

REPORTER

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St. John's College

ANNAPOLIS EDITION

THE FUTURE OF READING IN THE AGE OF TECHNOLOGY

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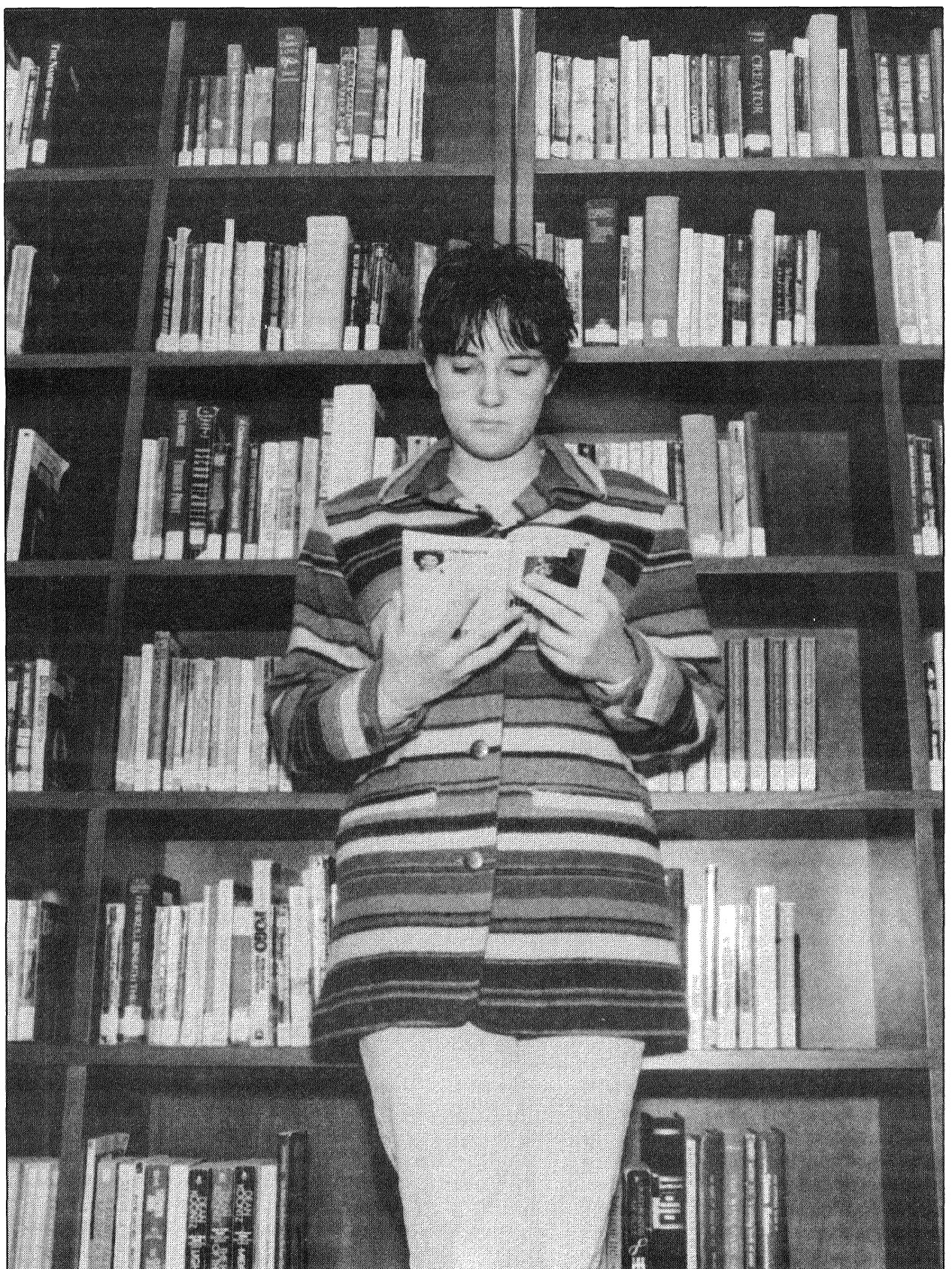
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Forget the Internet, e-mail, faxes, interactive computer software, television. At St. John's, students still learn the old-fashioned way—by reading books. But will technology change the way they understand what they read? Alumni and faculty look at the question, beginning on page 10. The student here is Rebecca Christie, a freshman in Annapolis. For her work-study job, she's the college webmaster. Photo by Michelle Baker, SF90.

From the Bell Towers...

NEW ALUMNI DIRECTOR FOR ANNAPOLIS

The definitive woman-about-campus, Roberta Rusch Gable, brings legendary wit to her new appointment.

In Annapolis: Temple Iglehart, Pinkney Hall, the Randall dining room, Carroll Barrister House, the bookstore. In Santa Fe: the Graduate Institute office. All these St. John's places have the good fortune to have been transformed in some way, for some brief time, by the presence of Roberta Rusch Gable, A78. Gable has been named the new director of alumni activities for the Annapolis campus, following the resignation of Betsy Blume, A76. Gable most recently served as bookstore manager, but she's also left her mark on the college as a student (where she worked in the alumni office with director Tom Parran, A42), an active alumna, co-director of athletics (from 1986 to 1987), and assistant to the registrar of the GI in Santa Fe (the summer between her junior and senior years).

Gable's wit and verve are legendary. Alumni and current students alike remember her song parodies at collegia and pranks—for example, the "Look for the St. John's Label" parody of the "Look for the Union Label" jingle during the 1978 Senior Prank. Sometimes her fun is more extended, like the time she arranged a "New Jersey" dinner in Randall, inviting students and tutors from the Garden State and giving out maps of the New Jersey turnpike as party favors. In the bookstore, Gable made the yearly sale into a liberal arts shopping event, with blue light specials, homebaked cookies, and helium balloons. Rivaling the sales in the degree of anticipation it elicited on campus was the monthly publication of "Book Chat," Gable's newsletter with info about new books, explanations of why books cost what they do, suggested summer reading for great-book-weary students, and contests. Says fellow '78er

Leo Pickens, the current college athletic director, "Book Chat is one of the most wonderful publications we've ever had here."

Now, upon finding out about Gable's new responsibilities, tutors have been heard to grumble that she can't be spared from the bookstore, where she is the fount of all wisdom regarding translations and editions of the great books. But the quintessential Johnny counters that she is looking forward to her new role in college life: "The alumni office is more intrinsic to the existence of the institution because it supports one of the most important relationships—people's lifetime relationship with their alma mater. For a lot of alumni, St. John's is one of the defining experiences of our lives. I hope to be the link to the college for alumni."

The alumni office also serves the Alumni Association. It provides tech support for chapter activities, like lining up tutors for chapter seminars, printing and mailing newsletters, and contributing ideas and contacts. "We'll be doing homecoming and other events throughout the year. There's a lot of work with the placement office in helping current students meet or talk with alumni who might be able to offer them some direction. And I'll be serving on the board of advisors for *The Reporter*," says Gable. Helping Gable in the alumni office is Dennis Quinn, AGI96, who took the assistant position formerly held by Kim Kern, A89, when she moved to Chicago.

Gable graduated in 1978. She returned to work in the bookstore from 1984 to 1988, then went to the University of Michigan to study communications. "I was under the delusion that I



Roberta Gable and Dennis Quinn, new denizens of the Alumni Office, get to know some of their constituents.
Photo by Michelle Baker.

desired a PhD," admits Gable. "I concentrated in social psychology and group behavior. I felt that field was unaddressed by my background here, and I wanted something worldly." Even in grad school, Gable used her St. John's experience as background. One term paper was a comparison of the Annapolis and Santa Fe campuses, a study of how physical structures affect social structures. "It was purely a speculative paper," says Gable. "Even though the campuses are the same academically, they are quite different socially. It's good and it's healthy."

Strengthening the relationship between the campuses and their alumni is one of Gable's goals as alumni director. She's also got a number of ideas kicking around in her mind for activities. For example, she'd like to invite former Febbies and JFs to the campus at the end of Febbie summer, so that this special sub-group of the Johnny family can meet the newest crop. "They can pass along handshakes, secret decoder rings, whatever it is that Febbies do," she says.

Gable plans to work closely with current students, something she already has done a lot in her role as bookstore

manager. "I'd like to write a column for the *Gadfly* (the student newspaper) to increase student awareness and knowledge about alumni. I want to keep up my contact with the students. I don't want anyone to graduate from this school without my knowing who they are," she says. That way, they will feel right away that as alumni they belong to a larger group. In her goal of being the great communicator, Gable plans to become an active e-mailer and letter writer. She also hopes that visiting alumni will stop by her office to chat when they are in town.

Changing relationships with the college is something Gable has experienced herself, and she's seen it in some of her friends, as well. "Some alumni from the 1960s and '70s left the college with a lot of anger. But I'd like to be a kind of liaison for them as well as for other alumni who have good feelings for St. John's. Your attitude and experience with the college can evolve over the years." ●

—by Barbara Goyette

A MEETING OF THE AGES

*Learning for the future
from the lessons of the past*

St. John's alumni and students know the value of the legacy left to us by the past. Those not familiar with the St. John's program, however, often ask whether and how the accomplishments of the past are still relevant.

An idea for a conference on the Santa Fe campus, as part of the 300th anniversary, arose out of a conversation between President John Agresto and a board member who wondered why anyone should care that St. John's is 300 years old.

"Since we're so old—and study books a lot older—we wanted to raise

the question why we (especially as good Americans) value the traditional," Agresto says. "We mean to take this as a serious question because the deepest criticism of traditional liberal education is that it is really antiquarianism. Knowledge, we're told, doubles every five or seven years. Why, then, spend time with what has been superseded?"

On April 4 and 5, noted scholars, journalists, and public figures will come to Santa Fe to consider this question as part of a conference titled "Does the Past Have a Future?"

The conference is funded by the

Bradley Foundation, which also is a generous supporter of the Graduate Institute and Eastern Classics programs. The keynote speaker will be David Broder of the *Washington Post*.

The conference will consider the title question from four different perspectives—education, politics, culture, and science and technology. Among the speakers will be Richard Bernstein, former education editor at the *New York Times*; Gary McDowell, director of the Institute for United States Studies in London; Hugh Hewitt of the PBS series "Finding God in America"; and Ellen Goldberg, president of the Santa Fe Institute.

"This is a question that touches all our lives and, as alumni, perhaps more deeply," says project director and Santa Fe tutor David Levine. "Everybody is welcome." ●

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St. John's Myths and Legends

THE MYSTERY OF THE MISSING APHRODITE

No one is really quite sure when she arrived at St. John's, or when she disappeared. When she was here, she was at all the best parties, the dean's lecture for the start of the school year, and most of the commencements. And she decorated, quite literally, the lives of the students in Santa Fe who knew her.

Some called her "Bountiful Harvest," while others knew her as "Aphrodite." She was short, standing only about 5 feet, 4 inches, including her pedestal. She was heavy, weighing enough that it took several students helping out just to move her from one spot to the next. Oh, and she was bronze.

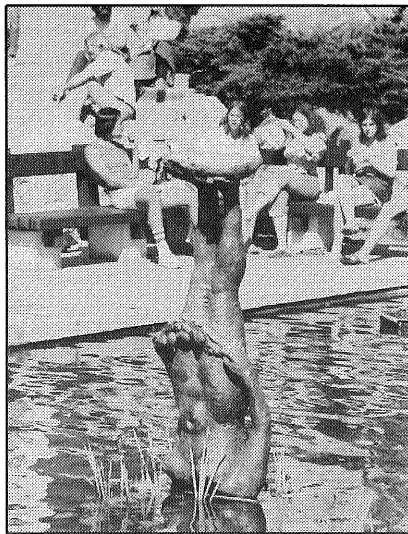
"She really wasn't anything to look at," says Brendan O'Neill, a 1993 alumnus and the assistant student activities director in Santa Fe. "Rumor has it that she was donated to the college by someone local, but the college didn't know what to do with her, so she was passed down from class to class."

Bob DeSilverio, a 1979 Santa Fe

alumnus, remembers the statue as "Bountiful Harvest" and says that she was standing on the deck of the Fine Arts Building when he arrived as a freshman in 1974.

"I can envision Bountiful in several places besides the Fine Arts Building," he says. "I seem to recall that for Senior Prank in my freshman year, she stood in the bell tower of Weigle Hall...By late spring of the same year, I recall that she migrated one Sunday down to the pond where she stood upon her head among the cattails and goldfish. I began to understand that not everyone revered the bronze goddess."

In fact, the statue once donned a bikini for some campus event and was a regular during Reality. But she disappeared, O'Neill says, sometime around the spring of 1990. Again, rumors abound. Some say she was melted down; others say that she's buried somewhere on campus; still others say that someone—perhaps an Annapolis student—absconded with her in the



Aphrodite decorates the fish pond in front of Peterson Student Center in this 1975 photo by Bob DiSilverio.

dark of night.

"I don't think anyone from Annapolis stole her, although it would be great if they had her," O'Neill says.

If she is still in one piece, O'Neill and the current contingent of Santa Fe students would like to find her and bring her back to campus. If anyone among the alumni has any clues about her disappearance, please write to *The Reporter* at 1160 Camino Cruz Blanca, Santa Fe, NM 87501. ●

—by Elizabeth Skewes

LEARNING ADVENTURE IN PROVENCE

The Odyssey Travel Program (named after that traveler of whom it was said: "Many were they whose cities he saw, whose minds he learned of...") is offering a trip to the countryside of Provence. The trip will be organized by the college and Butterfield & Robinson. Dates are May 30-June 6. By day, participants will walk through olive groves and lavender fields, past medieval hill towns and valley fortresses. Evenings will bring seminars with St. John's tutor Abe Schoener. Discussions will focus on the excellences of the human senses, since Provence is a region that exercises and delights the senses.

Participants will stay in the best hotels and B&Bs and will experience the best of the region's cuisine.

Reservations for this trip close February 20. The cost is \$3575 per person. For a brochure, contact Pamela McKee at St. John's College, Box 2800, Annapolis, MD 21404 or call (410)626-2506. E-mail address: mckee@mailhost.sjca.edu.



CROSS-CULTURAL DINING EXPERIENCE

This past November over 70 students, tutors, staff, and friends of the college gathered at the president's house in Annapolis for an international feast that included dishes from Mongolia, Korea, China, Russia, England, Spain, and the United States. The occasion was the F-1 dinner, an event started by the F-1 Club in 1992 and rapidly becoming a highlight of the college's social calendar.

There is only one membership requirement for the F-1 Club: foreign citizenship. The name comes from the F-1 Visa, the most common visa for a foreign student in the United States. This year there are 18 foreign students in Annapolis, representing 15 countries.

Co-sponsored by Registrar Nancy Lewis and Reenie Craven, Assistant to the Registrar, the club was originally formed to provide assistance with issues pertinent to regulations for foreign students. While this is still the club's raison d'être, the group occasionally gathers for social or cultural events, such as the annual dinner. Guests at the potluck dinner bring traditional food from their native countries. Among this year's thirty-some dishes were a Korean beef dish made by senior Rana Choi (in the photo with senior Mary Lynch); pirog, a Russian rice pie made by Graduate Institute student Tasha Kharitonova; Nancy Lewis' Spanish dish, Chicken Marbella; meat and vegetable dumplings made by Baigalma Damdinsuren, from Mongolia; and spicy tofu with pork made by Hai Sun, from China.

STEADMAN WINS NEW MEXICO ACLU AWARD

In the classroom, St. John's tutors may avoid making references to modern politics, but that doesn't mean that they aren't interested in political issues outside of the classroom. Santa Fe tutor Jack Steadman is one such activist, and his work with the American Civil Liberties Union in New Mexico recently earned him that organization's highest honor.

Steadman was given the Civil Libertarian award from the New Mexico ACLU in recognition of his long-standing commitment to the cause of civil liberties and for his work as the group's treasurer.

ACLU Executive Director Jennie Lusk says Steadman "is the ideal spokesperson for us... he's not bombastic or aggressive, just very eloquent and committed to justice."

As treasurer for the past two years, Steadman has put the group's financial records on a computer system, and, in Lusk's words "is bringing them into the current century." Steadman often has made the hour-long drive to the ACLU-NM headquarters in Albuquerque several times a week to attend meetings and work with the director.

Although he only recently became an officer in the ACLU-NM, Steadman has been a member and staunch supporter of the ACLU since he was a teenager in Wisconsin. He has been motivated, he says, by the belief that "although the Constitution is supposed to be the supreme law of the land... laws don't protect rights, only people can protect rights." ●

—by Caroline Knapp, SF00

LA PLUS CA CHANGE...

Current chant sung by companies of the brigade of midshipmen as they march down College Avenue on their way to the Navy-Marine Corps Stadium for fall football games:

*I want to study Aristotle;
I'm a left-wing kind of guy.
I wear socks with my sandals;
All my shirts are tie-dye.*

*I don't bring my books to class;
I don't take no written tests.
I don't want a real degree
That's why I go to SJC.*

Alumni who remember chants from days of old are invited to send them in to *The Reporter*. We'll print "clean" ones in the summer issue as part of the coverage of the croquet match. ●

From the Bell Towers...

SANTA FE'S LIBRARY & FINE ARTS GUILD

BUILDING BRIDGES TO THE COMMUNITY

by Elizabeth Skewes

It started as a mere notion a few years ago, but it didn't take long for the St. John's College Library & Fine Arts Guild to take shape. The group, which held its first meeting with the 12 members of its new board in August 1994, now numbers more than 180.

More impressive than the growth in the membership, however, is the growth in the number and variety of exhibits and special events that the Guild has brought to St. John's. Within the past two years, the Guild has brought renowned artists such as William Lumpkins and Margaret Lefranc to the gallery and has brought well-known authors, including Harriett Doerr and George Johnson, to the Great Hall as part of a revamped "Speaking Volumes" lecture series.

The response from the community has been tremendous. The lecturers are being greeted by standing-room-only crowds, and the gallery exhibits are drawing record numbers for the openings.

Michael Shickich, a Santa Fe attorney and president of the Library & Fine Arts Guild, says that the response is what he was hoping for. "The idea, essentially, is to expand the Guild and to provide a stronger connection between St. John's College and the Santa Fe community," he says. The number of community residents who come to campus for Guild events, including the Spanish Colonial Arts Market that has been held for two years now each fall, is steadily growing. And, as community members become more aware of St. John's and what it has to offer, Shickich says the bonds between the two will only strengthen.

But the Guild also is helping strengthen those bonds by broadening its membership and by getting more people directly involved with the college. Guild volunteers help staff the gallery so that it can be open more often, and they have helped catalogue some of the archival material in the library.

Willard Lewis, who works at Los Alamos and heads the library committee of the Guild, says that this "gives people a chance to be a part of the college community, rather than just spectators. The community seminars are a great way to reach out to the Santa Fe community for some people, but they can be intimidating. Our activity is more benign."

Lewis says that lectures, such as the one given by Harriet Doerr, author of *Stones for Ibarra*, are a way to welcome people to campus for an educational experience that doesn't require them to participate with the same level of intensity that a seminar would. This kind of outreach, he says, will help with community relations.

