a medic in the Israeli Army. He hopes to go to Reform/Liberal Rabbinical School next year (HOOCH Jerusalem). Currently his address is Kibbutz LOTON D.N. Cheval Eliot, 8885, Israel.

**Maggie Arnold (A)** married Martin Roberts in March 1997. They are living in Anacortes, Washington, where Maggie is doing some work for the Anacortes Museum and enjoying having Martin back home after a six-month deployment in Japan.

**George Erving (SF)** is currently pursuing a Ph.D. in English literature at the University of Washington.

*From Page to Stage: How Theatre Designers Make Connections Between Scripts and Images*, by **Rosemary Ingham (AGI)** was published in July by Heinemann.

**Kiersten Johnson (SF)** began her second year of a doctoral program in film studies and rhetoric at the University of California at Berkeley. She reports that **Bethany Serene Huffman** was married to Michael O'Connell in June in an open air ceremony near Missoula, Montana. She also sends word about **Kendra Mack**, who began her second year of a doctoral program in American studies at the University of Texas at Austin.

**Laura Gianniny (A)** graduated last May from Vanderbilt with an MA in teaching Latin. Since then, she says,

she has been "learning much about the fine art of patience—I have been teaching Latin and math to seventh, eighth, and ninth grade girls at Harpeth Hall School, a private school in Nashville." Next summer will bring a change of venue as her husband, a lieutenant in the Army, and she move to some other part of the world.

## 1996

**Carter Snead (A)** and **Leigh Fitzpatrick Snead (A98)** happily announce that they were married in Morgantown, West Virginia, this past October. They are living in Washington where Leigh is a staff assistant for Senator Robert Byrd, and Carter is finishing his third year of law school at Georgetown. They would love to hear from any alums in the area or elsewhere.

**William Lane (AGI)** was recently named Interim Assistant Provost at Gettysburg College in Gettysburg, Pennsylvania.

**Michael Barth (AGI)**, after finishing up at St. John's, went to work with Benno Schmidt, the former president of Yale, at his start-up for-profit education venture, The Edison Project, in Manhattan. He wrote the Project's Character and Ethics Curriculum, and adopted Touchstones to supplement the K-12 humanities program. He is currently a PhD candidate in philosophy and education at Columbia University, where he's also the men's lacrosse coach.

After graduation, **John Williams (A)** spent most of the following year living in Dublin, Ireland, writing, working in a hotel, and training with a champion Irish kickboxer. Upon his return to the States, he spent the next year pursuing a career in the film industry. "I worked alternately as a camera assistant and a set lighting technician for films with budgets between one and ten million dollars. I also did some writing for an awful television show called *Space Orphans*," he says. He has now taken a job as staff counselor at a residential rehabilitation facility specializing in dual-diagnosis (a diagnosed psychiatric condition combined with a chemical dependence). The director of the facility is **Dr. Paul Rosenberg (A61)**.

**Carol Brinjak (AGI)** is the office manager and assistant to the executive director at the Pittsburgh Opera.

**Michelle Craig (AGI)** just began the PhD program in history at the University of Michigan, Ann Arbor. Six months down, 30 to go. Her e-mail is: mlcraig@umich.edu.

**Heidi Steiner (AGI)** is living in Chicago and attending law school at Northwestern University School of Law.

**Randy Wootton (AGI)** writes that after finishing his tour teaching English at the Naval Academy, he and his wife Kathy moved to Boston where he matriculated into Harvard Business School. "There are many interesting parallels between SJC's Socratic

method and Harvard's case study method. I will be graduated in 2000 and am already looking for another graduate program. We hope all is well for the friends who have scattered to different areas of the world."

**Erin Hearn (A)** moved to Anchorage, Alaska, with William C. Furvy IV. They plan to return to Annapolis in September 2000 to be married.

**Amy Huberman (SF)** who is currently living in Chicago, working for Encyclopaedia Britannica (no, they won't let her fix all the errors in Ptolemy), doing Korean martial arts, and learning Chinese, is planning to leave the country again in March, probably for Israel and China, and possibly for other corners of the East. She is considering getting a graduate degree in East Asian studies sometime in the next few years.