Lewis' counterpart on the Guild's art gallery committee, Susan Kelly, says that the volunteers on the Guild are "veterans" who bring a lot of experience and a lot of local connections to the college. Kelly herself is a local artist who has exhibited at several shows in the gallery. She and the others on her committee have worked hard to blend shows by respected local artists with those by nationally known painters and sculptors.

They are also doing more to jury the exhibits. The committee members, each of whom is involved in the Santa Fe art community, sit down once every semester or so to review work by artists who want to exhibit in the college's gallery. The task, Kelly says, is to pick one to two artists out of the 10 or more who have submitted samples. The group also juries the annual student art exhibit, held each spring.

"That's one of my favorite things," Kelly says. "A lot of the students submit work for it. I love it because I know how much time these students put into their academic work, and I know that art takes a lot of time—but they are doing some really good work."

By more carefully selecting the exhibits for the gallery, it has become a strong showcase for regional artists and

increasing numbers of them are anxious to display their work on campus. Kelly says that fits in with one of her main goals, "to make this more of a gallery that's on the map for art collectors."

She's also trying to find ways to raise money for the gallery and the Guild, so that the gallery becomes self-supporting, a goal she shares with Shickich and Lewis.

Lewis says the library committee wants to continue to help with the annual Meem Library book sale, but the group also wants to bring in additional revenue to support its activities. Whatever the group does, however, has to be done with an eye towards "integration with the traditions and history of the college," Lewis says.

Shickich says that the Guild also is trying to find other projects, similar to the Spanish Colonial Arts Market and a special art auction and dinner held earlier this year, that can become annual events associated with the Guild.

"The Guild will take its lead from the



"The Orchard" by Margaret Lefranc, on display at the gallery in Santa Fe through February 20.

college and faculty, though," Shickich says. "We have a high degree of openness in being involved with projects that will make St. John's accessible to the local community."

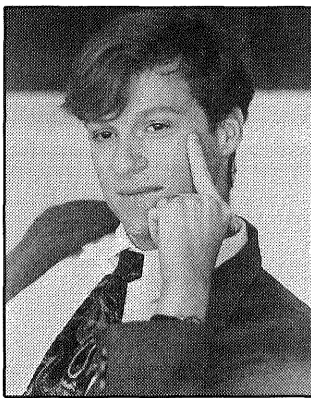
Shickich is hoping that the Library & Fine Arts Guild, now that it has taken root, will be able to gain enough momentum to become an important addition to Santa Fe's cultural community. He says that the group is working on a long-range strategy to survive in a city that's brimming with art, opera, and other creative pursuits.

"Santa Fe has a lot of competing interests," he says, "and even in light of that, the Guild has done well. There has been a high degree of acceptance in the community of the Guild and its work." ●

ANNAPOLIS FACULTY NOTES

Annapolis has one new faculty member this year, **Michael**

O'Donovan-Anderson. His background is in philosophy; he has a BS from Notre Dame, an MA and MPhil from Yale; and he received his PhD from Yale this year (dissertation title: *Content and Commitment: On Embodiment and the Epistemic Availability of the World*). Mr. O'Donovan-Anderson also has edited a book, *The Incorporated Self: Interdisciplinary Perspectives on Embodiment*, published in October by Rowman & Littlefield. Quoting from the publisher: "This anthology collects the works of scholars from a broad range of disciplines, each examining the



Mr. O'Donovan-Anderson

nature of the body and the necessity of embodiment to the human experience—for our self-awareness, our sense of identity, and the workings of the mind... The essays offer a sustained attack on Cartesian dualism and methodological positivism."

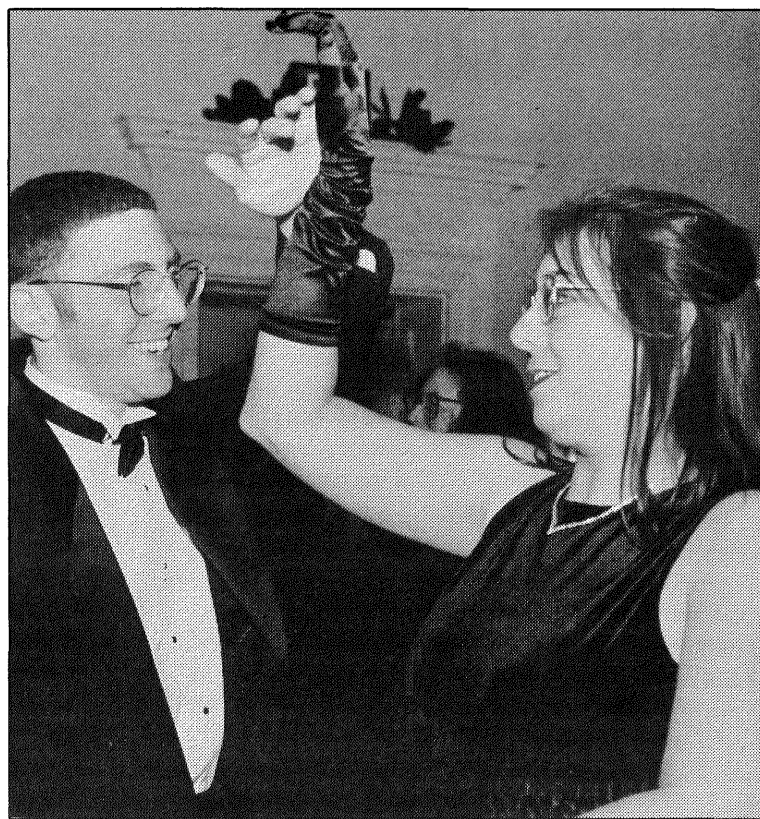
Dean **Eva Brann** addressed brand new

U.S. citizens at a naturalization ceremony at the District Court in Washington, D.C., in October. Calling to mind her own arrival in this country, Miss Brann said, "Few of us would have come here if we hadn't been fleeing from deadly persecution, as I was when I left Nazi Germany in 1941, or from poverty, or from something else that makes life hard. When we were

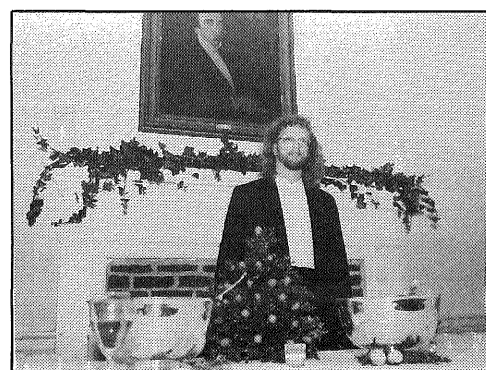
leaving the old country we had our minds on getting away from a bad place and when we arrived here we thought mostly of getting along in a strange place. But to some of us something happened that perhaps has already happened to you, or might happen before too long. It's a little like entering into a marriage just for safety, security and convenience, and then one day waking up to find that you have grown to love your partner. So you may have come for utterly practical reasons, but one day you wake up to know that this is home and that you are in this country not only to make use of its advantages and opportunities but because you love the place—the huge and beautiful land extending from coast to coast, the laws that by and large protect us rather than harm us, and the millions of hard-working people who tend to try to be decent and friendly in that particularly American way."

Lafayette Ball CELEBRATES 300TH

In a whirl of elegance, St. John's staged a tercentenary social event to rival a great moment in its history—the ball held in the Great Hall in honor of General Lafayette. In 1824, Lafayette returned to America after his fortunes in France had fallen. Here he was greeted as the hero of liberty; he visited cities and towns along the east coast, and received so many gifts it took three ships to get them all back to Europe. The ball in his honor was the social highlight of the college's second hundred years, just as the reprise—held on December 13—proved an alluring event for local Annapolitans and alumni, 250 of whom attended. The ball was organized by the Friends of St. John's College; committee chairs were Barbara Bohl and Peggy Sue Atterbury. Peter Duchin and his orchestra provided music. ●



Clockwise from top: Recent grads Matt Radbill and Rebecca Dzamov dance the night away; Tim McGuire, A91, presides over the punch under the watchful eye of President Hector Humphreys, who disapproved of wine and dancing; President Chris Nelson, in period garb, with Mary Lou Symonds; the Great Hall transformed. Photos by Keith Harvey.



LETTER FROM A PIONEER

Having played on the St. John's College 1928, 1929 and 1930 National Championship Lacrosse team and having been elected to the Lacrosse Hall of Fame in 1968, I always thought that this was a significant achievement in my life. However, something happened to me shortly after my 86th birthday (on August 27) that changed all that.

In order to appreciate this happening, I need to tell you that after graduating from St. John's College in 1931, in the middle of the Great Depression and unable to find a job, I decided to attend the graduate school of the Johns Hopkins University, from which I earned a master's degree in 1934 and a doctoral degree in engineering in 1938. My master's thesis was entitled "The Effect of Electric Shock on the Heart."

During the research work on my thesis, under Professor W.B. Kouwenhoven of the School of Engineering and Dr. Hooker of the School of Medicine, I discovered the basic principle of electric counter shock as a means to stop the fibrillation of the heart. Using dogs as subjects, I found that a very small electrical shock of 1 milliamperes would cause the heart to go into fibrillation and a counter shock 100 times stronger would stop the fibrillation.

This basic discovery in 1934 led to the development of the defibrillator that is now used worldwide in all hospitals and doctors' offices to stop fibrillation of the heart, saving many lives every day. About the size of a portable typewriter, the defibrillator sits over in the corner of the room awaiting its turn to save another life.

So, on November 8, at Mercy Hospital in Charlotte, N.C., my heart went into fibrillation during the implanting of a pacemaker and my own life was saved by a discovery I made 62 years earlier. This remarkable true story illustrates the importance of basic research because you never know where the discovery of new facts or information will lead.

— Edwin Lotz, Class of 1931

P.S.: My pacemaker is working just fine and I am looking forward to resuming a full, active life.

TWO "GREAT" BOOKS FOR THE 300TH

St. John's College 300th Anniversary Cookbook. \$8.00. Compiled by the staff of the Annapolis campus, this cookbook contains the gamut of recipes from soups to nuts, contributed by staff, faculty, and students. Many have a St. John's theme, such as "Adam Smith's Wealth of Nachos" contributed by the Marxist Writers Collective (a group of GIs), "Francis Scott Quiche," "Biscuites than which none greater can be conceived," and "Aristotle's Parts of Animals" (it's chicken with limes and herbs). There's even Mrs. Klein's recipe for Dattel Busserl (meringues with dates). Order by calling Carole Clark in the Treasurer's office at 410/626-2518.



A Complete and Generous Education: 300 Years of Liberal Arts at St. John's College, Annapolis. \$50. By Emily Murphy, A95. A spectacularly beautiful 200-page hardcover book, with more than 250 illustrations, this volume offers a basic history of King William's School and St. John's College enriched with high-quality reproductions of lithographs and prints, photos dating from the 1880s, and images by documentary photographers Alfred Eisenstaedt and Marion Warren. The photos and art were gathered and the text was written by Emily Murphy, who, after graduating in 1995, got a job as the photo archivist for the state of Maryland.

See McDowell burning (1909), coeds in their dorm room in the recently completed Campbell Hall (1954), a view of campus drawn by a French soldier on his way to Yorktown (1781), and the national championship lacrosse team (1931). There are also evocative portraits of tutors and students. Order by calling the Annapolis Bookstore at 410/626-2540.

The class of 1889, from *A Complete and Generous Education*.

Advancing in the Fourth Century...

ST. JOHN'S FOREVER

What's the biggest challenge for the future at St. John's College? Not a political or cultural swing away from the liberal arts; not encroachment by the Naval Academy or strained relations with the campuses' local communities—these are fine, will be fine. The greatest challenge is to secure the financial status of the college. With sound financial management, the college is getting by and will be able to make modest advances. But one transforming gift could secure St. John's forever.

Following is a list of some of the 35 largest private gifts to higher education in the past 20 years (courtesy of the *Chronicle of Higher Education*, Sept. 6, 1996). The list is interesting for a few reasons. First, these gifts were made by alumni, friends of colleges, and foundations. As many gifts were made by friends as alumni of their colleges. Second, the gifts were made in cash, securities, land, natural gas royalties, artwork, and deferred gifts. Third, and most important, these gifts in some important way transformed the recipient institution. Universities were able to create or invigorate academic programs, invest in medical research, provide the means to offer more financial aid to students, or build new buildings.

A gift like one of these to St. John's College would transform the college, but not in any of these drastic ways. It would

not change the program of instruction or add extraneous facilities. Rather, it would enable the college to raise and keep tutor salaries at the median of those at comparable colleges. It would provide more financial aid to more students. It would enable the college to maintain the buildings on its two campuses. And it would secure the future of St. John's College.

Who will put St. John's College on this list? ●

Emory U.: from the Lettie Pate Evans, Joseph B. Whitehead, and Robert W. Woodruff Foundations, \$295 million; stock; 1996

New York U.: from Sir Harold Acton, art, real estate, and cash with a total value of more than \$125 million; 1994

Princeton U.: from Gordon Y.S. Wu, \$100 million; cash and stock; 1995

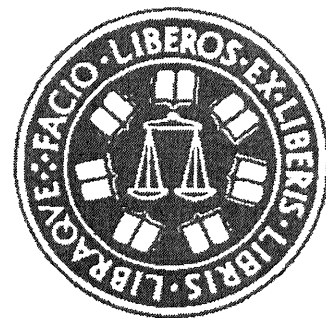
Rowan College of N.J.: from Henry M. And Betty L. Rowan, \$100 million; stock and cash; 1992

Harvard U.: from Edward Mallinckrodt, \$75.5 million; stock; 1982

Asbury Theological Seminary: from Ralph Waldo Beeson, \$58 million; stock and bonds; 1990

Brown U.: from Walter H. Annenberg, \$50 million; 1993

HODSON TRUST OFFERS \$250,000 CHALLENGE



The Hodson Trust, a generous supporter of private education, announced in November that it will provide a challenge grant to the St. John's College Annual Fund for 1996-1997. To help stimulate unrestricted giving, the Hodson Trust will match all new and increased unrestricted gifts to the Annual Fund on a dollar-for-dollar basis up to a total of \$250,000. Anyone who watches public television is acquainted with the concept of the challenge grant. At St. John's, though, givers won't receive an umbrella, just the satisfaction of knowing they are investing in an institution so that it can serve today's students.

Here is what counts in the challenge: new unrestricted gifts of cash or securities (for anyone who did not make an unrestricted gift to St. John's during the 1995-96 fiscal year) made between July 1, 1996 and June 30, 1997; increased gifts over an unrestricted gift in 1995-95; and unrestricted gifts in honor or in memory of someone. Matching gifts from a company or firm, planned or deferred gifts, and pledges do not count as part of the challenge.

The Beneficial-Hodson Trust was started by the founder of the Beneficial Loan Society, which today is the Beneficial Corporation, headquartered in Delaware. To begin the Trust, Colonel Hodson provided stock in the Beneficial Corporation in honor of his father and for the purpose of furthering higher education. Over the past 50 years, the Trust has contributed more than \$50 million to private colleges in Maryland.

"This is a wonderful opportunity to make a gift count twice—and an investment that goes to work right away for the college," says Joan Ruch, Director of Annual Giving in Annapolis. In 1996-1997 both campuses will incur more than \$1.7 million in expenses that will not be covered by tuition income or by interest income from the endowment. Unrestricted gifts to the Annual Fund provide funds to run the day-to-day operations of the college; they keep tuition in line and help maintain the financial aid budget—all direct benefits to students. For more information on the Hodson Trust challenge, contact Joan Ruch at 410/626-2534. ●

Letters...

WOMEN ON THE PROGRAM, REDUX

St. John's is faced with a dilemma: Should it perpetuate the canon of Western literature with all its oversights, or should it attempt to truly educate its students in the humanities? History is written by the victors, it is said, and this is borne out by the fortress of language that is called Western Thought. Unfortunately, an education that only tells half the story will not make you free.

Many women feel outraged at the injustice, for example, of the witch trials (the year Newton wrote *Optics*, 700 witches were burned in a single Spanish town), of the deliberate suppression of female thinkers and mystics by the Roman Catholic Church (such as the amazing Hildegard of Bingen), and simply by the fact that women were categorically denied the right to vote and own property until very recently in this country (thank you Elizabeth Cady Stanton).

But outrage is not a good enough reason to grant the ladies a spot on the Program. Mr. O'Gara's interpretation of Ms. McMurren's position as "books on the program are fundamentally inadequate because of the sex of the author"

is shallow; all of these books and their authors have clearly proven their merit over the years. It is equally as shallow to assume that books by women are

inadequate for the same reason; many of the meritorious works on her list that have stood the test of time simply need to be given a chance to prove themselves on the program.

As far as "greatness," a few of the books are among the greatest I've ever read, but once again,

in order for people to agree with me, these books would have to be given a chance. Mr. O'Gara also tweaks Ms. McMurren for not being able to appreciate "the writings of people separated from us in space, time, culture...and sex." I would simply like to ask him to try.

Ms. McMurren has made a fine start in narrowing down some of the greatest books by women. The tougher question, however, as rightly pointed out by Miss Brann in her original discussion on the proposal, is where to put these proposed readings? My suggestion is to start by making room for one. I've also heard a

suggestion to reduce the readings of some of the authors by one or two: Plato, Aristotle, Kant, Hegel, Shakespeare, Descartes, Spinoza, Locke and Hume. But the readings must go in their proper places. Imagine if the program originally included the texts she proposes. Where would Barr and Buchanan have placed them?

Or is it simply too ridiculous to assume that our founding fathers would have considered the 15 texts on Ms. McMurren's list seriously? Would they even have bothered to give a single one of them a thorough read? If not, then something is wrong with this picture. St. John's is broken. The center does not hold. Half the students who attend the school must live with the Western assumption that their minds are inferior and their ideas do not deserve the highest respect. There are many contradictions within the story of Western thought, and this is one of the most difficult. This is the beginning of a conversation that will take many years to unfold. And, although the program is the embodiment, the debate is universal. Will the voice of women throughout the ages eventually intertwine with the voices of men in the opera? Or will it

prove to belong to a separate realm altogether, like Eastern literature?

Again, to quote Mr. O'Gara, "Is it even a little bit surprising that at a place like St. John's, where we try to absorb the best that every age has to offer, our curriculum predominates with books by men?" No, Mr. O'Gara, it's no surprise at all. And that's what worries me.

—Kristen Baumgardner Caven, SF86

Should women's works and particularly feminist literature be included in the St. John's reading list? The answer, of course, is the same as for the question whether to include works by Athenians or Ethiopians or left-handed poets. It depends on the merits of the work.

Why is any book in the program? Surely not because it was written by a Greek or a soldier or an anti-Semite. It's there because it articulates an idea or a perspective that illuminates an important problem in human thought: Justice, loyalty, love, patriotism, government, knowledge, evil, God, liberty, mathematics, science, language....

At St. John's we were expected to

continued on next page



Jane Austen

Letters...

WOMEN ON THE PROGRAM: MORE DIALOGUE

ignore the biography of the author. We were asked to approach each author's body of work as complete unto itself. I recall the contempt expressed for those among our freshman class who read the translator's preface or the author's biography as part of the preparation for seminar.

If I am supposed to read the *Meno* for its ideas, and not from the vantage point of Meno's or Socrates' life, why should I agree to judge any work not by what it brings to the enterprise of learning but by who is bringing it (a woman)?

And if I relax this rule to correct the under-representation of women authors on the list, do I not have to consider correcting the representation of black Americans, or of black Frenchmen, or of happily married men who loved their fathers?

Among the works with ideas worth bringing to the feast there are many good books by women. And I am sure that among them "Great Books" will be found in roughly the same proportion as they occur in literature as a whole—that is, rarely. But let the worth of those ideas be the only test of what is studied at this last bastion of liberated intellectual discourse.

—Charles S. Lerner, A53

In the Summer 1996 *Reporter* James O'Gara wrote a letter about my proposal to add great works by women to the program. First I must clarify the project...I have not proposed that 15 works by women be added to the curriculum. I have proposed to the alumni that they encourage the faculty to consider adding more great works by women. As alumni, we cannot propose changes to the program, we can only ask that the faculty begin the process that will lead to a change. The works appended to the proposal are suggestions for the faculty. I have chosen works that are widely regarded as original, historically influential, and well-written. The issue of "greatness" is complex and cannot be reduced to simple criteria, but it requires more than mere opinion; those unconvinced about the works on my list should read them and do some research on their impact. It is also important to realize that the list of books on the program is not static. Horace, the *Song of Roland*, and Malthus appeared on the original 1937 list, and not on later ones, and Nietzsche and *The People Shall Judge* did not appear on that original list.

James O'Gara claims that I avoid the issue of potential deletions from the current program. Again, adding and taking works off the program is a matter for the faculty. Each work has to be considered alone; arguments must be made for its inclusion and suggestions for a place to put it. That is why I say in the proposal that I am not making arguments for the inclusion of more great works by women. Instead, I point to the

benefits of such additions. Secondly, we should not assume that anything will be eliminated by the addition of a great book by a woman. The already common practice of excerpting a work could make room for a new one, and additions to language tutorial are easily made as there are fewer required books.

Mr. O'Gara also says that gender is addressed in the works already on the program and that I am suggesting that we add books by women merely to present another viewpoint. Although writers on the program present concepts of gender identity and gender roles, never once was it addressed around a seminar or tutorial table while I was at St. John's. Adding one or two great books by women on my list (especially Wollstonecraft, de Beauvoir, or Woolf) is a means of making the dialogue on gender a fruitful one because these great works formulate new, original, and insightful ways of conceiving gender.

I am very happy to have the chance to respond to those who are hesitant about the aims of my proposal. As long as this issue is fostering dialogue, we think more seriously and more rigorously about it.

—Mary Helen McMurrin, SF87

I read with great interest the spate of letters about feminist literature at St. John's. The enthusiasm of the feminist boosters, however, is not matched by the quality of their thought. Lost somewhere in the argument is the ability to distinguish GREAT books from good or interesting books. Over all the years of which we have recorded history a relatively small number of authors have produced books that are undisputably GREAT. This obviously leaves women in an extremely small minority. How could it be otherwise since few of them had the opportunity? Many women now, of course, have the opportunity and many more will put forth their best effort. But one should not expect a plethora of GREAT works from women in such a relatively short time, given all the time it took to produce all the previous ones. Should one then lower the standards? Certainly not.

The standard is neither patriarchal nor arbitrary. The GREAT books are part of world literature; they are trans-cultural. They raise the most basic questions to which human thought has been devoted in a very special way. At St. John's these books are not to be read as elements in a sweep of a history of ideas. The study of ideas and the study of the history of ideas are quite distinct. The latter is cultural; the former, philosophical.

One has the opportunity at St. John's to devote four precious years to studying the best books ever written. Good books,

those that are less than great, and cannot be re-read with profit indefinitely, should come later or before these four years. Most of the books mentioned in the earlier letters are worth reading, of those I have read. More of the ones I have not read may be great. But even though I am an ardent admirer of

Emily Dickinson I simply cannot imagine putting her on the same level as John Donne. *The Second Sex* is certainly basic to understanding the feminist movement. But the St. John's program was never intended as a study of successive waves of western culture but of ideas that transcend cultures.

It is only a small step from gender literature to ethnic literature and an even smaller one from ethnic literature to multiculturalism. And multiculturalism is the enemy of liberal education. Taken to its logical extreme it means that all cultures are equal and also that all thought is culture-bound. The former claim is *prima facie* ludicrous and the latter worthless since the assertion itself would, therefore, be culture bound. It is the duty of the citizens of the Republic of Letters to fight the creeping parochialism and relativism such seamless boundaries breed.

—Robert Hazo, A53

I have been following with great interest the series of letters regarding the inclusion of works by women in the program. I think that B. Meredith Burke (A67) and Susan Mattis (A75) have it right: feminism and the women's movement is one of the great international social movements of this century and has led to profound changes in the way men and women relate to each other legally, within social institutions, and within private relationships.

While I certainly would support inclusion of either John Stuart Mill's *On the Subjection of Women* or Simone de Beauvoir's *The Second Sex*, one objection to these works (particularly *The Second Sex*) is length. I want to point out that there are alternatives. A good one, in my opinion, is Mary Wollstonecraft's *A*



Virginia Woolf



Mary Shelley

Vindication of the Rights of Women. There are also a number of collections of important works. One of the best, *The Feminist Papers* (Alice S. Rossi, editor), has been a staple in women's studies courses for a number of years now. *The Feminist Papers* ranges from the letters of Abigail Adams to de Beauvoir and includes important works linking the woman's suffrage movement to abolition. Reading from a collection like *The Feminist Papers* would provide a sound introduction to feminist thought, which, whether some of us like it or not, exists and will endure.

In 1989 I taught a graduate seminar on diversity for a criminal justice program. Most of the students were employed by local law enforcement agencies. One of the course requirements was to read a book from a list I had compiled, to write a review of it, and to present it to the class. I included *The Second Sex* because it is a classic, never seriously thinking that anyone would read it. One student, a sergeant with a small, rural sheriff's department, did decide to read it. He found it to be one of the most interesting and enlightening books he had read in his graduate program. So let's add some feminist works to the St. John's program. Maybe through discussing them we will all, like the sergeant, learn something.

—Maya Hasegawa, A69

TRANSLATING THE MOTTO

I'm amazed that people are still debating whether "men" is an acceptable term for the whole human race, including the female half. How would people feel if we used "women" in the motto and added, "Oh yes, by that we mean men as well?"

When it comes to the translation of the motto, the latest set of letters to the editor implies that the only choices are "men" and "human beings." I'd like to point out that we have a perfectly fine English word for what children (not "boys," notice) become: ADULTS.

—Marlene F. Strong, A77

ISLAMIC WRITINGS

I am writing to urge the inclusion of Islam and Islamic writing in the curriculum at St. John's. Mohammed wrote, in the dark ages, that one hour in pursuit of knowledge was better than 70 years in prayer. Islam invented the university in 900 AD, Al-Azhar University in Cairo. The first curriculum in the world included about 50 years study. Algebra was discovered by Islamic writers. Muslims preserved and studied the writings of the ancient Greeks. Maimonides was a student of Averroes, a Muslim philosopher. Averroes' intellectual challenge to the Catholic faith is partly responsible for St. Thomas Aquinas writing the *Summa*.

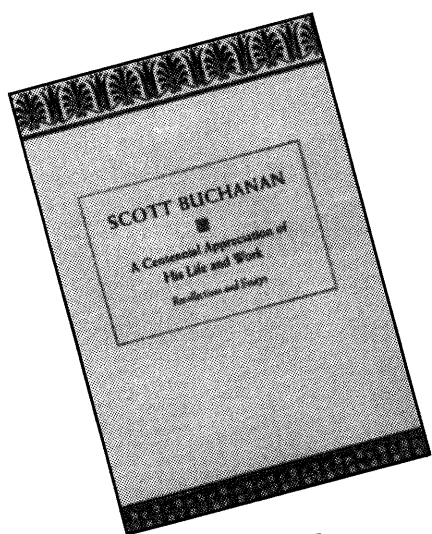
—Mike Weaver, A66

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

The Reporter, Public Relations Office, St. John's College, Box 2800, Annapolis MD 21404; e-mail: bgoyette@sjca.edu

St. John's College, Alumni Relations, 1160 Camino Cruz Blanca, Santa Fe, NM 87501 e-mail: eskewes@shadow.stjohns-nm.edu.

Scholarship...



SCOTT BUCHANAN
*A Centennial Appreciation
 of His Life & Work*
 1895-1968
 Recollections & Essays
 Selected & Edited by
 Charles A. Nelson
 St. John's College Press 1995

Reviewed by Sam Kutler, A54

GREAT SCOTT! (BUCHANAN)

Toward the end of Plato's *Phaedo*, Crito asks Socrates, "But how shall we bury you?" Socrates replies, "As you wish, if you can catch me." Plato knew how to catch a living portrait of Socrates by placing him in dialogues as the main character in a sequence of conversations.

Charles Nelson finds the right way to catch Scott Buchanan. Twenty-three contemporaries, students, and friends supply the material for a living portrait of Scott Buchanan, which is supplemented by eight photographs and a useful bibliography. Buchanan himself is represented at the beginning by an essay entitled "Awakening the Seven Sleepers," and at the end by remarks made at a party to honor Stringfellow Barr. Editor Charles Nelson has titled this "The Last Don Rag."

It seems outrageous to compare a modest man like Scott Buchanan to Socrates this way, but the writers couldn't resist the comparison: "I realized that Scott was the most Socratic man I had ever known" (Stringfellow Barr), and "The influence Scott exerted issued...from Socratic charm" (Clifton Fadiman).

Of course there are many repetitions in this book, and the repetitions make for a wonderful musical understanding of Scott Buchanan. We return in several essays to the double meaning of the Socratic dictum that was so dear to Scott Buchanan: "I know that (*hoti*) I do not know," in which we also hear: "I know that which (*ho ti*) I do not know." This was Scott Buchanan's call for us to get to work on what we know that we still do not know.

There are references to Scott Buchanan's wonderful sense of humor and laughter. For Jacob Klein it is the laughter "of an *extra-ordinary* man, in the strict sense of the word...It was impossible to be indifferent to him; he inspired violent love and violent dislike, but never lukewarm feelings. He charmed and consoled, he provoked and teased." Mark van Doren explains how Buchanan interwove the humorous with the serious and says that the chief proof of Scott Buchanan's seriousness was his humor, which had understatement as its form of delivery.

What kind of teacher was Scott Buchanan? At the University of

Virginia, J. Winfree Smith was in a course of his entitled *Metaphysics*: "The discussion was guided or filled by the power of Mr. Buchanan's mind to illuminate doctrines and questions that strike the imagination. Even imaginative suggestions which approached the fantastic, none the less, provoked thought. What this did for me was to wake me up and to make me aware of what a big thing that small part of us called the intellect is."

One of the qualities about Scott Buchanan that impressed William Goldsmith and his classmates when they met for their fiftieth reunion involved listening: "His ability to look at and listen to others as if they were his equals. He never talked down to you, but he frequently confounded you."

The editor, Charles Nelson, and Jacob Klein both commented on Scott's search for hidden connections, his ability to see "in diverse things their hidden unity" (Klein). Curtis Wilson, in his forward to Buchanan's *Truth in the Sciences*, draws similar attention to Scott's search for a "dialectic that did justice to all the parts [of modern civilization] that had become separated, by showing their relation to the whole from which they are derived."

This appreciation of the life and work of Scott Buchanan covers his life both before he began his adventure at St. John's College and after he left, but let me cite two more quotations from the parts that refer to his importance at St. John's College. Winfree Smith writes: "there is a sense in which this college owes its soul to Scott Buchanan." And John Kieffer said: Many of you now at the college never knew him. Yet not one of us would be at St. John's today if he had not come to St. John's.

This sample from a very rich volume is insufficient. Take it up and read. ●

To order a copy of Scott Buchanan: A Centennial Appreciation of his Life and Work, call the Bookstore in Annapolis at (410)626-2540, or send a check for \$23.00 to: SJC Bookstore, Box 2800, Annapolis, MD 21404. All proceeds from the sale of the book benefit the Barr-Buchanan Scholarship fund.

AN ACCIDENTAL JOHNNY

Santa Fe tutor David Levine came to St. John's (twice) by indirect routes

by Maria Giordano, SF00

David Levine was enjoying a sabbatical after ten years of teaching at Oklahoma State University, where he was tenured in both the philosophy and humanities departments, when he got a phone call out of the blue. On the other end of the line was the secretary for the dean at St. John's in Santa Fe. She asked if he would come to interview for a teaching position, even though he hadn't applied for one. In fact, it had been nearly a decade since Levine, a 1967 graduate of Annapolis, had even been in touch with the college.

But he decided to come for the interview and then decided to take a teaching position at St. John's. It's a decision he hasn't regretted. He took a pay cut and gave up his tenured positions to join the Santa Fe faculty in 1986.

"St. John's is a school where one can actually make demands on one's students, that is, set higher standards for them," he says. "At such times one has to ask oneself what is really important. Position, fame, fortune? At many places one can go through four years and be wholly untouched by the experience. St. John's, by contrast, is a place where students change. It's hard to be indifferent to the books we read."

When his daughter, Nicole, a graduate of Boston College, was looking for colleges, his only advice was "to find a place where you'll grow." St. John's, he adds, is such a place.

Levine grew up in the East and as he looked around for colleges, his older brother suggested St. John's. He chose the Ivy League and became a pre-med major at the University of Pennsylvania. But during his first year, he realized he wasn't growing. He rethought his brother's advice, and despite having to give up a year of college work, he joined the Annapolis class of 1967—the same class as Santa Fe Dean James Carey and Annapolis tutor Howard Zeiderman.

At St. John's his interest in the classics became both a passion and his life's work. In fact, last year he took a sabbatical from his teaching duties to continue his study of Plato. "Plato and Goethe are the two most formative influences on my thinking," he says. From Goethe, he says, he first realized the complexity of living in the modern world.

After graduating from St. John's, Levine went on to study philosophy at Penn State, receiving a master's in 1969 and a doctorate in 1975. He interrupted his graduate studies to live and study in Europe for 18 months. He did independent research at the Centre Universitaire International in Paris in 1970 and language study at the Goethe Institut in West Germany in 1971.

Now, however, he is back "home" at St. John's and is planning to stay. "It's hard work and long hours, but it's some of the most gratifying teaching I've ever done," he says. And beginning this year, Levine is assuming even more responsibilities at the college. This spring he'll be serving as assistant dean, filling in for Don Cook who is taking a leave of absence. Levine is also heading up a two-day conference, "Does the Past Have a Future?," which is part of the college's 300th anniversary celebration. When he's not working on the conference or on administrative issues, teaching, or doing his own research, Levine often can be found playing racquetball. "The two things that keep me grounded are my daughter and racquetball," he says.

In the classroom Levine is animated and at home. "Is life good or what?" he'll ask as he walks into class. His signature sound "Ou!" is often heard when a sentence works out nicely or a student comes up with a particularly intriguing question. In Greek class he is fond of quoting "the great philosopher" Sancho Panza: "A lot of littles make a much."

What does he learn from his students? "Many things," he says. "One doesn't realize that other students always require that we begin at the beginning, never take for granted what we think we know. We underestimate how much we can learn from other people...We ask why we think we know what we think we know," he says. "That's why St. John's is such a good school, that and a lot of very dedicated people." ●

Levine will be leading the conference "Does the Past Have a Future?" on the Santa Fe campus on April 4-5. See related article on page 2 of this issue.

SOMETIMES THE BEST PATH ISN'T A STRAIGHT LINE

Johnnies who enter medicine say their training in the classics has made them better doctors.

by Elizabeth Skewes

Melania Yeats, SF88, thought she wanted to be a veterinarian. Todd Peterson, A87, envisioned himself in a biological research program. And Bill Gattis, SF88, had dropped out of high school with plans to make his mark as a musician. All three ended up in medicine—and all credit St. John's with giving them the philosophical and scientific background they needed not only for medical school, but to make the right decisions about their lives. What they learned at St. John's that is most useful, they say, is how to ask questions and how to listen to the answers.

Peterson says that although he wasn't planning a career in medicine when he enrolled at St. John's, it was something that interested him. "Many people in my family are in medicine and have been for a long time," he says. "I was thinking more about going into biological research when I was considering careers, but I picked St. John's because I was interested in philosophy."

Melania Yeats didn't realize until her senior year that medical school was her goal. Even then, she was considering veterinary medicine. After graduating she spent two years working with large animals and two years with small animals. "I found that I wasn't bad at talking to people. I knew that I was smart enough to do medicine, but I thought I wasn't competitive enough to do human medicine. Fortunately, the prerequisites are the same for both, so when I decided to apply to medical school, I didn't have to do more course work."

Yeats, a third-year medical student at

the University of New Mexico, finds that many medical students fit the cliché "that when you're six years old, you decide you want to be in medicine and you plan for that." Those students often end up looking for undergraduate colleges or universities with top-ranked pre-med programs and have undergraduate majors in biology or chemistry. But the better path, she thinks, is to go to a college that can provide a broader world view. "Doctors are not scientists, and we do need to have a background in human issues," she says. "Most of my classmates are kind of envious that I went to St. John's. I think it definitely helps you to have had something in your life other than a scientific bent."

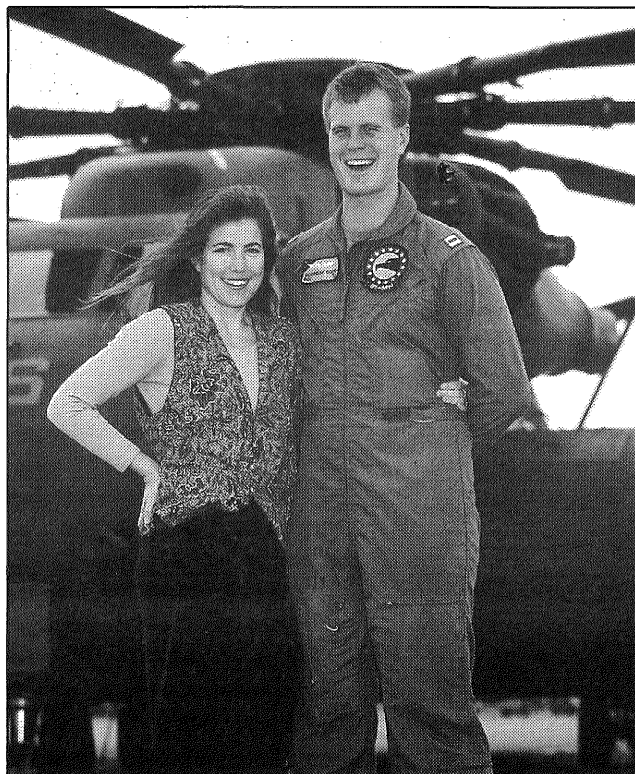
Gattis, who graduated with Yeats in the Santa Fe Class of 1988, said St. John's was one of the few colleges that would have considered accepting him, since he dropped out of high school ("I thought I wanted to be a musician") and never took the high school equivalency exam. But he also knew that the kind of broad education that he could get at St. John's would serve him well as a doctor. He's now a resident physician at the University of New Mexico's Family Practice Center. St. John's gave him a chance to pursue some of the philosophical questions that a pre-med program wouldn't have. "It also helped in terms of the science because it gave me a background to look at a problem and think about it," he says. "Every patient is a problem and you've got to use your scientific knowledge to address it and come up with an answer. And it's not nice and neat, like you're taught in Chem 101."