**Amy Norman (A)** married Bill Morgan on June 13, 1998. They live in Newport, Kentucky, just south of Cincinnati.

**Jonathan Rowan (SF)** is currently in a Master's program in Italian studies at Middlebury College in Florence, Italy.

## 1997

**Hillary Fields (SF)** has completed her first novel and sold it to St. Martin's Press, who've offered her a two-book contract. "Many may be disappointed to discover that I'm using my SJC education to become a romance novelist, but I'm enjoying things so far! I'm living in New York, doing some occasional traveling, and working on my next book. I can be reached at Hillymeg@aol.com."

On October 10, 1998 **Shannon Wiltsey (SF)** and **Kelly Stirman (SF)** were married in Santa Fe. They currently reside in Austin, Texas.

**Judith Neely (A)** has begun studies at the Irving B. Harris Graduate School of Public Policy Studies at the University of Chicago. She plans to return to the Baltimore/Annapolis/DC area when she's finished, ready to help change the world for good.

**Casey Patrick McFaden (AGI)** was married to Gwen Marie Vickery at the E.W. Morland Mansion in Ponca City, Oklahoma in November. Gwen is a doctoral candidate at Ball State University in English literature. They are living in Muncie, Indiana, but are planing to move back east when they finish their degrees.

**Josiah John Mannion (SF)** married Deanne Hyde and is working at Raphael House of San Francisco, a family homeless shelter, as their Children's Evening Program Manager. They are expecting a baby in August.

## 1998

**Christy McElroy (A)** is doing missionary work with an organization called International Missions. She's living in Loughborough, England.



## COLLEGE IS PREP FOR LIFE

*Why students should not choose higher education for short-term gain*

by Gregory D. Curtis

*Reprinted with permission from the Pittsburgh Post-Gazette  
December 19, 1998*

**D**on't get me wrong—I'm all for young people being gainfully employed. My own daughter is a college senior; four siblings are coming along behind her. If they don't all earn their keep, the family financial ship will be sinking faster than unnormalized SAT scores.

Parents who have just paid four years of tuition can perhaps be forgiven for expecting that their young graduate will step promptly into a well-paying job. But parental pressure on colleges to place their graduates immediately ill serves the colleges and—far more important—ill serves the students themselves. True, one useful result of this pressure has been improvement in the quality of college placement services. But a more depressing result has been the tendency of colleges to prepare their students for that first job, rather than for a long lifetime of useful and interesting work.

We might have a dim idea about what jobs are likely to be in demand in four years, but we have almost no inkling of the jobs that will be needed 10 or 20 years from now. Students who are prepared only for a short-term employment market may find themselves unpromotable and almost unemployable a few years down the road. And yet, as they attempt to sell themselves to parents, four-year colleges are starting to look more like two-year colleges, two-year colleges are looking more like trade schools, and trade schools—well, you get my point.

Let's examine this business of preparing students for the job market. Not long ago, I became chair of the board of a small college which is perhaps the most extreme example in America of a school which appears (note the word "appears") to be unconcerned about the immediate job prospects of its students. St. John's College is America's third oldest college. We have campuses in Annapolis and Santa Fe, and are best known for our rigorous curriculum focused on the "Great Books."

At St. John's, students not only study Plato—an almost extinct experience in higher education—they study him from the original Greek texts. In an era when colleges feel compelled to offer a smorgasbord of electives, Johnnies take a fully prescribed course of study from freshman year through graduation. Humanities-oriented students can't duck calculus or physics, and quantitatively oriented students can't avoid reading T.S. Eliot or studying music composition.

To call St. John's the world's most intellectually focused institution, an

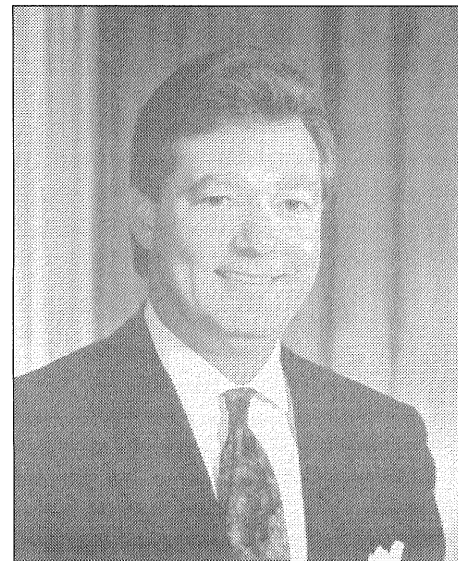
academy in the original sense, probably understates the case. Yet, if you imagine that our graduates are starving away in garrets, unable to come to grips with the demands of the real world, you couldn't be more wrong. Consider a few random statistics.

It probably comes as no surprise that Johnnies earn humanities Ph.D.s at phenomenal rates; indeed, we rank third in the country in the percentage of our graduates who ultimately receive such degrees. But we also rank third in the country in the percentage of graduates who earn Ph.D.s in math and computer science. Ah, you say, you want your child to become a doctor? Well, I'm sorry to report that St. John's not only doesn't offer a pre-med program (far too vocational), we don't even offer some of the courses which are prerequisites at virtually every medical school in the world. So where does St. John's rank in producing physicians? First in the country in 1993, the most recent year for which statistics are available. And this is hardly a fluke—St. John's has ranked among the premier educators of future physicians for more than 40 years.

Of course, St. John's isn't for everyone. That's not my point. My point is that, paradoxically, the more focused a college is on educating the complete man or woman—that is, the less focus there is on qualifying students for that first job—the more successful the students will be occupationally. St. John's students, it must be said, are exceptional from the start. They have a bent for intellectual inquiry. We believe the school encourages them to make the most of their curious minds.

Do we want our children to be stuck in dead-end jobs, always last on the list for promotion? Probably not. We want them to be prepared for anything life is likely to throw at them, because that's the kind of world they will have to live in long after we're not around to help out.

So my advice is this. If all you care about is that first job, send your child to welding school. But if you really care about him or her, you might aim a little higher. Obtaining the best and broadest education possible—liberal education in the finest sense of the word—isn't a luxury or a waste of good tuition money. It's the most valuable educational gift we can give our children. ●



**Gregory Curtis, president of Greycourt and Co. in Pittsburgh, is chairman of the St. John's Board of Visitors and Governors.**

## Jobs for Johnnies

by Margaret Odell and Karen Krieger

**A**re you a recent graduate who hasn't yet found your niche, either in the corporate world or graduate school? Are you a more distant alumnus who is rethinking your options and would like to talk over your career ideas with a counselor to get some suggestions about ways to reach your goals? If either of these descriptions sounds familiar, the St. John's Placement Offices in Annapolis and Santa Fe can help you.

The placement effort at both campuses has expanded during the past 10 years. Alumni who graduated before 1988 many only vaguely remember placement as a presence at the college, but we are alive, well, and growing. More importantly, our

services are available not only to current undergraduate and graduate students but to alumni as well.

Our primary focus is to provide students and alumni with career counseling to help them search for jobs, internships, scholarships, or graduate school programs. The term "placement" is a bit misleading because it does not mean that our staff is here to "place" anyone in specific situations after they leave St. John's. We are not employment agencies, even though we do help students and alumni find jobs. As with the rest of the St. John's program, the Placement Offices seek to teach skills—in this case career skills—rather than preparing anyone for a particular job or graduate school.

The placement directors at both campuses have gathered an extensive collection of career-related publications and graduate school catalogues, which can be used by students looking for direction or alumni who are seeking a new direction. We help students prepare resumes and cover letters for their job searches. We also offer support and assistance to people filling out applications or writing statements of purpose for various endeavors. We maintain job boards to match students with employers seeking both part- and full-time help. We have interviewed more than 1000 alumni in various occupations and locations for our Alumni Network. These people are willing to speak

with current students or fellow alumni to share their employment experiences after leaving St. John's.

Both Placement Offices have websites with information that is available to alumni. The Annapolis site, ([www.sjca.edu/placement/jobs/html](http://www.sjca.edu/placement/jobs/html)) lists job openings that are appropriate for Johnnies—some for recent grads, some for more experienced alumni. Other kinds of information will be available online soon. The Santa Fe site ([www.sjcsf.edu/placement/](http://www.sjcsf.edu/placement/)) also lists jobs as well as internships and general placement advice.

Placement Director in Santa Fe is Margaret Odell—505-984-6067; fax 505-984-6003; e-mail: [placement@mail.sjcsf.edu](mailto:placement@mail.sjcsf.edu).