Peterson says that the other advantage of St. John's is that it's not fiercely competitive, as many pre-med programs are. At some major universities, desperate and competitive pre-med students have been known to steal readings on reserve just to keep other students from having access to the material. "At St. John's, I led an incredibly leisure-filled life compared to life as a pre-med student at a major university," he says.

Although St. John's graduates have a lot of math and science in their backgrounds, medical schools today are requiring more intensive preparation. "Certainly the quality of the St. John's liberal arts experience is something medical schools consider an advantage," says Karen Holland, placement director in Annapolis. But students who have medical school as a goal need to take extra course work, and some find a post-baccalaureate necessary. The more prestigious medical schools have the most



Bill Gattis and Melania Yeats (above), both graduated from Santa Fe in 1988 and ended up at the University of New Mexico, where he is a family practice resident and she is a third-year med student. Todd Peterson (A87), shown at right with Stephanie Rico (A86), attended the Uniformed Services University for medical school. Photos by Elizabeth Skewes and Don Bell (SF92)



stringent policies, but St. John's students succeed in gaining admission every year, says Holland.

Gattis took three years between St. John's and medical school to get some work experience, volunteer with the college's Search and Rescue team, and do some pre-med work, including studying for the Medical College Admissions Test—the MCAT, as it is best known. Yeats did the same thing, taking six years to work, get a better feel for the medical profession, and study for the MCAT.

"We both did well for our classes, and other people I've known from St. John's have done very well on these standardized tests," Gattis says.

Gattis enrolled in a special medical school program at UNM called the Primary Care Curriculum, which he calls "med school for Johnnies." Instead of lectures, students learned in small tutorials and the tests were in the form of oral examinations. By the time Yeats enrolled, the PCC program had been folded into the regular medical school curriculum, so that her course work is a hybrid of the two.

Peterson's experience was more like the medical school of the movies and television. "There was no talking about the answers. It was either A, B, C or D." He ended up at the Uniformed Services University because it was a good school and a good deal. Rather than paying

tuition, Peterson received a Navy ensign's rank and pay for going to medical school. He has a seven-year obligation to the Navy, but his work as a flight surgeon means that he learned to fly. He also has a specialization in aerospace medicine, which deals with conditions like hypoxia (having low oxygen) and spatial disorientation.

Peterson says that although it takes a lot of technical knowledge to be a doctor, medical schools are looking for students with a broad educational background. "It does you no good to be really strong at math and science if you're not able to talk to the patient," he says.

Gattis says that his St. John's education also will help him with the social issues involved with medicine as he and other doctors look at the future of health care and consider policies in medicine.

And Yeats says she found her St. John's background to be a saving grace, especially in that first year at UNM. "I really hated the first year of medical school. I think I would have slit my wrists if I hadn't had Plato to read. In one of the dialogues, Socrates talks about how important it is to make yourself good and then to help others to be good... That and *The Leviathan* got me through. I'm really into social contracts and the notion that people with brains have a social duty to use them to help others." ●

FACULTY PRE-MED COMMITTEE SET

Current students and alumni from both campuses can take advantage of a revived Faculty Pre-Med Committee, composed of Annapolis tutors Nick Capozzoli and Nick Maistrellis, plus Dr. David Krimins (A59) and Placement Director Karen Holland. The committee will assist those applying to medical school and will write a composite recommendation letter. About six percent of graduates are physicians, but admission to medical school is now more difficult than ever. Contact Karen Holland at 410/626-2500 for more information.

THE FUTURE OF READING IN THE AGE OF TECHNOLOGY

HERE'S HOW QUICKLY NEW IDEAS MOVED IN 1696, WHEN KING WILLIAM'S SCHOOL WAS FOUNDED. NEWTON'S *PRINCIPIA*—A GROUNDBREAKING WORK, FOR SURE—had been published ten years before, but it wasn't translated into English until 1729. Almost 100 years later, what we would call "news" still moved at a glacial pace: On Wednesday, November 11, 1789, the King William's School students and their teachers, plus a score of dignitaries, marched from the Maryland State House to the new college of St. John's to officially begin the college's career. Reports of the event were published three weeks later in the *Maryland Gazette*—on December 3. Today we have instant access to "news"; we can find out what the stock market is doing on the Internet, we can see an up-to-the-second weather report on the weather channel, we are glued to CNN watching the eerie green light of American missiles as they fly toward their targets in Baghdad. The vast world comes right into our living rooms and unfolds before us.

But information is not knowledge or wisdom. Learning is still an activity that takes place in the interior realm, fed by stimulation from the outside (books, teachers, conversation), and is nurtured slowly and carefully by meditation. The coin of the realm of education has always been books—and for us in the New Program, the books determine more than anything else what we think about. Books tie us to our culture's past; it is through them that we engage in the dialectic of the ages. Reading is our way of being.

As the college faces its next 300 years, will the landscape of understanding remain the same? Some contemporary thinkers, for example Sven Birkerts in *The Gutenberg Elegies*, now claim that the substrate of our culture might be changing. Young people—St. Johnnies now and in the decades to come—live in a world different from the world of the King William's School boys, different from the world of the 19th-century students who read Tacitus and Ambercrombie's *Intellectual Powers*, different from the world of the early New Program students who grew up without TV, FedEx, video games, walkmans, and computers. Are these differences deep enough to change fundamentally the way students read, study, and discuss?

We asked tutors with a variety of interests and alumni in a variety of careers to think about ways of discussing these questions. Their responses follow.

—Barbara Goyette, A73

VIRTUAL SPACE - REAL TIME

by Eva T.H. Brann

The number of our days is finite, and will, before too long, become determinate. "So teach us," says the psalmist, "to number our days, that we may apply our hearts unto wisdom."

I distinguish three uses of computers in this college. The first is a *fait accompli* for us and concerns their use by competent professionals in the offices whose work ministers to the Program. The second is in the future; we may persuade ourselves that computers embody a genuinely new liberal art and find elegant examples of knowledge essentially dependent on speed of computation and complexity of structure, examples similar to those we now have for the arts of language and nature.

And then there is the third use, that of the personal computer for personal use—for instant communication, for

accessing huge amounts and varieties of information, for novel amusements and recreations, for shopping, chatting, surfing, discussing. In that set of uses is enfolded a great human issue, that of the time-economy of our lives. For it is a documented fact that the diversionary uses of cyberspace, described as "a consensual hallucination" by the inventor of the word, William Gibson (in *The Neuromancer*, 1984), are time-voracious. It is easy to enter and hard to emerge. The space is virtual but the time spent there is real.

When I try to apply my heart unto wisdom, I see that the question, at least when the days become all too numerable, is always and only this: Which of the world's multifarious offerings do I need and want in my heart of hearts? Can I detect there a spontaneous longing for this new electronic world, a desire coherent with the whole of my life?

Do I want to be accessible to the cyberdenizen's every midnight expectoration and daylight ratiocination, so that I am forced into being selectively respon-



sive when addressed by a fellow human being? Do I want the chance, and soon the obligation, to access vastnesses of information, when my experience has taught me that next to passion, information most darkens counsel? Do I want to chat about Plato with a cyberpal in Uganda while I content myself with one yearly visit to my dearest friends, an hour's plane ride away? Do I want to fixate my eyes for hours and hours on tiny arid icons that print over the large spontaneous images of the soul?

No, not really. I want to know just so much of this realm as I need to reflect on it as a human experience, and no more. ●

Eva Brann is dean of the Annapolis campus. She writes in longhand on a yellow legal pad.

TRAVELS ON THE METAPHYSICAL HIGHWAY

by Randall Rothenberg

I went to a cocktail party the other night. I mixed a Negroni for Daisann, a music critic, and marveled at the building plans that James, an architect and our host, had tacked to a wall. Pavia balanced a martini and discussed her ambivalence about her move from New York to Washington.

Sipping on another of my Negronis, Spravka displayed little sympathy, noting that he'd survived a journalistic year in Moscow. And so it went.

For St. Johnnies, who assume the existence of a metaphysical highway that leads from libation to interlocution to contemplation, this gin-soaked gathering would seem an organic part of the

scholarly—let alone urban, or suburban, for that matter—existence. To me, though, it was a remarkable event. It exposed the hollowness inside the predictions of "neo-Luddites" and technophiles alike, yet still showed this new metaphysical highway—the one made up of information—to be revolutionary, indeed.

You know the debate. While today's Nostradamuses agree that the Internet "changes everything," they disagree on the worthiness of the result. Those who vaunt the new communications technologies hail their ability to forge "virtual communities" of like-minded souls, wherever they live, whatever their station. Those who fear the Internet forecast the withering away of physical communities, particularly cities, as telecommuting and telecommuting replace the desire for cafes and human commerce.

Uh, no. What I've seen—in locales as diverse as Blacksburg, Virginia, and New York City—is a third way. The Internet is actually serving as a force to bring people together ... physically. In Blacksburg, home of Virginia Polytechnic Institute and, on a per capita basis, the most wired city in the nation, various social organizations have formed, first on the Internet and then at meeting places around town. The same in New York, where regular gatherings—each is called an "F2F," for "face-to-face"—convene, around the virtual communities forged on Echo, a local on-line service.

Thus it was with my cocktail party. The imbibers were all members of Echo's professional writers' conference, few of whom had ever set eyes on each other. Members of Echo's literature conference routinely hold book swaps and advertise readings and discussion groups. The food conference has had at least one

Indian-restaurant F2F, and the media conference had a bowling night last year.

Which is why I don't despair about technology's impact on the future of intellectual life. The human need to touch skin, hear voices, and, yes, clink glasses will always override the drive to isolate ourselves in electronic gated communities. From this, the St. John's idea of community—"of the mind," abetted by "of the flesh"—can only go forward and prosper. ●

Randall Rothenberg, A78, is a senior writer at Esquire Magazine and the author, most recently, of *Where the Suckers Moon: An Advertising Story* (Knopf, 1994).

CLASSIC OF THE ELECTRONIC MEDIA DEBATE

by Grant Franks

The future of reading? The future of anything is difficult. According to Marshall McLuhan, whose works I read and discussed for three days with alumni in Santa Fe last summer, "most people live in the previous age, no matter what the period or what the culture." In McLuhan's view, our best artistic and creative minds strive to live in the present. As for the future, as McLuhan says, "This is the future. It's now."

When I recklessly agreed to lead a summer alumni seminar on the subject of "Reading in the Electronic Age," I only knew McLuhan from his cameo appearance in Woody Allen's "Annie Hall." But as I began to search for a reading that would support sustained conversation, McLuhan's name kept subtly reappearing. Lurking around the margins wherever I looked. Lots of books and articles have appeared recently about the "Future of Reading," most of which seem to fall into one or the other of two factions. There are the upbeat prophets (the "cheerleaders") who enthusiastically herald glad tidings of the new Electronic-Internet-CD-ROM-Information-Superhighway Age. On the other hand there are the gloomy prophets (the "doomsayers") who point to the same events and foretell the destruction of literacy, culture, civilization, and Judeo-Christian values generally. The cheerleaders tend to be geeky technophiles; the doomsayers are more often curmudgeonly technophobes. Their shouting matches seemed unpromising material for a St. John's seminar. However, behind their mere differences in taste lay an important question: whether the form of reading material, as distinct from its content, fundamentally alters our experience as readers and whether it even might—to use a word that is popular mostly with the doomsayer faction but which is familiar also to St. John's

students—shape our "souls." To the extent that recent writers explicitly address that issue, both factions repeatedly point back to a single classic source: Marshall McLuhan.

Following the time-honored St. John's method of going to the original sources, the obvious reading for the alumni, then, seemed to be Marshall McLuhan's principal book, *The Gutenberg Galaxy*. It felt a bit strange to bring McLuhan's work to a St. John's classroom. In the 1960s and early 1970s, McLuhan was generally perceived as a trendy guru of the television generation. The popular press had welded his name to his well-worn catch-phrases "Global Village" and "The medium is the message." References to McLuhan were common on Rowan and Martin's "Laugh-In." But now, only 30 years after its publication, *The Gutenberg Galaxy* seems to be playing the role of the "timeless classic" of the electronic media debate.

In fact, trendy popularity was an uncomfortable role for McLuhan in the first place. Fundamentally he was, and never ceased to be, a conservative Roman Catholic Canadian professor of English literature whose celebrity never derailed him from his academic life. He never advocated change, certainly not the chaotic changes that swirled around him. He wanted to understand in order to put an end to it, or at least to control it. "Most people think that if you talk about something recent you are for it," he told one audience. "The exact opposite is true in my case. Anything I



talk about is almost certain to be something I'm resolutely against. And it seems to me the best way of opposing it is to understand it. And then you know where to turn off the buttons."

McLuhan's way of viewing the present grew out of his study of the past. As its title implies, *The Gutenberg Galaxy* concerns itself principally with the introduction of moveable type printing in Europe in the 15th century. That change, McLuhan believes, did much more than make books cheaper. It altered the character of books, of reading, of readers and the world they inhabited.

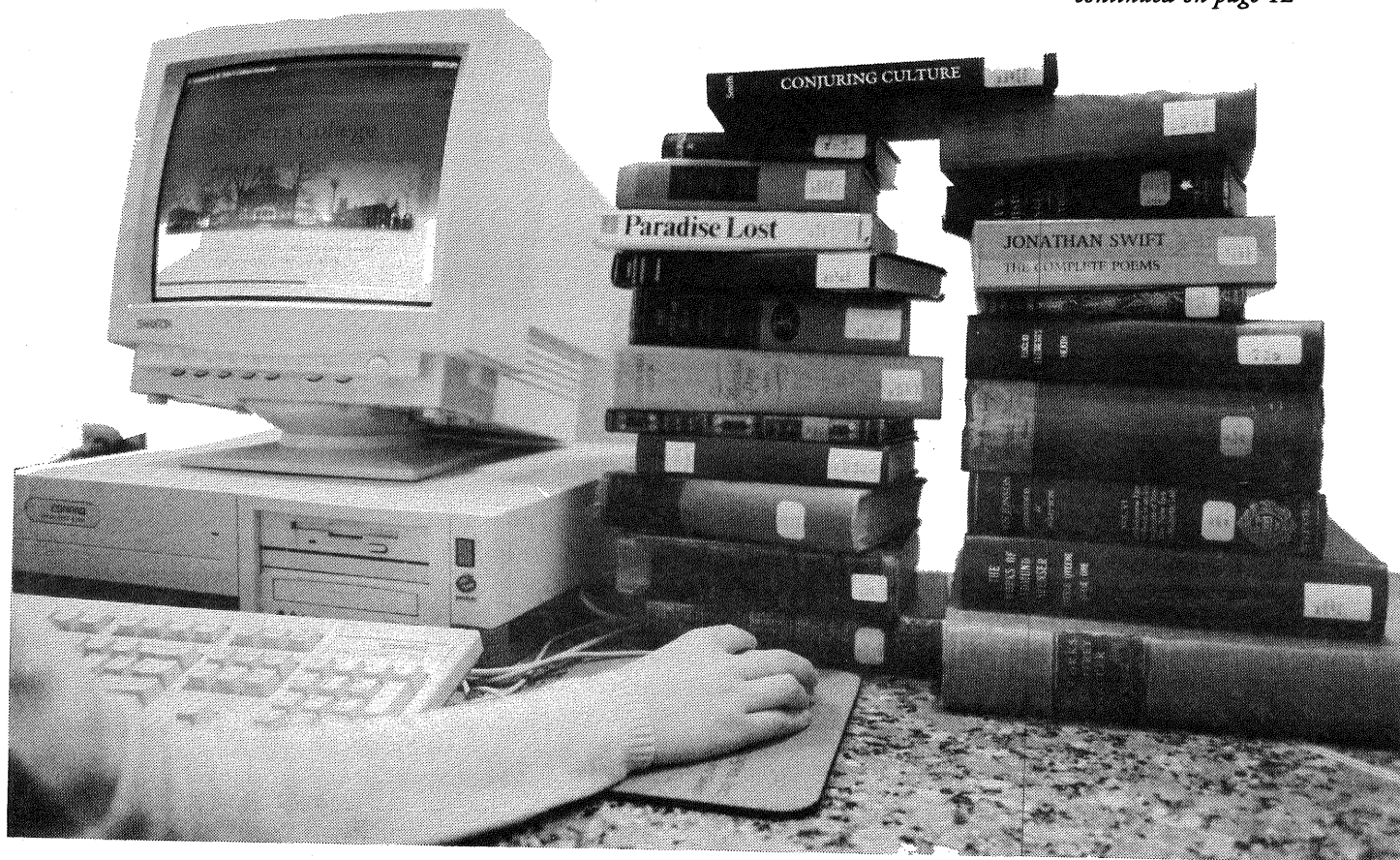
McLuhan's assertions are routinely sweeping to the point of being outlandish. "*The Gutenberg Galaxy* is concerned to show why alphabetic man was disposed to desecrate his mode of being," declares one chapter title. Another title states what seems to be the book's fundamental theme: "The print-made split between head and heart is the trauma which affects Europe from Machiavelli till the present." The introduction of typesetting, claims McLuhan, was not just a clever new way to do something—copying books—that was being done already slowly and clumsily. It was a wholly new phenomenon masquerading as a mere technical improvement. By the mid-16th century, books were no longer manually produced "performances" by individual scribes but commercial commodities. Authors acquired authority: only their words were in type while the reader's own notes, which had formerly been of equal handwritten dignity with the

authors' words, were pushed irregularly into the margins. Readers of printed texts got used to seeing regularly spaced letters in straight lines and consequently began looking for regular intervals and straight lines everywhere in the world. "The passion for exact measurement began to dominate the Renaissance," says McLuhan. After Gutenberg, Galileo was inevitable. Moveable type created Isaac Newton.

About a dozen alumni joined me for three days to read large excerpts of *The Gutenberg Galaxy* and to spend two hours exploring a CD-ROM entitled "Understanding McLuhan," which includes two of his books together with video clips, pictures, criticism, a taped lecture, and an extensive bibliography. Judging from our experience, McLuhan's writings will not win over anyone predisposed to be skeptical or hostile. McLuhan himself anticipated this critical reaction. *The Gutenberg Galaxy*, he admits, does not represent a compelling, linear argument, but "develops a mosaic or field approach to its problems." Such a mosaic, he alleges, is "the only practical means of revealing causal operations in history." There is no sustained argument in support of this methodology, or rather this lack of methodology. Scoffers are free to scoff, but after a while I begin to feel my own demands for tightly reasoned syllogisms and tidy historical sequences to be almost embarrassingly linear and...well...typographic. I begin to wonder whether McLuhan might not be sliding between the lines of my way of thinking.

In 1965 Tom Wolfe wrote a piece for *New York* magazine on Marshall McLuhan entitled "What If He's Right?" in which he described the phenomenal

continued on page 12



Photographs by Michelle Baker

continued from page 11

excitement that this rather staid-looking English professor injected into the self-consciously modern world:

There are many studs in the business world, breakfast-food-package designers, television-network creative department vice-presidents, advertising "media reps," lighting-fixture heirs, patent attorneys, industrial spies, we-need-vision board chairmen—all sorts of business studs, as I say, wondering if McLuhan was...right?

The title of Wolfe's piece captures a lot about the present speculation on the future of reading and the effects—whether dire, benign, or beatific—of electronic media on our souls. The advent of electronic media may mean nothing at all for the state of our souls. Then again, perhaps the form of media that we use does affect how we exist as readers and even, maybe, as individuals. Maybe the transition from pulp to CD-ROM to Internet does change the character not only of how we read but who we are as readers. Judged strictly as a technical matter, the move to electronic media is comparable in scope to the 16th century's adoption of moveable type. Whether we believe that electronic media will change us can be gauged by whether we believe the transition to printed texts affected them, the inhabitants of the first Gutenberg generation. The first-person present tense question "Are our souls at risk?" turns to its third-person past tense counterpart, "Were their souls at risk?"

McLuhan may have failed to make an irrefutable, iron-clad argument that Gutenberg was responsible for everything from linear perspective to the Protestant Reformation. His evidence may be scattered and his ideas overbroad.

But then again, what if he's right? ●

Grant Franks is a tutor in Santa Fe. He's spending the 1996-97 year in Annapolis.

RANDOM ACCESS THOUGHTS

by Bruce Preston

The ability to process multiple stimuli does not push us farther along the evolutionary superhighway. Your walkman, your PC, your prime time playwrights simply increase the traffic flow. More data, more information, more noise. Gridlock becomes mindlock.

The difference between information and wisdom is the difference between facts and meaning, data and understanding, perceptions and cognition, observation and analysis. Wisdom is the result of analysis and understanding of information.

Once our information and facts came from books. Now it is hawked from the Internet. Stored on floppies. Sold on CD-ROMs.

One virtue of a book is its portability and size. Not to mention the aesthetic feel of the paper, the beauty of the type and the illustrations. What would *Treasure Island* be like without the images of N.C. Wyeth?

In the unlikely event that paper will become obsolete or scarce, perhaps we will be using "readers" instead, computers no larger than a legal pad which could display text or image. Like Stanley Kubric imagined in 2001. Or, we could have books individually printed on demand. You want *Naked Came the Stranger* or the *Ion*? They will run it off for you at the mall.

Will books become collectible curiosities, high-minded antiques like derringers or codpieces?

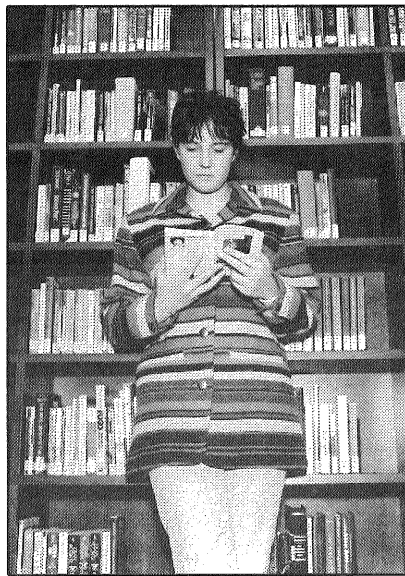
You can get the complete works of Shakespeare on-line, but dollars to doughnuts you can't show me anyone who has sat in front of a PC long enough to read "King Lear." And I'll bet that in some subtle way they won't be the same works as, say, found in the Penguin editions. (Jorge Luis Borges, check your e-mail.)

Neither books nor computers contain wisdom. Knowledge is pleasure.

A 1950s episode of "The Twilight Zone" is set in a post-nuclear wasteland amidst the ruins of a vast library. An alien visitor gestures toward the books that are left and asks the aging earthling librarian how the humans who wrote them could destroy their own civilization. The old man shouts in reply, "Because the books lied! They lied and we believed them!"

The Internet is a sort of library which accepts any offering of knowledge or information or data which is posted. Everyone is his own Gutenberg. The surfer/reader must discriminate between the truth and the lies.

The Internet is more in the service of the sciences than the arts or the humanities. Because scientific knowledge is cumulative (and verifiable), one generation can build on the work of the previous generation. Moral philosophy, however, must be re-learned anew by each generation through experience. Otherwise the books would show us



how to behave. Has our behavior as nations or as individuals throughout recorded history improved?

I remember as a student during lab discussions we would affirm some physical principle which we thought true. A few minutes later, when we pursued the matter more deeply, we realized

we had been mistaken and that the law of physical reality which we had held as true a moment ago was, upon further examination, actually false. I have amused myself by pretending that during the time we affirmed the false principle it was indeed true and that, for a few moments, the laws of the universe responded to our beliefs in them.

This thought is neither wisdom nor information nor knowledge but simply delight. And delight, for my money, is such a private and eternal part of our souls that no search engine or noisy fusillade of cyberdata can come close to it. Thank you. ●

Bruce Preston, A65, is an architect in Washington, D.C. His writing has been published in the Washington Times and the Washington Post.

A NEW LITERACY

by Shannon May

My great-grandmother used to hang out the window as a little girl and shout down to people in new automobiles "Hey! Get a horse!!!" Technology transformed her life at a rate never seen before. She got her information through newspapers, radio, and books. Today's young people are experiencing perhaps an even more phenomenal rate of change than my great-grandmother and her peers did. We watched the Gulf War on CNN from the comfort of our living rooms. Television brought images from around the world into our lives and now the Internet is taking it one step further.

Today's media call for a different kind of literacy. It's more important than ever to be able to distinguish between fact and opinion. If Forrest Gump proved one thing (aside from the fact that "Life is like a box of chocolates...") it was that you can't believe your own eyes anymore. Photographic images can be manipulated to achieve any effect and may bear no resemblance to reality.

And you certainly can't believe what you read! The Internet is levelling the

playing field because now anyone can publish. Writers can find an audience and are not impeded by limits of age, class, gender or race. High school students can publish newspapers. Grandmothers can run newsgroups. Eyewitnesses can report directly to others on what they've seen.

To answer the question of how computers, the Internet, TV, and other instant communications and information systems affect the most basic activities that constitute education, we need to ask what those basic activities are. Reading, writing, reasoning, learning to think. Not memorizing facts, which has become a losing battle, but learning how to learn. Today we hear about the growing class of information workers. My work is characterized by constant learning: the tools and technology change so quickly (every two to three months I have to upgrade my knowledge) that I *must* know how to learn.

As to the differences between information and wisdom—information or data, by itself, is nothing. Making meaning out of information can be a movement toward wisdom. Making meaning is a process of making connections. That's the way it's always been—nothing new here. The big difference is pace and quantity. In my great-grandmother's day, information came into people's lives in a slow trickle. Today, there's a firehose of information, but the proportion of valuable information to white-noise-type-data is very small. Still, the process of making meaning from information is the same as ever.

With the democratization of publishing through electronic means, people's attitude towards content has changed. It used to be that the village priest was the only one who could read, so the information he delivered was accepted as wisdom.

When there were fewer sources of information, they were vested with an authority that I don't think people invest publications with today.

There probably will be ways that the new technologies can enhance the kind of thinking and learning that go on at St. John's. But innovations will not change the process of education fundamentally.

The activity of learning how to be a critical thinker, I doubt that will change much. The question is how the Internet will change the way we communicate with each other. The Internet is a communication medium, that's where its value is. You could go and read great books by yourself in the library. What makes St. John's such a great education is that you have to talk to people. It's the bringing to light of ideas through discussion, and you need the human factor to do that. ●

Shannon May, A88, is a producer of websites, AOL sites, CDs, and CDs with Internet links for America Online Productions. Her recent work has focussed on producing interactive comics.

Making Good in Hollywood

During seminar, Lee Zlotoff used to jot down thoughts for movie screenplays in a notebook. The writer/director of the sleeper hit *The Spitfire Grill* says he still looks at that notebook for inspiration.

by Susan Borden, A88

Lee David Zlotoff (A74) wrote and directed *The Spitfire Grill*, which won the Audience Award at the Sundance Film Festival and was bought by Castle Rock for ten million dollars. Recently in Annapolis attending an information warfare conference as research on a new project, Zlotoff stopped at St. John's to talk with a group of 25 students interested in careers in film.

As a student at St. John's, Zlotoff told the group, he started a film club, made a short movie, and wrote his senior thesis about film. He also spent a lot of time thinking about film. "Ideas would come to me when I was sitting in seminar and I would jot them into a notebook," he said. "I still have that notebook and still come back to it for ideas."

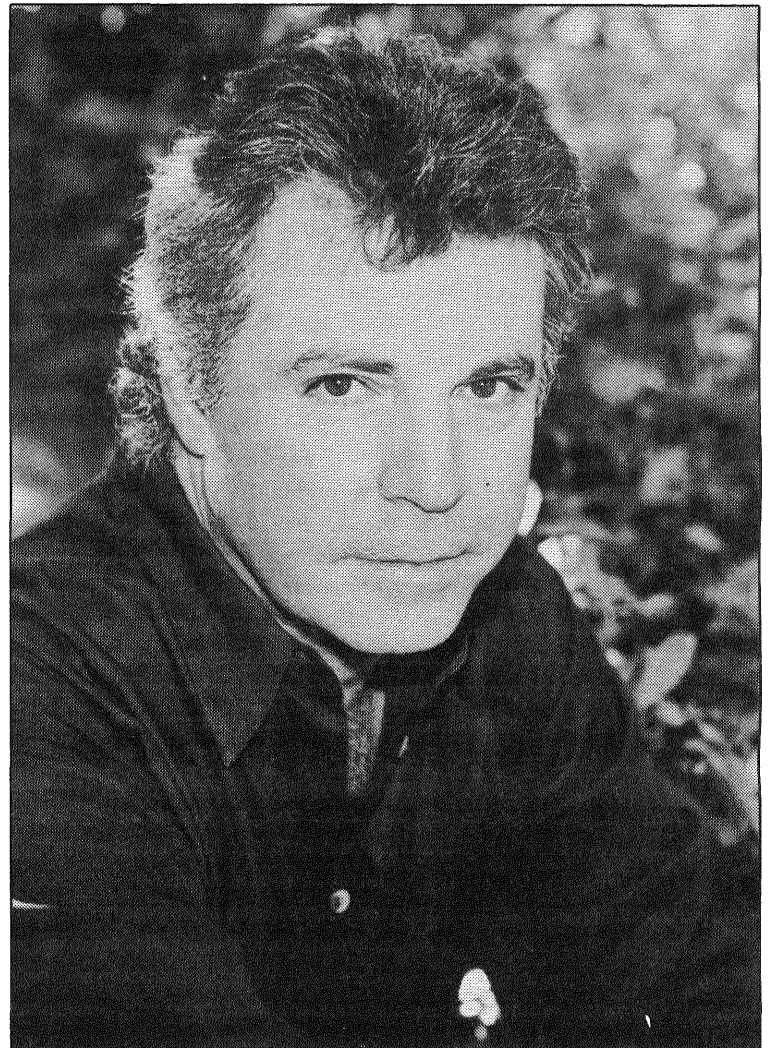
Although Zlotoff knew that he wanted to work in film, he didn't know how he would get there. After more than 20 years in the entertainment industry, Zlotoff acknowledges that there is no certain path to success. "After all," he asked the group, "what are the odds that a Catholic charity would come up to a Jewish guy and ask 'Why don't you create a deep, sweet movie for us?'"

place in the community while she tries to discover the identity of a mysterious figure who lives in the woods nearby.

With a solid script and strong performances by Ellen Burstyn, Marcia Gay Harden, and Alison Elliott, Zlotoff knew he had made a good movie, but he wasn't prepared for the response at Sundance. "I wasn't anticipating that it would be embraced so enthusiastically, given what I had imagined audiences at Sundance were looking for: more urban and edgy and hip films," he said.

The Spitfire Grill's unpredictably positive reception mirrors the unpredictable path of Zlotoff's career, which began in earnest shortly after he finished St. John's.

After Zlotoff's graduation, his wife, Becky (A75), still had one more year of school, so he spent six months earning money (he ran a small contracting and painting company) and then took six months to write a script. After Becky graduated, the couple moved to New York where Zlotoff knocked on doors trying to get his script read. Sitting in on a class at the New School about the entertainment industry, he met a woman



Hollywood meetings are performance art, Lee David Zlotoff told a group of students interested in tinsel-town careers. No one asked him whether his senior oral exam prepared him for negotiating a film or television deal.

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"In my writing, I am always looking for mythic underpinnings or literary references."

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While the smart money might turn its back on this proposition, this is how *The Spitfire Grill* was born.

In 1994, the Sacred Heart League, a Catholic charity, decided to make a film to raise money and present Judeo-Christian values. Although over 150 scripts were read, none was deemed appropriate. Finally, through a friend of a friend, the group approached Zlotoff. "They asked if I had any scripts in the drawer. I said I didn't but could write a script for them if I could also direct. We had a couple of meetings, decided to go ahead with the project, I came up with the story, and we made the movie."

The movie tells the story of a young woman who finds her way to a small town in Maine after being released from prison. She finds work in a local diner, the Spitfire Grill, and searches for her

who worked on a soap opera and needed a secretary. A small lie about his typing ability got him the job.

One evening, while working late, Zlotoff found himself chatting with the show's producer. When the producer learned that Zlotoff had gone to St. John's, he was impressed. "I want you to know that going to St. John's got me my first job as a writer," Zlotoff told the group of students. "The producer was one of those people who had always wanted to go to St. John's." Zlotoff asked him to read his script, he saw potential, and Zlotoff became a soap opera writer.

After a year on the show, Zlotoff moved to Los Angeles where, he says, he "wrote a script here and there" before finding work as a writer for "Hill Street Blues." From there he went on to produce "Remington Steele" and create

"Murphy's Law" and "MacGyver"—the adventure hero who never carried a gun and managed to get out of scrapes by fashioning explosive devices out of "paper clips and a shirt button." Zlotoff said, "I'm proud of the fact that 'MacGyver' is so popular they make fun of it on 'The Simpsons.'"

Eventually, Zlotoff found himself in need of creative nourishment and decided to pull back from television work. Not long after, the Sacred Heart League made its pitch, and today Zlotoff finds himself in the feature film business, involved in two projects with major studios. One of them, a political thriller for Tristar Pictures, Zlotoff will write and direct and Robert Redford will produce and star in.

Even this far into his career, Zlotoff still draws on his St. John's experience. "I find that St. John's was an invaluable experience; the further away I get from graduation, the more valuable it becomes. In my writing, I am always looking for mythic underpinnings or literary references."

Zlotoff pointed out the *Odyssey* theme in *The Spitfire Grill*: "You have this young woman trying to find a way home, and a guy in the woods who clearly was a warrior who is still unable to find his way home."

Although he enjoys his success, Zlotoff advised students to cultivate a certain wariness of the Hollywood lifestyle. "While the entertainment business is very wonderful and exciting, it is not the place to look for your source of strength and substance.

"I have four kids and just celebrated my 25th wedding anniversary. I see my success as due to the fact that my family is the most meaningful part of my life. My self-worth is not invested in the business. That is what I do, not who I am. If you want to see who I am, look at my family, my community, my congregation."

Still, he encouraged the students to pursue work in film and television, and left them with a generous offer: "If you make your way to L.A., my door is open to you. You're good for a hot meal and all the advice I can give you." ●

HOMECOMING ANNAPOLIS

Barr-Buchanan Center groundbreaking, time capsule dedication mark special 300th anniversary Homecoming in September.

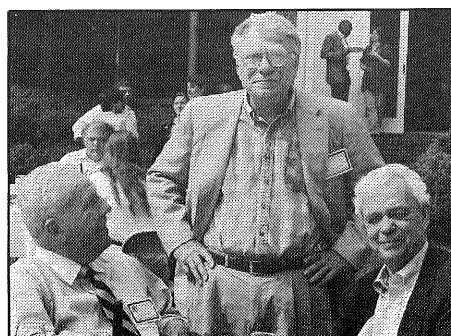
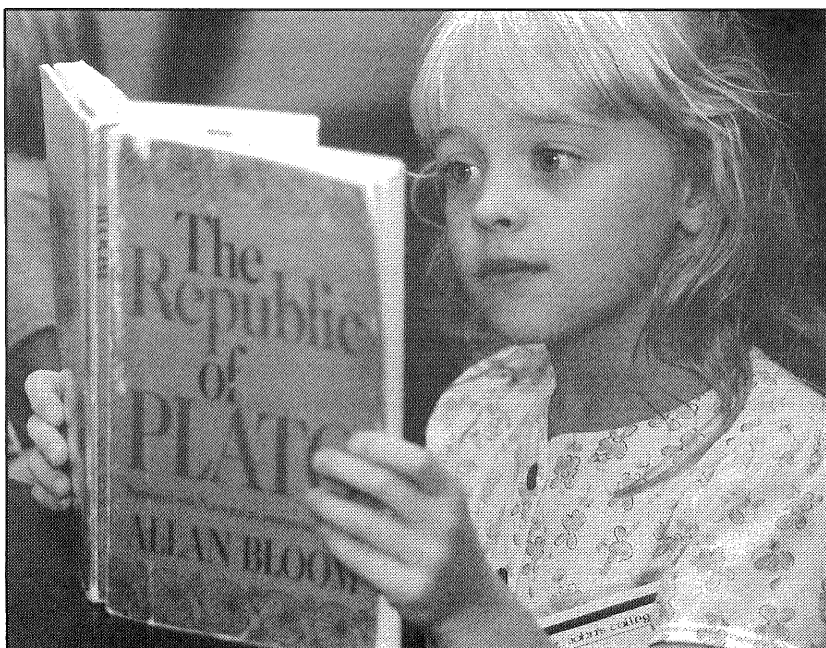
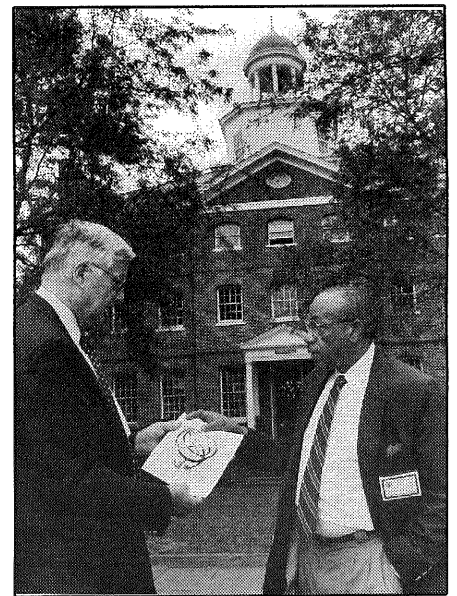
by Barbara Goyette, A73

More than 400 alumni, spouses, children, and friends came home to Annapolis this year to celebrate a special 300th anniversary edition of Homecoming. While the local papers marveled at the "football-free" nature of the event and commented on the unusual program of seminars, rock parties, and waltzes, alumni met old friends, revisited campus haunts, checked out the bookstore, and sat on the quad to read John Donne and Shakespeare.