**The St. John's vs Naval Academy Croquet Match will be played May 1, 1999.**



## Obituaries

### Alfred Sugg

Alfred Sugg, class of 1954, died in Annapolis in January. He was a theater professor and professional director, actor, and writer. Mr. Sugg's St. John's career was interrupted by his enlistment in the Marine Corps during the Korean War. He received a degree in journalism from Northwestern University. He also earned a doctorate from Cornell University. He was the director of theater at Western College in Ohio and a theater professor at Amherst College.

Surviving are four sons, including Mark Sugg (A78), two sisters, and five grandchildren.

### Charles Finch

The Rev. Charles E. Finch, Sr., who was a tutor and director of financial aid at St. John's from 1965 to 1976, died in January. Mr. Finch grew up in Philadelphia and received a bachelor's degree in education from Temple University in 1942. In 1945 he received a bachelor of divinity degree from Princeton Theological Seminary and in 1949 a master's degree in philosophy from the University of Pennsylvania. He earned a doctorate in theology from the Divinity School of the Protestant Episcopal Church in 1954. Later he completed courses in accounting and law and became a certified public accountant.

Before coming to St. John's, he taught at the Divinity School in Philadelphia and at Valley Forge Military Junior College and Conestoga High School. After leaving St. John's, he was a self-employed accountant and then a staff accountant with Kenny & Carico.

Surviving are his wife, Virginia; one son, four daughters, and three grandchildren.

### Richard Dewees

Richard Dewees, class of 1966 in Annapolis, died in November. He worked with the Kendal Corporation from 1974 until 1989, serving as Associate Director for Finance, Crosslands from 1980 to 1985, and as Director for Finance and Planning with Kendal Management Services. In the late 1970s and early 1980s, he was instrumental in forming the Continuing Care Accreditation Association, the precursor to the Continuing Care Accreditation Commission, an independent accrediting body of the American Association of Homes and Services for the Aging.

Mr. Dewees was one of the key leaders in working with the Pennsylvania legislature to develop the Continuing Care Provider Registration and Disclosure Act. He testified before the Pennsylvania Senate on behalf of the proposed legislation, and was very involved with national issues for continuing care retirement communities, serving frequently as a resource to legislative staff. He was one of the key participants in the development of the Kendal Corporation's Values and Standards statements, and was a staunch supporter of the Unite the Elderly program.

Mr. Dewees was an excellent teacher and shared his experience and expertise readily with others in the continuing care retirement community field. He demystified the complexities of continuing care retirement community finance for anyone who asked. He was liked and trusted by residents and staff alike.

He also served Stratford Friends School for many years as the clerk of the governing School Committee. Stratford is a small Friends school for children of normal or above average intelligence with learning differences: a group who, like the frail elderly, often have difficulty being heard on their own behalf. He shepherded the committee through many changes, including a major capital campaign, training the committee members in the responsibilities and duties of the School Committee, especially in the reading and understanding of financial statements and proposed budgets.

He was a member of Westtown Monthly Meeting of the Religious Society of Friends, and brought the same clarity of thought to deliberations by this body, whether financial, ethical, or spiritual.

—by Margaret Brown (aka Mrs. Richard Dewees)

### Paul Sifton

Paul Sifton, class of 1947, died in October. He served in the U.S. Army while at St. John's. After graduating, he studied at George Washington University. He worked for the Library of Congress as a historian, focusing on American political history.

### Alexander Jarrell

Alexander N. Jarrell, class of 1937, died in September. He worked for the Department of Labor in Washington, D.C., for 33 years and retired in 1971. He was a labor economist and traveled frequently. Mr. Jarrell's greatest joy was working in Little League baseball, which he did for 25 years. He and his wife, Elizabeth, retired to Florida in 1974.

### Noted:

Robert Davis, A72, died in December.

Cdr. Bernard Fold, class of 1937, died in December.

Milo Gibbons, A65, died in November.

William Gideon, class of 1935, died in November.

Stanley Hartman, class of 1921, died in December.

John Horne, Jr., class of 1951, died in October.

Joseph Nadler, class of 1950, died in November.

Philip Smith, class of 1950, died in December.

## AN UNKNOWN FATE IN A DISTANT JUNGLE

most sullen. After many kilometers we came upon a small village, and I saw a barricade in the road. I asked the man next to me if this was Sorobango, and was relieved to see him shake his head.