Friday evening began with lecture. President Chris Nelson (SF70) spoke about Virgil: "Foundation, Generation and Immortality: Images of Fatherhood in the *Aeneid*." After the lecture and the question period, there was a wine and cheese reception in Chase Stone, a class of '81 rock party in the coffee shop, and a class of '86 waltz in the Great Hall.

Saturday brought the special 300th anniversary events—and gray skies. The rain held off during the groundbreaking ceremony for the Barr-Buchanan Center. With the opening of the new Greenfield Library in the former Hall of Records building, the stage is set for the renovation of Woodward Hall. Alumni from the decade of the 1940s worked during the Campaign for Our Fourth Century to raise money for this renovation—and to name the revamped building in honor of New Program founders Stringfellow Barr and Scott Buchanan. The Barr-Buchanan Center will serve as the headquarters for the Graduate Institute, with administrative offices where the circulation desks used to be. The campus' favorite spot for reading the newspapers or snoozing over seminar readings—the old Reading Room—will become a common room for GI students. Upstairs, the King William Room will remain the same, senior orals will still be held there, and an informal paperback lending library will be housed on the shelves. Downstairs there will be rooms for student activities like the Delegate Council and the newspaper as well as several tutor's offices and seminar rooms.

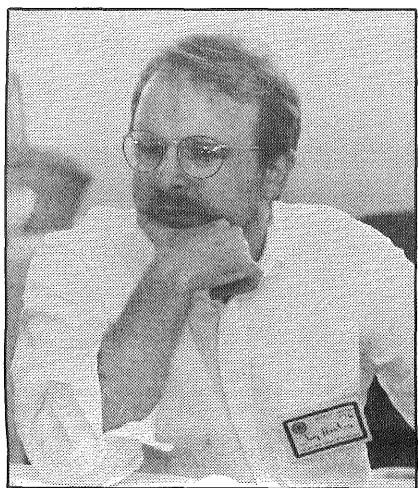
Tutor Tom May, director of the Graduate Institute, spoke at the groundbreaking about how the institute



Clockwise from top: Caroline Christensen, AG182, the college financial aid director, presides over a picnic in the drizzle; alumni from the 1950s still conferring about Ptolemy on the quad; at the President's Brunch - who says St. John's women aren't chic?; Charles Nelson, John Scott DesJardins, and John Van Doren—all from the decade of the '40s; a future Johnny has the right idea about which book to read; Tom May, Chris Nelson, and Sharon Bishop use a real shovel for the symbolic groundbreaking in front of the Barr-Buchanan Center. Opposite page: Jon Hustis, A76, at the reunion luncheon in the boathouse. Homecoming photos by Keith Harvey.

is a "very natural extension of the mission of the college." He also recalled Barr and Buchanan as proponents of adult education. Briefly describing the renovations slated for the building, Mr. May noted, "The King William Room approaches the status of a chapel."

Next, Sharon Bishop (A65), president of the Alumni Association, dedicated a time capsule to be opened at the college's 400th anniversary. Included in the capsule were letters from the chairman of the Board of Visitors and Governors, the two presidents, the two deans, and the Alumni Association Board. "Artifacts" included were a Jefferson cup, a glass mug with the SJC seal, and words to the song "St. John's Forever." An identical time capsule is



being prepared for the Santa Fe campus. Allan Hoffman (A49) came up with the idea for the time capsules. Don't ask where the capsules will be buried—evidently they will be held for safekeeping in the libraries of the respective campuses.

Just as the reunion and general luncheons were due to begin, the rain began to fall, so there was a mass exodus to the Coffee Shop, where the behind-the-gym, under-the-sycamores picnic had been set up by the counter. The class of '81 took advantage of the cozy Coffee Shop atmosphere for their picnic; kids ran around and had fun trying to figure out the combinations that would open the mailboxes. The class of 1956 had a very Johnny luncheon in the Private Dining Room—they spent the first 15 minutes rearranging the tables and discussing the best arrangement so everyone would be able to talk to everyone else.

Following seminars (winner of the most ambitious reading award to the class of '86, chaired by Ralph Stengren and Dan Schoos, for their pick of selections from *The Structure of Scientific Revolutions* by Thomas Kuhn; the seminar was led by Mr. Beall), there was a special edition of Freshman Chorus in the Great Hall. Tutor Elliott Zuckerman—attired in a black-and-white striped referee's shirt—led a motley crew of alumni from all eras through some perennial favorites like "Ave Verum" and "The Heavens are Telling." Fun was had by all. Secret revealed: Dean Eva Brann is a soprano. ●

ALUMNI AWARDS TO SIX

At the Homecoming Banquet, the Alumni Association conferred honorary membership on Anna Greenberg, a supporter and friend of the college, and Jeff Bishop, Vice President for Advancement of the Annapolis campus. The Alumni Association Award of Merit was presented to Peter Weiss, A46, Harvey Goldstein, A59, Jonathan Zavin, A68, and Travis Price, SF71.

Honorary Alumni

Anna Greenberg is emblematic of the change in the relationship between St. John's and Annapolis, said Jack Carr, A50, in introducing Mrs. Greenberg. Recalling that relationship when he was a student during the early days of the New Program, Mr. Carr singled out Mrs. Greenberg as a "builder of bridges" between the college and the town. In addition to being active in the Annapolis community, Mrs. Greenberg serves on the St. John's Board of Visitors and Governors. She is also a member of the Board of the Friends, the Mitchell Gallery Committee, and has served as the president of the Caritas Society. In accepting her honorary membership in the Alumni Association, Mrs. Greenberg talked about her own evolving involvement in the college, which began when she later dated St. Johnnies after Naval Academy hops. "You represent the college that has been important and valuable to my whole being," she told the alumni.

Leo Pickens, A78, the college athletic director, introduced vice president Jeff Bishop with a series of anecdotes illustrating Mr. Bishop's Odysseus-like nature: "He is the wily player behind the scenes, graceful, at ease with anyone. He labors with unflagging devotion for the college." Mr. Bishop's contributions include reviving the Friends group, instituting the Great Issues series, running the annual sail picnics, opening the Mitchell Gallery, spearheading the Capital Campaign, and helping to negotiate the Hall of Records agreement. He is responsible for the college's good relationships with the city of Annapolis, the state and local governments, and the press. In accepting the award, Mr. Bishop spoke of his respect for the college and the values it stands for. He called the honorary alumni membership "my official license to understand." He added, "Like the scarecrow in the Wizard of Oz, I don't know everything and I'm not about to let our Wizard (Chris Nelson) go anywhere."

Awards of Merit

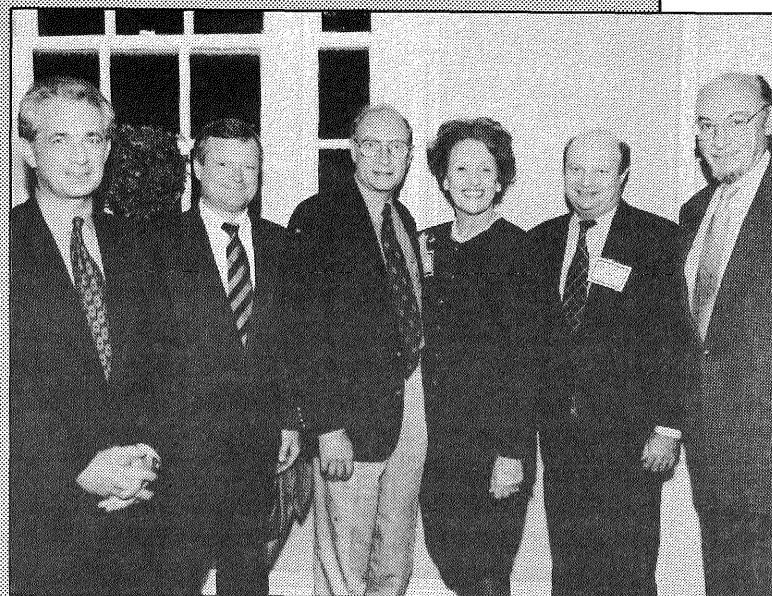
In introducing Peter Weiss, A46, Charles Nelson (A45) said that very few St. John's alumni could point to careers so heavily invested in good works. After getting his law degree from Yale in 1953, Mr. Weiss began a practice divided between trademark

cases and pro bono work on human rights and anti-nuclear causes. He also served for six years on the Board of Visitors and Governors.

Mr. Weiss talked about the "titanic struggle between the *is* and the *ought*." While acknowledging that as long as war and poverty exist, there is much to be done, Mr. Weiss cited advances like the Universal Declaration of Human Rights, the UN charter, and the growing acceptance of the rights to work, housing, leisure, education, peace, and gender equality. "I can't be sure of this," said Mr. Weiss, "but I think it is this interaction between law and education, which at its rare best, has thinking people making law and law guiding people's thinking, as well as behavior, that has kept me going as a lawyer for the last 40 years without becoming overly jaded in the process. For this, I am deeply grateful to my four years in Annapolis and my continuing...association with the St. John's ethos...I do wonder, sometimes, why more St. John's graduates haven't become flaming radicals, which is how I am sometimes inaccurately described by people trying to flatter me...I agree...that Scott Buchanan and Winkie Barr should be studied, honored and remembered not only for the great teachers they were here, but for what they taught and worked for after they left."

Harvey Goldstein, A59, was introduced by John Van Doren, A47, as a "man who has served justice all his life." Mr. Goldstein graduated from Yale Law School and has practiced law in Dade City, Florida, specializing in personal injury cases. He has been an active member of the Board of Visitors and Governors and also served as president of the Alumni Association.

"It was the St. John's program that opened doors for me that otherwise would have remained tightly shut. Doors to the practical world of challenges, doors to the reflective world of the mind, doors to friendships as important to my life as the skills I



Honored at the Homecoming Banquet were, left to right: Travis Price (SF71), Jeff Bishop (H96), Harvey Goldstein (A59), Anna Greenberg (H96), Jon Zavin (A68), and Peter Weiss (A46).

acquired here," said Mr. Goldstein.

Justin Burke, A87, president of the New York chapter of the Alumni Association, introduced Jon Zavin, A68, as a role model and mentor. Mr. Zavin is a lawyer who specializes in intellectual property. "It fascinated me that people could really make money from mere thoughts. If so, there might be hope for Johnnies in the real world," said Mr. Burke. He characterized Mr. Zavin's career as going from studying philosophy to suing the Cookie Monster (for using the Beatles tune "Hey Jude" in his parody "Hey Food"). Mr. Zavin has served as a member of the Alumni Board and the Board of Visitors and Governors.

Saying it would be preaching to the converted to praise his relationship to the college to the alumni "who love the college as much as I do," Mr. Zavin instead read a speech prepared for him by his eight-year-old daughter: "Thank you for the award. I had fun and thank all the nice teachers."

Travis Price, SF68, the architect who designed the new Greenfield Library on campus, was introduced by President Chris Nelson, who cited Mr. Price's many hours of work on the new library. As an architect, Mr. Price is known for his maverick style, which melds post-modernism with historic preservation.

In accepting the award, Mr. Price said he was as shocked to receive it as he had been when he was accepted to St. John's as an 18-year-old. He said that he enjoyed spending four more years at the college "building a home for the great books."

Winter 1996 St. John's College



Alumni Association News

Mark Middlebrook, A83, editor • Thomas Geyer, A68, communications committee chair

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

Superfluity Breeds Success

A Portrait of the Santa Fe Chapter

by John Pollak, SGI80

Editor's note: This article is part of an ongoing series profiling local alumni chapters. By my accounting, we've covered almost all of the officially chartered chapters. If you participate in an informal alumni group (of whatever sort), please contact me. In a future issue, I hope to report on the kinds of alumni activities that arise spontaneously, outside of the formal chapter structure.

If there is a word to describe an activity which is a celebration of an institution, an institution whose very presence competes with that activity, then that word captures the Santa Fe chapter's relationship with St. John's College in Santa Fe. Consider this. The college offers the community free of charge two seminars annually, numerous lectures, musical events, art gallery receptions and, twice yearly for a nominal fee, groups of five or six seminars on such themes as Shakespeare's comedies and French novels. What is the chapter to do? Fortunately, in the face of all this, there are just enough alumni in the area who believe that enough of a good thing is not enough, and so they come to more seminars offered by the local chapter.

The founding of the chapter was a triumph of friendship over suspicion and doubt, for it grew out of an uneasy hybrid formed by two distinct groups of alumni. From the late 1970s through the mid 1980s there was an extremely active, informal reading group constituted primarily of past and then current Graduate Institute students who were joined by several aggressive undergraduates during their summer vacations. Seminars on the New Program's books were held almost weekly, and within this group another sub-group met regularly to

study and read Greek, from Homer to Xenophon.

When in the early 1980s the college began to sponsor periodic alumni seminars, this informal group turned some of its energy to the more formal meetings and attended en masse. To this group, whose members had been reading together and arguing with one another intensely for several years, the other alumni seemed like hesitant neophytes; but to those others, this informal group must have seemed like a cabal of free-thinkers bent upon mischief. Not surprisingly, there was a whiff of discord and doubt about the future

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The founding of the chapter was a triumph of friendship over suspicion and doubt, for it grew out of an uneasy hybrid formed by two distinct groups of alumni.
.....

of these seminars. Nevertheless, in time both camps made accommodations or became inured to the other; but only when casual acquaintance turned into friendship and respect became mutual did this inchoate chapter begin to manifest an identity of its own.

Paula Maynes, SF77, attributed the early antipathy in part to G.I. graduates who frequently exhibit the zeal of the converted, and for this audacious attempt to say something



Members of the Santa Fe Chapter of the Alumni Association gathered at President Agresto's house this fall.

possibly true we chastised or rewarded her, as the case may be, by electing her our first president.

The format which has been most consistently successful for the chapter's meetings features a seminar with a tutor on an accessible, medium to short work, followed by a reception with potluck hors d'oeuvres in one of the member's homes on a Sunday afternoon. Unlike other chapters whose members understandably invite established tutors with whom they wish to renew acquaintances, we in Santa Fe stumble upon them in the grocery store or stay in contact in more social settings, and so, periodically, we invite new, frequently untenured, and relatively unknown tutors to join us as a gesture of welcome and to establish a relationship.

Throughout the chapter's history, the animating antagonism has been the old, "What shall we read?" On the one side are the orthodox whose argument is, "Life is short and uncertain, energy is limited, so let's stick with the great stuff," and on the other are the heterodox whose guiding principle could be the expression, "Been there, done that, so let's try something new." In the futile attempt to appease both, we have followed a reading of Exodus with Freud's *Moses and Monotheism*, and Job with Jung's *Answer to Job*. Although the traditionalists seem to outnumber or are more

vocal than the innovators, still, readings of Plato and Aristotle are kept from being perennial by occasional short stories and such things as a Japanese Noh play, a novel of Gabriel Garcia Marquez, and periodic chats on paintings; and no one seems to mind a Montaigne essay or Molière play every so often.

Thus we muddle on, guided by the most persistent and present souls, only sure of the variety of the readings. The next one could be a deconstructionist assault, furious but ultimately self-vitiating, on the theoretical foundations of Western intellectual tradition and, by implication, St. John's College; but there is an equally good chance that the reading will be, say, the *Meno*, and a tutor, young or old, will cast us back to our student days with the familiar, yet ever new question, "So, can virtue be taught?" ●

Coming in the Alumni Association News in the spring issue of *The Reporter*—a special thank you to Betsy Blume for her many years of service to the college and the association.

Alumni Internet Discussion Group on the Move

by Mark Middlebrook

As predicted in the previous Alumni Newsletter, the alumni Internet mailing list discussion group has moved. Thanks to Rich Green, SF87, who hosted the list on his server at Stanford for almost three years. Mr. Green is soon to receive his PhD from Stanford, at which time he will exchange the perquisite of an Internet server for the title of "Doctor."

Fortunately for us, Bill Fant, A79, agreed to host the alumni list, and has been doing so since December. The new address for sending messages is johnny@charm.net. The new address for subscribing and unsubscribing is majordomo@charm.net.

In Internet parlance, a "mailing list" is an automated mechanism for conducting a discussion among a group of people via ordinary e-mail messages. Software on the mailing list server (a computer connected to the Internet) automatically "reflects" all messages sent to the list to each of the list's subscribers. There is no charge for subscribing to a mailing list, beyond any normal charges you pay for sending and receiving e-mail.

The mailing list for St. John's alumni has evolved into an electronic coffee shop in which alumni discuss all manner of subjects, whether related to St. John's or not.

A list participant sometimes will suggest a book for discussion, and if enough assents are voiced, the suggester will schedule a date on which to post an opening question. The ensuing electronic seminar unfolds unpredictably, sometimes falling flat and sometimes inspiring wide-ranging and fruitful conversation. As in the real coffee shops in Annapolis and Santa Fe, the alumni mailing list is an unholy mix of high and low, inspired musing and juvenile ranting, warm humor and occasional heated exchanges.

List subscribers receive perhaps 10 messages per day on average. By default, these messages are bundled into one or more "digests" for the sake of convenience. The Page Down and Delete keys on your computer keyboard are effective filters when the conversation drifts below your threshold of interest. Page Down is analogous to walking to a different corner of the copy shop. Delete allows you to shut off the chatter completely and return to your dorm room for some peace and quiet.

To subscribe to the alumni mailing list, compose an e-mail message that says only:

subscribe johnny-digest
to the Internet address
majordomo@charm.net. This text
must be in the body of the message.

From that time forward, you'll receive all the public messages from other alumni. You use the majordomo address only for instructing the mail server in how to treat you. To send a public message to other alumni who are subscribed to the list, send it to johnny@charm.net.

If you later decide to end your participation in the mailing list, send a message that says:
unsubscribe
johnny-digest to
majordomo@charm.net.

If you want more detailed instructions, send the message:
help
to majordomo@charm.net.

Mr. Fant also continues to host the Unofficial Alumni Home Page on the World-Wide Web. Its address is <http://www.charm.net/~bfant/johnny/johnny.html>, and it currently includes a small but growing directory of alumni who've asked to be listed, links to *The Gadfly*, Alumni Newsletters, and essays by current and past deans. ●



CHAPTER CONTACTS

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

ALBUQUERQUE: Harold M. Morgan, Jr.
(505)256-0294

ANNAPOLIS: Thomas Wilson (410)263-2121

AUSTIN: Homayoon Sepasi (512)416-1764

BOSTON: Alvin Aronson (617)566-6657

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

CHICAGO: Amanda Fuller (312)347-7099
or Rick Lightburn (847)475-7762

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

LOS ANGELES: Margaret Sheehan (310)208-2013

MINNEAPOLIS/ST. PAUL: Glenda Eoyang (612)783-7206 or (612)379-3924 (W)

NEW YORK: Steven Sedlis (212)289-1662

PHILADELPHIA: Jim Schweidel (610)941-0555

PORTLAND: Elizabeth Skewes (505)984-6103

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

SAN FRANCISCO/NORTHERN CALIFORNIA:
Cynthia Kay Catherine Hobgood
(415)552-9349

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

SEATTLE: Jim Doherty (206)937-8886

WASHINGTON, D.C.: Sam Stiles (301)424-0884 or
Bill Ross (301)320-4594

ALUMNI OPPORTUNITIES FROM THE ANNAPOLIS PLACEMENT OFFICE

The Howard Hughes Medical Institute announces the following fellowships:

Predoctoral Fellowships in Biological Sciences- This fellowship supports students for up to five years while they pursue full-time study toward a PhD or ScD degree. Each \$28,500 predoctoral award includes an annual stipend of \$14,500 and a \$14,000 cost-of-education allowance, which goes to the fellowship institution. Eligible fields include biochemistry, biophysics, biostatistics, cell biology, developmental biology, epidemiology, genetics, immunology, mathematical and computational biology, microbiology, molecular biology, neuroscience, pharmacology, physiology, structural biology and virology.

Research Training Fellowships for Medical Students- This fellowship will enable 58 medical students to conduct biomedical research full time in a laboratory of their choice for one year. Each \$24,000 award includes a \$14,000 stipend, a \$5,000 research allowance and a \$5,000 allowance to the fellowship institution.

For information on both fellowships contact Barbara Filner at (301)215-8884 or e-mail fellows@hsq.hhmi.org.

Pikeville College of
Pikeville, KY, a liberal arts school in the process of establishing a school of osteopathic medicine, is seeking a president to take office in July 1997. Pikeville College seeks candidates with exceptional leadership, communication and inter-personal skills. Leading candidates will offer a record of successful experience in administration and fundraising, preferably in an academic institution. An earned doctorate is desirable.

Applications should include a current resume and letter explaining the relevance of experience to the position. Please submit to John Kuknle, Managing Vice President-Education Practice, Korn/Ferry International, 900 19th St., NW, Washington, DC 20006.

Alumni Notes...

1933

Henry Shryock, Henry Clay Smith ('34), **John O'Donnell** ('35) and **Roland Bailey** ('35) attended together the 1996 reunion in Annapolis in September.

1944

Carl S. Hammen is now teaching General Biology at Manatee Community College in Bradenton, Florida. He started teaching freshman biology at Mitchell College in Statesville, North Carolina, in 1949. "What progress! Will keep doing it until I get it right," he says.

1949

The Rev. Fred P. Davis has recently self-published a 200-page book about his 27 years of full-time ministry in town and country churches, including nearly ten years among Indians on two reservations. Copies cost \$10. Fred's home address is 39-360 Peterson Road., Sp. 99/Rancho Mirage, CA 92270, telephone: (619)324-7172.

1951

William T. Roberts II writes: "After retiring from the U.S. Marine Corps, the U.S. Department of Justice, and the Metro Dade County Police, I was happy traveling, writing, and lecturing. Now, I discover I own three sloops, and am president of Far Horizons Offshore Sailing School and Charter Service. I offer big discounts to St. Johnnies. (305)944-8606."

John Horne and wife **Anne** celebrated 53 years of marriage in November. He writes: "Whatever judgement, patience and love sustained this marriage had its foundation in the program 1947-1951."

1961

Harrison J. Sheppard writes to say that he has been named a Fellow of the American Bar Foundation: "an unexpected honor that may materially assist my efforts to help affect positive changes in American legal practice and legal education."

1968

Rick Wicks (SF) and his wife, **Ellinor**, have been living in Sweden for the past four years. Their second child, **Hendrik**, was born two years ago, and their daughter, **Linnea**, is six and is in preschool. **Ellinor**, who is Swedish, is at home with the children. **Rick** says that both children are bilingual and that he is "slowly" learning Swedish, "besides studying economics and working in the economics department at Goteborg University, planning eventually to write a Ph.D. thesis." He also edits reports for

the World Bank and Sida (Swedish foreign aid), and wrote a report for Sida entitled "Used Clothes as a Development Aid: The Political Economy of Rags," which focuses on whether Sida should subsidize used clothing exports by non-governmental organizations. His first published work in economics appeared in the December issue of *Development Policy Review*.

1969

Jonathan Sackson (A) says hello to all his St. John's friends and classmates.

1970

Edward Macierowski (A) is an associate professor in the Department of Philosophy at Benedictine College in Atchison, Kansas. His new book, *Thomas Aquinas's Earliest Treatment of the "Divine Essence"* will be published in May, 1997.

1971

Vicky Manchester (SF) is a second-grade teacher at Helen Hunt Elementary School in Colorado Springs, Colo.

1972

Rev. Dr. Twyla Susan (Fort) Werstein (SF) has immigrated to Dunedin, Otago, New Zealand, where she serves as a Presbyterian minister and teaches bioethics and religion part-time at the university and medical schools there. Her husband, **Paul**, teaches computer science at the university. Their younger daughter, **Claire**, 13, is enrolled in a British-style, all-girl secondary school; and their older daughter, **Amethyst**, 26, is finishing her medical degree this year and beginning her residency in pediatrics. They welcome any Johnnies visiting "Kiwiland" to e-mail them for information at werstein@es.conz.

1973

Bob Hampton (SF) and his wife, **Lisa Attleson**, have joined a private law practice in Wichita Falls, Texas. He says that **Lisa** was working with legal services for the poor for the past 10 years and he was doing the same for the past 15 years, "but the combination of 'New Democrats' and old Republicans has at last driven us out. We'd welcome any referrals or just friendly contacts. As for what sorts of cases we'll take: We'll eat what we kill." He reports that in the past year and a half they've seen **Steve Goldman**, **Bill Blount**, **Kit Callender**, **Larry Dutton** and **Gary Wolfe**, all classmates from Santa Fe's Class of 1973. They've also stayed in contact with **Rick Griffin** (SF70), **Maria Kwong** (SF73) and **Eric Springsted** (SF73). "They all

remain wonderful, despite various vicissitudes, and life (if one ignores galloping facism) remains good. Come down and see us sometime; my girls (**Kaitlin**, almost 11, and **Angela**, 8) are worth the trip, whether we are or not."

Richard Cohen (SF) is a journalist in Decatur, Ga., specializing in "the healthcare and pizza industries." He is the editor of *Healthcare Marketing Report and Physician Referral* and *Health Information Update*. He also writes for *Pizza Today* magazine. He says he credits "much of my success in journalism to the questioning and analytical skills learned at St. John's."

1974

Jon Hunner (SF) completed his Ph.D. in history at the University of New Mexico and is now working at New Mexico State University in Las Cruces, where he is a history professor and director of the public history program. He reports that his wife, **Mary Ellen**, and his son, **Harley**, are enjoying life in Las Cruces.

Roger Burk (A) retired from the Air Force last summer and went to work for Science Applications International Corporation, doing operational analysis for defense and intelligence community customers. "In short, I'm a 'Beltway Bandit,'" he says.

Theodore Wolff (A) writes: "I have a new partner and a new company name: **Wolff Clements and Associates**. Our firm of seven landscape architects and one architect (my wife, **Peggy**) was the landscape architect for the just completed State Street renovation in Chicago."

Ed Myers (A) called to say thank you to all who have e-mailed him recently and sent support during his illness. He says, however, that his computer was stolen at Christmastime and so he has no e-mail capability and cannot respond until he gets a new machine.

1975

Wendy I. Wills (SF) recently completed a job with the Cuyahoga

County Bar Foundation as a founder, grant-writer and Initial Director of a Juvenile Court Custody Mediation Program, serving indigent unmarried parents fighting over their children. Now she is the Initial Director of the Legal Assisting Technology (paralegal) Program at Kent State University in East Liverpool, Ohio. She writes: "I still remember the Annapolis Friday night lecture/symposium in the spring of 1972 about student protests and college responses to the bombing of Cambodia."

1977

Bob McMahan (SGI) is teaching at The College of New Jersey, with "lots of projects in the works." His wife, **Anne** (SGI78), is teaching at The Pennington School "and enjoys it very much." They would love to hear from other Graduate Institute students.

1978

Randall Rothenberg (A) and his wife, **Sue Roy**, after a year-and-a-half in Europe have moved back to New York City. He writes: "I'm back at *Esquire*, and Sue's back at *Conde Nast*, and all is well (if familiar)."

Mark Fabi (A) has sold his book *WYRM* to Bantam. It should appear in bookstores as a trade paperback around mid- to late-1997.

Roberta Rusch (A) was married on Christmas Eve to **Le Gable**, so she's now **Roberta Gable**, a name, she notes, with fewer consonants in a row.

1979

Carol Colatrella (A) writes: I'm giving a paper on *Moby Dick* at the Israeli Association of American Studies in Jerusalem, and anticipating the second birthday of my son **Charlie**. I teach at Georgia Tech and my husband, **Rich Denton**, teaches music at Kennesaw State University and **Agnes Scott College**, and we encourage **Charlie's** interests: drumming and building sandcastles."

Ronald Dorris (SGI) has been named director of the African-American studies program at Xavier University of Louisiana in New Orleans. **Dorris** joined the faculty at Xavier last year as an associate professor in the English department, and he is one of five Mellon authors on campus. He has taught at the University of Notre Dame, the University of Nebraska, Tulane University, and Talladega College. He was a 1992-93 Lilly Teaching Fellow at Notre Dame. His poetry and prose have appeared in the *Louisiana English Journal*, *The Griot* and *American Poetry Anthology*. His scholarly works have appeared in the *Western Journal of Black Studies* and *Perspectives of Black Popular Culture*. In addition to his master's degree from St. John's, he has a bachelor's degree from Xavier, a master's degree from Boston

Dear Alumni,

When you're near Annapolis come and visit me during my last year in the dean's office. Visiting with alumni is one of the pleasures of the job.

Eva Brann

University, and a doctorate from Emory University.

1982

Pattie P. Swift (SF) and her husband, Dean, announce the birth of their second child, Dean Edwin Swift, on July 4, 1996. Their daughter, Lindsay Ann, is four years old. Pattie is a Costilla County judge and Dean is growing wildflowers for seed production. "We would enjoy visiting with any Johnnies who find themselves in our southern Colorado neighborhood," Pattie says.

Gail Donahue Storey (SGI) has had her second novel, *God's Country Club*, selected as one of the top 20 books in the nation by Barnes & Noble for their "Discover Great New Writers" program. Her first novel, *The Lord's Motel*, is now available in paperback.

William C. Hecht (SF) married Katherine Page Spivey on Oct. 8, 1995, at an Alexandria Friends Meeting. He received a master's degree in humanities from California State University at Dominguez Hills in December 1995. His thesis is entitled, "Gilgamesh and Hippolytus: An Archetypal Explora-

tion." He and Katherine live in Dahlgren, Va.

Nathan Rosen (A) and **Leslie Smith Rosen** (A) are amicably divorced and have been sharing custody of Marielle (12), Alyssa (9), and Samuel (5). The children alternate weeks at each home. Leslie has custody of the cat. Leslie is the Middle School Head of the Krieger Schechter Jewish Day School, and lives at 205 Sudbrook Lane, Baltimore, MD, 21208, phone (410)653-1087. Nathan teaches English at Wilde Lake High School in Columbia, Maryland. This past summer he directed "As You Like It" at the Ellicott Theatre in Ellicott City. Nathan's address is 7906 Stevenson Road, Baltimore, MD 21208, phone (410)653-6421, which he shares with Dr. Roberta Babbitt, a behavioral psychologist at the Kennedy Krieger Institute. They also have a puppy named Coco.

1983

Kimber K. Richter (A) received a Fulbright fellowship to study abroad for the 1996-1997 academic year. She is a doctoral candidate in human development and family life at the University of

Kansas. She will investigate substance abuse treatment and prevention in Australia at the National Centre for Epidemiology and Population Health at the Australian National University in Canberra.

Roxanne Seagraves (SF) is a doctoral student at the Graduate Theological Union at the University of California, Berkeley. She is studying the history of religions and cultural studies. "My current projects are highly esoteric and I compensate with stilt walking and storytelling. The more things change, the more they remain the same," she writes.

1984

Sue Price (A) is engaged to be married to Bob Gavrich on March 22, 1997 in San Francisco. She's working as a Technology Resource Teacher at Benjamin Franklin Middle School, a public school in San Francisco. Bob is a self-employed investment adviser.

1985

Tiffany Jan (SF) and her husband, Utzi, announce the birth of their daughter, Winnifred Claire, on Sept. 3.

Jeffrey Wilson (A) is assistant professor of philosophy at Loyola Marymount University in Los Angeles. He teaches Kant (all three Critiques!) ethics, the philosophy of art, and ancient Greek philosophy. He also serves, in a volunteer capacity, as public affairs director for radio station KXLU-FM, hosting a broadcast called Off-Center. The highlight of the 30-odd segments he has produced to date of this public interest interview show has been a 40-minute interview with Franklin Sonn, Ambassador of South Africa to the U.S. Other guests on Off-Center have included former gang members from South Central, residents of the World War II Japanese-American internment camps, and counterculture guru Terence McKenna. Jeffrey invites Johnnies to contact him at (310)338-1856 or at his e-mail address: jwilson@lmumail.lmu.edu.

Anna Davis (A) writes: "In addition to maintaining my private practice, I am now an adjunct professor at the University of Maryland School of Law, teaching family law in the Clinical Law Program. My son, Aaron (featured in the Alumni Association Mailer) is now two and a half—and my greatest joy! I'd love

continued on page 20

SANTA FE'S SUMMER ALUMNI PROGRAM & HOMECOMING 1997 MIXING SEMINARS WITH SIMPLY CATCHING UP

From the enduring novels of Edith Wharton and Henry James to some of the great books of the 20th century to a celebration of the 30th anniversary of the Graduate Institute, this year's Summer Alumni Program and Homecoming Weekend will have something for everyone.

Whether you come back to Santa Fe to attend a seminar on *The Age of Innocence* or just to see former classmates and good friends, you can start making your plans to be in Santa Fe for the Summer Alumni Program, which runs

from July 13 to 18 and July 20 to 25, and for Homecoming Weekend, which will be held on July 18, 19 and 20.

Homecoming Weekend will feature special activities for the 1997 reunion classes—the classes of 1972, 1977, 1982, 1987 and 1992—including reunion class seminars and dinners. This year will also feature a few events to mark the 30th anniversary of the opening of the Graduate Institute in Santa Fe. The college would like to welcome back all Graduate Institute alumni to help mark this momentous occasion. The Summer Alumni Program also

promises some interesting events, including field trips in northern New Mexico and a chance to attend the Santa Fe Opera.

More importantly, however, the Summer Alumni Program is a chance to spend a week with some favorite tutors and favorite books in a focused series of seminars.

The first week of the Summer Alumni Program,

"Life in an Innocent Age," will examine the writings and film adaptations of works by Edith Wharton and Henry James, including Wharton's novel *The*

Age of Innocence. Tutors for the first week, which runs from July 13 through July 18, include Dean Eva Brann, Nancy Buchenauer, and Janet Dougherty.

The second Summer Alumni Program week, which begins July 20 and runs through July 25, will focus on some of the great works of the 20th century, working from a list of books that was suggested by some of the finest scholars and political figures of our time. The list was honed by the St. John's College faculty, and includes works by Jorge Luis Borges, W.E.B. DuBois, Albert Einstein and Max Weber. The program week,

which is being coordinated by several Santa Fe tutors, will feature seminars on short essays or selections by authors including Borges, DuBois, Weber, Edmund Husserl and Leo Strauss.

A brochure about Homecoming and the Summer Alumni Program will be mailed to all members of the reunion classes in March. Those of you who are not in a reunion class, but would like to receive the brochure, should fill out the form below and mail it to:

St. John's College, Alumni Office,
1160 Camino Cruz Blanca, Santa Fe,
NM 87501. ●



Pablo Collins, SF76, gets a hug from a classmate at Santa Fe's 1996 Homecoming. Looking on are Chris Graver and Khalil Ayoub, both from the class of 1976.

____ Yes, I would like to receive a brochure and registration materials for the 1997 Homecoming and Summer Alumni Program in Santa Fe.

Name: _____

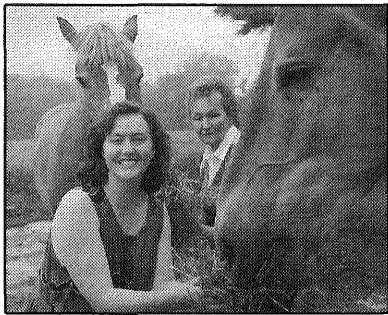
Class Year: _____ Campus: _____

Home Address: _____

Phone: _____ E-mail Address: _____

Alumni Notes...

THE FARMER IN THE VIDEO BIZ



Lyn Cronin DesMarais (A84) has, with four other women in her family, made a children's video on dairy farming. Set in her home in central Massachusetts, it blends education with humor as Geraldine, a cow, tells you all about her life on a farm. She also shows you how hard "her Farmer" works to provide food for her.

"My grandmother (80), mother (60), sister, and I wanted to make a good, funny video with entertaining music that kids will watch repeatedly. So far it has succeeded. Kids have been delighted with the contrast between the farmers who use tractors and huge equipment and other farmers who still use draft horses for farm work."

Lyn says that she will donate to St. John's a portion of profits from the sales to Johnnies of "Hey, That's My Hay." To order call (800)273-6648 or send a check to Farmer Small Productions, 1200 Hardwick Road, New Braintree MA 01531. The cost is \$19.95 plus \$1.00 Massachusetts sales tax and \$3.50 s/h.

to hear from Johnny friends. My e-mail address is adavis@umab.law.edu.

The Habit of Thought: From Socratic Seminars to Socratic Practice, by **Michael Strong (SF)**, has just been published by New View Publications of Chapel Hill, NC, 1-800-441-3604. Grant funding from the Still Water Foundation and the Lazarus Foundation established a Center for Socratic Practice at the Judson Montessori School in San Antonio with Mike as full-time director. The Center provides training and program development in Socratic Practice for public and private school clients. Socratic Practice cultivates intellectual and social virtues in order to develop sophisticated reading skills in a group context. A two-hour program on Socratic Practice produced by TI-IN Network, the nation's largest distance-learning network, was broadcast to 100,000 educators in December. Mike can be reached at 210/344-31176 or michael@tenet.edu. Homer (8) and Jemima (4) Strong enjoy learning at the Judson Montessori School, which is led by **Jim Judson (SFGI95)** and staffed by **Nevitt Reesor (SFGI95)**. Mike's wife **Molly Mechau Strong (SF84)** is working as a freelance journalist and editor, substitute teacher, mother, and poet.

1988

Jeff Smith (A) has taken the position of Library Director at the Walnut Hill School for the Arts in Natick, Mass. It's an arts high school for grades 9-12; students study dance, theater, music, and art. The library has 10,000 volumes and is a unique collection of arts resources. He and his wife, Natasha, want to announce the birth of their second son, Gabriel Zackary, on November 10. They also have a two-year-old son, Theodore Roman.

1989

Margaret Lamb is at the London School of Economics working on a master's in Philosophy of the Social Sciences. Her email address is M.A.Lamb@lse.ac.uk.

Brian Good (A) will host another black-tie soiree in the Great Hall on Saturday, April 19th as a benefit for the SJC gymnasium. For more information, e-mail b-good@sjca.edu or call (410)268-9173.