Three pudgy gendarmes swaggered out from under the shade of a mango tree. They each carried vintage automatic weapons, which were draped nonchalantly about their faded uniforms. The largest of them peered into the truck bed and noticed me immediately. He ordered me to get out and show him my papers. I felt exposed and vulnerable as I climbed out of the truck. The other passengers stared at me in silence. I wondered if I should be concerned that I was being singled out like this. I showed my temporary papers to the gendarme. The soldier said the papers were no good and asked for my passport. I tried to explain that the Peace Corps office was processing my passport, and all I had were these temporary papers. He called the other two gendarmes over

*How arrogant to assume that I could live like a villager. Clearly, I was the one in need.*

and spoke with them rapidly. I could not understand what they were saying. Then the larger one turned back to me and demanded an obscene amount of money. I told him, truthfully, that I had little in the way of cash. He then yelled something to the truck driver and my bags were thrown off the truck and into the dirt. I experienced a dreadful feeling of loneliness as I saw my possessions being thrown into the road in the middle of this strange village.

The rest of the village had grown quiet as people stopped what they had been doing to stare at me. Several children had gathered nearby to watch me, and as more children joined them they grew bolder and began pointing and yelling at me. The children's chants filled my head. It seemed that they could sense my rising panic and their yells became scathing taunts and jeers. I had never before experienced the pressure of so much unwanted attention. The

...continued from page 28

gendarmes were laughing at me and I despaired to think what they would do with me. Confusion, indecision, and frightful apprehension gripped me and I could not think or move. Then something odd happened.

I felt anger well up inside of me and extinguish my forlorn stupor. I yelled and cursed at the gendarmes in English. Why could they not understand that I was here to help their people? I needed to be on the stinking, perilous truck so that it could carry me off to my unknown fate in the distant jungle. As I demanded access to the vehicle that was the centerpiece of my anxiety, I realized that this had all been a comedy, and I started to laugh. The tremendous pressure that had slowly built to a debilitating culmination suddenly disappeared. The children stopped yelling as if on cue, and the gendarmes looked at me for a moment and then shuffled back towards their shade. I placed my bags into the back of the truck and climbed in after them. The truck was pushed back into motion, and I allowed myself the freedom to continue my journey in good faith. ●

**As a Peace Corps volunteer, Marshall had to readjust his cultural compass.**





continued from page 8.

*The Butterfly, Past All Dishonor, and Three of a Kind.*

And now, about ghosts on campus, from Hoopes' book (p. 7): "The Cains lived in the north end of the double house (Paca-Carroll), and, of course, it was haunted. 'The colored help, who knew its history, said it was,' Cain recalled, 'and I am under the impression some bloody episode had taken place in it sometime in the 1870s. My father would get very angry at such tales, for one of the things he had convictions about was the frightening of children, which he held was wrong and likely to produce unfortunate results later in life. He said that there were no such things as ghosts, and with my head I suppose I believed him. But my heart was a different matter. The front room in the cellar, where a pale gray light filtered in from under the front steps, certainly looked like a place that a ghost would like. And my room, which was on the third floor and had dormer windows, I was always a little frightened to go up to, and left the door open when I had gone to bed, so I could see the friendly light and hear the reassuring talk from down below.'"

—Jacob H. de Raat, A58

### Some Speculations About Stan and Smoking

"Requiem for a Carp" (summer issue) begs the question, "Was the fish named for Stan Nordstrum, honorary alumnus (SF87), beloved chief of buildings and grounds and Senior Resident (with spouse Sis) at Santa Fe?" Stan (the man) would patiently listen to no telling what line some student would give him, then smile and give back a "No kidding?"

"Up in Smoke" (also in the summer issue) evoked a strong memory. When Santa Fe classrooms went smokeless, at first students could step out into the hallway, leaving the door open to follow the discussion. A woman who had never in her life taken a cigarette to her lips found it necessary to go out and stand next to the smokers, so addicted had she become to secondary smoke.

Michael Ossorgin may well have been the heaviest smoker on the faculty in Santa Fe; but he never complained about having to abstain during seminar. The loudest complaints I can recall came from a fairly new (and long gone) tutor who affected the pipe lifestyle. I remember Mr. Ossorgin, his eyes sparkling as he smiled, saying, "We have a number of gray eminences on this faculty, and the grayest of them are under age 35."

Upon reading the final (incomplete) paragraph of the third column on page 14, I cried out in Lear's voice, "Alack, why thus?" when I

saw "President Richard Weigel." I could only take a deep, smokeless breath and say, "Alas, poor Richard, I knew him well. His name ends with E and not with L."

—William Malloy, S77

Re "Up in Smoke" (summer issue): During the 1993-94 academic year I wrote an article for the *Gadfly* which documented precisely the percentage of the polity that were currently smokers. Believe it or not, Nathan Jongewaard and I spoke personally with every enrolled student, asking them if they smoked. If my memory serves me, the figure was 55% smokers. At the time, the national average was about 25%.

—John C. Williams, A96

### The Down Side

While I am still quite happy to have a St. John's education, it has had some severe negative effects upon my life. I wonder if you will print anything about the down side.

I had 12 years of musical interest and training by the time I graduated in '72 so I pursued a career as a performing pianist when I left Santa Fe.

As I expected, it was difficult to break into the field when I returned to California and I was forced to look for "straight" jobs to make ends meet. Looking back, it's amusing how many potential employers had never heard of St. John's or a liberal education. I can't remember how many times I was told that I was unqualified for even entry level positions.

At one point, I was reduced to shoplifting to feed myself and my girlfriend. I was overcome by a moral dilemma (cf. Aristotle vs. Nietzsche) in the middle of stealing a package of hamburger and was promptly arrested. This began a life-long association with the underside of society—smugglers, prostitutes, et al. To this day, I have always found these people to have more compassion and more heart than so-called educated people. But I digress.

I eventually broke into the music scene and enjoyed a 10-year career touring in bands such as the Jerry Garcia Band, and even a stint with Chuck Berry. After I tired of life on the road, I once again tried (unsuccessfully) to enter the professional world. "No experience, no training, no job."

I currently make my living in a blue-collar occupation. I'm an assistant foreman at one of the larger composite shops in the Mid-Atlantic area, and once again my education has hindered me. I have to watch my vocabulary as workers, customers, and product reps are put off by multi-syllable words—using "isn't" in a roomful of "aint." No one in this field is interested in dialectic—they

are interested in results.

Although the life of my mind has certainly been enriched by my education, my corporeal body would have perished long ago had I relied only on my St. John's education.

My Club Fed alumni have helped me, my SJC alumni have not.

—James Jacobs, SF72

### Love and Strife at St. John's

I would like to thank Bill Pastille for his beautiful, eloquent, and above all brave commencement address (reprinted in the summer *Reporter*). It was courageous of that gentle, soft-spoken, and unassuming tutor—still considered a young upstart when I was a student—to utter what some would deem heresy. Ironically, I imagine he's since been subject to the very dismissiveness against which he warns us. I remember that dismissiveness.

I loved my time at St. John's—but my experience there was, on the whole, one of near-constant anguish. The divisive forces of "Strife" I encountered were great and exhausting, and the force of "Love" was regarded with uneasy skepticism (or at best mechanical detachment)—when and if it ever entered the equation at all. That one of the college's own should suggest that knowledge alone is not an unqualified good, and that perhaps we should allow ourselves to feel deeply toward life and one another, is, I daresay, a fairly radical development.

I say this as someone who had been "at war" with the St. John's culture, and simultaneously at war with myself. In that overwhelmingly traditional, Cartesian environment, where reason and emotion are sharply dichotomized—with the former elevated to a position of absolute authority and the latter essentially discarded as irrelevant—I remember feeling, as an empathetic type naturally inclined toward intuition and deep feeling, quite literally cut in half. Hence, my so-called "reasoning" part functioned feebly at best, flailing about like some grotesque maimed insect, even as it was working as hard as it possibly could to "stick to facts," to be analytical (and not commit passion's contemptible leaps in logic), to be somehow purely mental. (Here I must mention that modern neuroscience—most notably the work of Daniel Dennett—has called into question the accuracy of this classic split, and lent new vigor to the arguments of the much impugned David Hume.)

I would even go so far as to assert that the too rigid yet generally unchallenged dichotomy between "reason" (good) and "passion" (bad) may have contributed to the phe-

nomenon of St. John's-as-party-school. The often excessive Bacchanalian eruption on weekends always seemed to me to be the inevitable result of squelching or discarding human feeling throughout the week in order to compete in daily contests of intellectual muscle. (Are you with me, Euripides?) Nihilism and self-destructive extremes of behavior ran rampant among those torn apart by too much Strife, raw for the balm of consistently suppressed and denied Love. I know that this was true of me, and of many I knew.

Which brings me to the last of my painful but typical St. John's experiences of "strife": the experience of sitting at a Coffee Shop, dining hall, or seminar table across from some person whom I loved, listening to him/her/them argue and dissect Love completely out of existence. This would leave me with a hollow feeling where all the warmth and joy used to be. Love has been the topic of much discussion since Plato, but I must say that I never saw so much "heartless, soulless intellectualism!"

The most important knowledge I could claim to have attained in my four years was this: that if you attempt to cut a living cell, you will kill it—there are some things which resist division; that the human intellect can be boundless in its hubris, fully expecting to know and to understand a world of which it is only a small (and far from omnipotent) part; and that to lose wonder, to insist that there are no mysteries, is to put the knife to Love, and to life.

Bless Mr. Pastille for "hazarding sentimentality," to speak words of wisdom and compassion informed by life and by Love—not merely clever ones that could have been spoken by any precocious adolescent, any aspiring student of Strife.

—Carolyn Barndt, A90

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## AN UNKNOWN FATE IN A DISTANT JUNGLE

*Propelled by a sense of adventure and his curious spirit,  
a new Peace Corps recruit deals with an early crisis.*

When Reuben Marshall (A95) was accepted into the Peace Corps during his senior year, he knew he'd be facing some adjustments. Just a few months after graduation, assigned to the Ivory Coast in west Africa, he had to adjust to intense heat ("My body just wanted to shut down during the day," he says), different food, exotic germs and bacteria, speaking French (and eventually Koulango, the language of the village he was assigned to), and a new set of cultural standards (like never using your left hand).

Marshall's first stop in Africa was a Peace Corps training center in Senegal, where, along with 50 other people, most right out of college like himself, he learned about the basics of African culture and life. After three months, he was sent to the village of Sorobango in the Ivory Coast. Most of the population of the nation live in villages, where the economy is based on subsistence farming.

"In most villages, conditions are very basic. There is some schooling. Agriculture is the focus of life. In the south, they grow pineapples, cocoa, and coffee. In the north, the root ignam, a yam, is raised, along with some other vegetables. There are not many jobs in the cities and if villagers leave for the city, they end up becoming taxi drivers or they hawk wares," says Marshall. He was assigned as a water and sanitation technician, charged with overseeing a project to provide clean water sources for drinking and kitchen use. But since there already were some pumps operative, and since health issues seemed to be of more overriding importance, Marshall ended up focusing on them. He worked with a nurse, a government employee sent to vaccinate for polio, meningitis, and yel-

low fever. A farmer who had been educated in the city was also assigned to work with Marshall on health and clean water. "We would walk around the village thinking up projects. My main task was to train him, to transfer knowledge. He was my biggest project," says Marshall.

Although the people in the village were devoted to Marshall, he frequently found himself intensely lonely, frustrated and stressed out by the conditions of life. "The only people to talk to are other volunteers. We would journey to other villages to talk with each other and share our concerns," he says. Marshall's recent St. John's experience helped him mentally by giving him a context for his thoughts. "It's really important to take care of yourself. I enjoyed reading books—not in the way I had at St. John's, where I was focused on picking them apart, but just reading for the sake of loving the literature."

Now back in the States after two years in Africa, Marshall is thinking about his next move. He'd like to be part of the aid process for Africa, because, he says, "Peace Corps people really get an idea of what Africans need. I think there's a question about whether they do need anything. The only Africans who think they are poor are those who see material goods in the capital and realize they don't have money." Life in the villages is good, he thinks, if there is enough food. One true need is for health care.

Here is Marshall's own account of his early adjustments to west Africa.

—by Barbara Goyette

It was as hot as a sauna inside the covered truck bed, and I reluctantly took my seat on a hard bench against the cab. This was the only vehicle that traveled from the regional capital to my post so I had little choice in the matter. A mixture of strong and unpleasant odors hung in the air about me. I noticed with apprehension that the driver kept the windows and doors of the vehicle closed. I understood the reason for this strange behavior only later on in my service.

Most villagers owned a set of formal clothes, which they wore for weddings, funerals, and religious ceremonies. Trips to town were relatively expensive, and were usually just made for these special occasions. I was often amused to see farmers ostentatiously climb aboard the dirty, rust-covered pickup truck, dressed in their fancy garments. In an effort to protect their clothes from the ubiquitous road dust, the truck was sealed as tightly as its old, beaten frame would allow. This peculiarity would remain an annoyance for me throughout my service, because it was always too hot not to have the windows down. It was, however, made slightly less irritating when I considered it from the villager's perspective. On my first transport ride, though, I lacked any understanding of the people I was to live with. I thought, absurdly, that I had stumbled upon a tribe that was immune to the heat of the day.

Because the back door was closed against the breeze, the heat was stifling and unbearable. My resolve was melting away as rapidly

as my body was soaking itself in sweat. I wondered for the first time if perhaps I was not cut out for this type of adventure. I yearned for the comforts of Abidjan, the capital, which I had only just left that morning. The three wooden benches in the truck bed quickly filled with passengers, and several latecomers were forced to crouch in what little space remained on the floor. I could not believe how many people had been packed into the truck. I concluded from the passengers' complacency, however, that they were used to the crowded and sweltering conditions; that nothing here was out of the ordinary, save my own conspicuous presence.

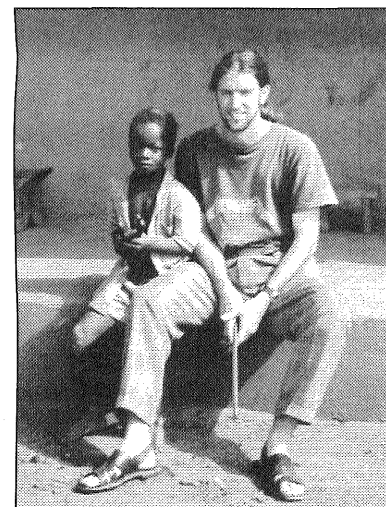
As I sat motionless in the heat, a horde of flies descended upon me. They were attracted, I supposed, to my sweating skin. I could hear a number of animals screeching, braying, and thrashing about under the benches. I looked down and saw that one of them had urinated on my backpack. There were a few goats or, perhaps, sheep, some chickens, and a couple of large, dead rodents. These hideous creatures were the source of the flies, and they did not improve the odor of the place either. Baggage that could not be tied to the roof of the vehicle was being heaped on top of us, and my cramped limbs were soon trapped in place. In the fifteen minutes or so that I had been aboard this vehicle my enthusiasm for this enterprise had diminished considerably. In fact, I was more uncomfortable than I could remember ever being before. I knew that this was only one of many hardships that lay ahead for me as I began

my Peace Corps service.

In contrast to my agitation, the other passengers seemed to be greatly enjoying my presence. Several of them were laughing at me unabashedly. They did not appear to be the least bit ruffled by the heat, and I tried not to despise them for this. I was beginning to feel very foolish. Not only had I come here to live like a West African villager, but also to help others in need. How arrogant I had been to assume that I could live like them. Clearly, I was the only person in need here. I found myself doubting my potential for success as a Peace Corps volunteer. In an attempt to rekindle the adventurous and curious spirit that had brought me this far, I tried to chat with some of the passengers. Unfortunately, they did not understand my poor French, and they laughed at my attempts to understand their local language. I became even more despondent.

The truck's starting mechanism was broken or had been removed, and it was pushed into motion by a small army of children. The weight of the baggage on top of the roof caused the truck to sway unsteadily. I looked around, expecting to see signs of panic, but the expressions on the faces I saw were as composed as if they had been on statues. I assumed we would leave town but we only drove around its quiet streets, the stillness rudely broken by the driver's gratuitous use of the horn. We stopped near the town market and more people and animals were packed into the truck, and more baggage was piled on top.

The heat slowly dissipated as we



Reuben Marshall and a friend in front of the village store.

left town and headed down the dusty track that led to my site. The truck listed dangerously from side to side as it bounced along the rutted track. I could hear and feel the chassis scraping through the dirt beneath me. Yet, even with the imminent danger of our motion, I was so nervous about my arrival in Sorobango that I did not want the ride to end. I had neither a mattress to sleep on nor a stove to cook with. I had no food or water for that matter, and not even the promise of a place to stay. I would be completely at the mercy of strangers. The villagers would assuredly think I was crazy when I arrived in this manner and announced my intention to live in their village for two years. I was concerned that I did not know enough French to communicate with them, were they to understand any French at all. These anxieties compounded my discomfort and before long I was

*continued on page 26*