Michael P. Cassady (SGI) married Kathleen Sabo in September 1996. The couple spent their honeymoon in Italy and now live in Albuquerque, N.M.

1990

Danilo Marrone (SF) is working on a Ph.D. thesis at Lund University in Sweden on the history of books and libraries. He is researching a collection called the Bibliotheca Walleriana, a famous collection of books and manuscripts dealing with the history of medicine and science that was donated to Uppsala University by Dr. Erik Waller in 1950. The collection includes first editions of Vesalius, Harvey, Copernicus, Galileo, Kepler and Newton. He has a master's degree in the history of science from Uppsala University and teaches business English at EF Corporate in Stockholm. His mailing address is: Solbergsv. 51, 2 floors, 168 66 Bromma, Sweden, and his phone number is (+46)8-28 42 68.

William G. Culley (SF) is now in the last quarter of a psychology internship at Ohio State University. He writes: "The hours are long, but I'm learning a lot. I often think of St. John's and tell friends and strangers that while it's not for everyone, it is the best education in America. You, my tutors and friends that I have not spoken to, I carry you with me and would like to be wealthier so that I could donate cases of vintage wine each

year for a festival to celebrate this awe-full tragicomedy of life as a token of my appreciation for you, and to facilitate the reawakening of the Old Gold, who is forever a newcomer. Well, I don't have the funds now, but who knows what the future holds." William can be reached at 9 East 3rd Ave., Apt. B, Columbus, OH 43201. His phone number is (614)298-0703.

1991

Bert Kiessling, Jr (AGI) was appointed director of alumni services for Archbishop Spalding High School in Severn, Md.

Alexandra Edelglass Stockwell (A) writes that her daughter, Josephine Elizabeth, "was born at home on Sunday, September 29, 1996. Present were my husband Rodd, a midwife, and a labor assistant. She weighed 9 and a half pounds. When born, both her eyes were open and she arched her neck to look around. Her expression was totally peaceful, despite an extremely long and intense labor. She is a joy to be around."

Kelly Koepke (SF) received her MBA with a concentration in non-profit management from the University of St. Thomas in Minneapolis, Minn.

1992

Catherine Bauer (SGI) returned from Japan in February 1996 after three years of teaching English there. She recently moved from the San Francisco Bay area to Seattle to take care of her new granddaughter, who was born to her son, **Karel Bauer (A88)** and his wife, **Nancy Harriss-Bauer (A85)**. Catherine says she would be glad to talk to any Johnnies who are interested in teaching in Japan.

Mary Beth Brady (SGI) is not working on an MBA at the University of Chicago, as reported in the fall issue of *The Reporter*. She is on maternity leave with her son, Ambrose, who was born in June 1996. She and her husband, Blase Bickett, are both teachers in the Santa Fe public school system. *Editor's note: We apologize for the error in the fall issue.*

Simon Bone (SF) received a master's degree in journalism from Northwestern University in Chicago in 1993 and is currently a Ph.D. candidate in history at Viadrina University in Frankfurt, Germany.

1993

Dan W. Butin (SGI) is a Ph.D. student in the education school at the University of Virginia. Prior to 1996, he spent a year studying at the Hebrew University in Jerusalem and two years working in Denmark. He and his wife, who is Danish, would welcome calls from any Johnnies who are interested in finding out more about Israel, Denmark or the University of Virginia. They can be reached at 6 Copeley Hill, Apt. 1, Charlottesville, VA 22903. Their phone number is 804-977-1959.

Alex and Vanessa Ellerman (A)

have a new addition to their family—Mr. Bond, a 100 lb. Alaskan Malamute. "He's gorgeous!", they report.

Brian Good (A89 and 93) will host another black-tie soiree in the Great Hall on Saturday, April 19th as a benefit for the SJC gymnasium. For more information, email b-good@sjca.edu or call (410)268-9173.

1994

Sarah Liversidge (A) is enrolled in the Masters of Architecture program at University of Illinois at Chicago. "It's an exciting program that's consuming ALL my time. And, for the little time left, there are plenty of Johnnies at University of Chicago," she says.

Yvonne Belanger (A) has joined the faculty of the Middle School at Dana Hall School in Wellesley, Mass. She will teach math to sixth, seventh, and eighth graders. She will also serve as faculty moderator of the Math Art Club and a member of the Dana Hall Technology Committee.

1995

Micah Pharris (A) has begun first-year studies at The Dickinson School of Law.

Tracey L. Wernet (SF) is teaching full time at Atheneum Middle School in Alaska with **Lydia Ossorgin (SF77)** and **Kevin Holthaus (SF83)**. She says she is "loving bringing to life the Great Books with students from the seventh to ninth grades."

1996

Susan Mittler (SF) is living in Portland, Ore., and is taking classes in quilting and surface design. She says she is "adjusting fairly well and enjoying life."

Steven L. Wolford (SGI) completed the Eastern Classics program in August and says he "thoroughly enjoyed it. I highly recommend leaving your job to read for a year."

The Reporter wants to hear your news! Contact us any way, by phone, mail, e-mail, carrier pigeon—here are our addresses:

In Annapolis—
The Reporter, Public Relations Office, St. John's College, Box 2800, Annapolis, MD 21404
phone: (410)626-2539
e-mail: bgoyette@mailhost.sjca.edu

In Santa Fe—
The Reporter, Alumni Office, 1160 Camino Cruz Blanca, Santa Fe, NM 87501
phone: (505)984-6103
e-mail: eskewes@shadow.stjohns-nm.edu

Obituaries and memoria...

Richard M. Ryan Hall

R.M.R. Hall, Associate Professor at the Department of Linguistics, Queens College of CUNY, died in Mineola, New York, on November 11, 1996. He received his BA in German and classics from Johns Hopkins in 1953 and a PhD in Linguistics from New York University in 1967. In addition to teaching at Queens College, he had also taught at City University of New York, was a Fulbright scholar at the University of Bayreuth, Germany, and had taught in Sudan and Venezuela. By training, Mr. Hall was a historical linguist and an Indo-Europeanist. Later in his academic career, he developed expertise in the structure of the Nilotic group of languages of Africa.

According to his classmate Philip Lyman (A53), Mike Hall attended St. John's for one year but always thought of himself as a St. Johnny and returned for several reunions.

Mr. Hall is survived by two daughters, a son, and two grandchildren.

Richard Cunningham

Richard Cunningham (AGI89), a professor of journalism at New York University, died in November 1996 in Philadelphia. Mr. Cunningham was the first ombudsman for the Minneapolis Star-Tribune. He had also been a reporter for the paper. Since 1986 he taught at New York University, specializing in press ethics. He also served as associate director of the National News Council in

New York City. Survivors include his wife, three sons, three daughters, and five grandchildren.

Marion Borsodi

Marion Borsodi, a long-time member of the Caritas Society and friend of the college, died in September 1996. A librarian for more than 50 years, she was the first librarian at Annapolis High School, worked for General Motors Corporation in New York and in Detroit establishing their specialized libraries, and also became a librarian at the Naval Academy Library after returning to Annapolis in 1966.

In addition to the Caritas Society, she volunteered for the YWCA bookstore and the Auxiliary of Anne Arundel Medical Center, sang with the Annapolis Choral Society, and participated in the Colonial Players and the King William Players. Surviving are her daughter, Lorna Borsodi Cahall, who attended St. John's (A59), three grandchildren (including Sean, A83), and one great-grandchild. A memorial service was held at the college in September.

Vikki Lianne Moritsugu

Vikki Moritsugu, who attended St. John's (class of 1996 in Annapolis) and the University of Maryland at Baltimore, died September 6, 1996 in Fairfax, Virginia, of injuries suffered when she was struck by a car while crossing a street in Manassas. Ms. Moritsugu was born in San Francisco and had lived in Hawaii.

She graduated from Springbrook High School in Silver Spring, Md. Survivors include her mother, father, and a sister.

Robert Nichols

Robert Nichols (A48) died of cancer in San Francisco on September 30. Although he attended St. John's for only one year (1944-45), he was always an enthusiastic supporter of the college. After leaving St. John's, he joined the Washington bureau of the New York Herald-Tribune, which sent him to the South Pole with Admiral Byrd. Later he edited the house organ for Time-Life in New York. In 1953 he returned to his native California, where he was a freelance writer. He completed a volume of poems shortly before his death. He is survived by his wife Diana and three children from a previous marriage.

—submitted by Bill Buchanan, A48

Paul Ollswang

Paul Ollswang (A66), a cartoonist for several alternative newspapers in the Eugene, Oregon, area, died of heart failure in December. According to the *Eugene Register-Guard*, Mr. Ollswang never compromised the ideals of the hippie era. His cartoons—which often depicted dogs—reflected his views. Mr. Ollswang was born in New York City, and after graduating from St. John's he moved to Oregon. He did graduate work in biology at the University of Oregon. Steve Hills, SF78, remembers him as “a terrific person, very original

Noah Rodriguez

Noah Rodriguez, the Santa Fe school teacher and 1985 Graduate Institute alumnus who was profiled in the fall issue of *The Reporter*, was murdered on October 13, 1996. He was originally reported to be missing, but police later learned from an informant that Mr. Rodriguez had been killed. His body was found on November 1 in a culvert south of Santa Fe. Police have made an arrest in the murder.

A lifelong resident of Santa Fe, he was a teacher and educator for 20 years. He is survived by his parents, three brothers, and four sisters. A memorial service for Mr. Rodriguez was held in Santa Fe on November 6.

and creative, with a big heart.”

James G. Boss

James Boss, class of 1933, died on November 2, 1996. Mr. Boss was a lawyer who lived in Laurel, Md. He is survived by his wife, Lucy Boss, and daughter Ellen McKisson.

Noted...

Hugh Mappin, A83, died on October 2, 1996.

The Arts...

MARGARET LEFRANC BRINGS SEVENTY-FIVE YEARS OF ART TO SANTA FE'S GALLERY

Her career in art has spanned three quarters of a century and took place in three countries. Now, for the second time, the St. John's College Art Gallery will feature the works of Santa Fe artist Margaret Lefranc. Her show, “Works on Paper,” opened January 19, with a reception attended by Lefranc, and will continue through February 20.

Lefranc, who was born in the United States, began her art studies in Berlin and Paris as a teenager, where she observed the beginnings of cubism, expressionism, and surrealism while attending the Ecole du Louvre and the Sorbonne. When the rise of Nazism made Europe unsafe, she returned to live in America and settled in the artist's mecca of 1930s New York. There she founded and directed the Guild Art Gallery, through which she helped introduce many talented artists.

Lefranc first saw New Mexico in 1939 while visiting D.H. Lawrence and W. H. Auden at the Lawrence Ranch in Taos. She lived in Nambe until 1956, editing and illustrating the books of Alice

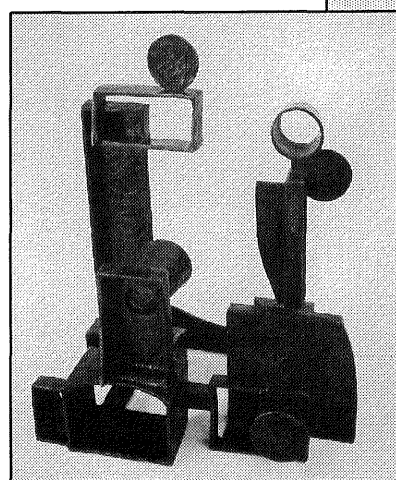
Marriott. The first of these, *Maria: The Potter of San Ildefonso*, won the 1948 American Institute of Graphic Arts/Library of Congress “Fifty Best Books of the Year Award” for illustration. The book is still in print.

Though she has lived in New Mexico for more than 50 years, a self-imposed seclusion has kept Lefranc from achieving the notoriety sought by other local artists. As she explains it, “My work does not shout.” This show, displaying watercolors, etchings and monotypes, should serve as an introduction for many to her highly varied vision. Now in her 75th year as an artist, Lefranc resides in the east-side Santa Fe home she built herself in the 1940s. She continues to work in oils and graphics, experimenting with the “marriage of light with form, and its transformation into color...[to] free the canvas and paper from their limited boundaries.”

Lefranc's show will be followed in March with an exhibit of William Wright's photographs of the Kickapoo

Indians. The exhibit will open with a reception on March 7 from 5 to 7 p.m. and will run through March 23. And late spring, the gallery will feature the annual student art exhibit, which will open April 4 and continue through April 22. For more information on any of the art gallery exhibits or the Fine Arts Guild, contact Ginger Roherty at (505)984-6099. ●

—by Caroline Knapp, SF00



ANNAPOLIS THE MITCHELL GALLERY

● February 21- April 3: **The Figure in 20th Century Sculpture.** An exhibit of 50 sculptures representing contemporary interpretations of the figure by Rodin, Lipchitz, Lachaise, Calder, Arp, and Baskin.

● May 1- 18: **St. John's College Community Art Exhibition.** Works by members of the college community, including painting, watercolor, drawings, textiles, ceramics, pottery, woodwork, photography.

Arcanorum, a bronze by Dorothy Dehner. On display in the “20th Century Sculpture” exhibit.

Campus Life...

PEANUT BUTTER BLOOD & A REFRIGERATOR COFFIN

Santa Fe's innovative "Dracula"

by Maria Giordano, SF00

The St. John's production of "Dracula," which played to good crowds in December in Santa Fe, showcased student creativity—not just acting ability.

The driving forces behind the production were Scott Geib, a Graduate Institute student, and Josiah Mannion, a senior. Among other things, they scrambled to turn the Great Hall into a theater and to find innovative ways to transform scrap metal and a few yards of fabric into sets and costumes. It all started when Mannion showed up a few hours early for their regular Wednesday poker night, and Geib was reading a brand new script for "Dracula" written by Stephen Dietz, a 1992 Santa Fe graduate.

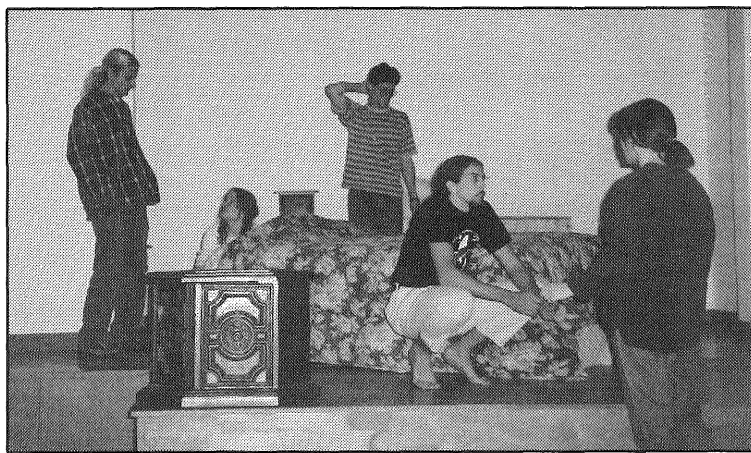
Mannion picked up the script and was captured by it. He and Geib talked about the script's possibilities late into the night. Junior Chris Reichman got caught up in the enthusiasm for the play and volunteered to be the set designer for the fledgling production.

In a brief summary about the production, Mannion wrote: "We see a poignant depiction of the sensual and the intellectual, how they do and do not

form parts of the whole...I wanted, in some way, to try and remain true to the human side of this. This means not portraying any one character as too perfect or too good, or even too evil...The story is, among other things, the story of the struggle to keep that which is deep within from surfacing and coming to life, in spite of its life...Truly this is a morality play in a rich, deep way. Above all, this is the story of the slowly crawling terror of a shimmering of light, of truth, in a shadowy room—of the half-known, half-guessed."

Dietz, the playwright, says that in order to make the play work "you need lots of blood and a great sound system." The students didn't have either. They considered buying the 16 gallons of stage blood that they would need for the six shows, but the cost was \$1200 from a theater supply outlet; their entire production budget was just \$1500. So they turned to the recipe books, cooking up stage blood out of food coloring, cornstarch, peanut butter, and mint. Why mint? For the taste, of course, since many of the characters have to keep the stage blood in their mouths.

Innovation also was necessary when it



Scott Geib (second from right) talks to Dancer Jensen-Starr (far right) during rehearsals for the production of "Dracula." Photo by Maria Giordano.

came to the sets. Reichman took his crew to the local dumps to find supplies. Three discarded refrigerators became the foundation for the sets and a fourth became Dracula's coffin.

Costumes were pulled together from thrift shops and second-hand stores. In one thrift shop Dancer Jensen-Starr (SF99), the costume director, saw the perfect dress for Lucy—just as another woman picked it up to buy it. Jensen-Starr told the woman that she planned to use it for the play. The woman bought it, but only to use as a Halloween costume. After that night, she donated it to the production.

Other costume pieces, including Dracula's sweeping, black cape, were made by student volunteers. Jensen-Starr and her assistant, Penelope Benekos (SF99), had to choose the fabrics carefully, keeping in mind that the costumes had to be washed—to get rid of the stage

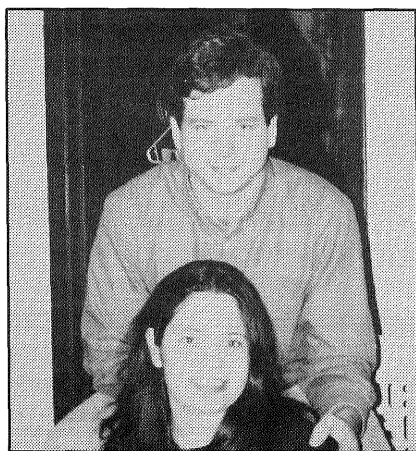
blood—after each performance.

Rixi Hyde (SF00), who played Lucy, said Mannion and Geib complemented each other well with their different approaches to directing. "Scott is very organized and concerned with the technical side of things. He likes the blocking to be the same every time," Hyde said during the rehearsals. "Josiah is helpful, inspirational, comforting, but demanding. In one scene I had to writhe against a window. I thought, 'I can't do that,' but Josiah showed me how."

Because the two directors had such a strong and unified vision for the play, the actors were enthusiastic about the production, despite being a little tired from all the late-night rehearsals. And despite the odds, the cast and the crew demonstrated through this successful production that a lack of money and supplies can be overcome with innovation, creativity, and determination. ●

LONG-LOST SIBLINGS FIND EACH OTHER AT SJC

Clarence Wesley Alwan received his BA degree from St. John's in May 1993. That August, Jennifer Coonce crossed the stage at convocation to sign the college register. At the time, they had never met and were completely unaware of how much they had in common: Each had grown up in a blended family; each learned of St. John's from a parent who was greatly influenced by a college professor, Joseph Killorin (A47); each chose St. John's because of a love of books, a serious disposition, and a cherished idealism. And, though they didn't know it at the time, Wes and Jennifer are brother and sister.



Wes Alwan and Jennifer Coonce

In the year after his graduation from St. John's, Wes Alwan was idly flipping through the campus directory when he came upon the name "Jennifer Coonce." He knew that before being adopted by his stepfather his last name had been Coonce, so seeing the name startled him. A few months later, his former classmate John Castro (A93) mentioned that he had helped Jennifer Coonce with her acting. Wes jokingly said, "You know, she may be my sister."

That summer, Wes' mother phoned her former professor, Joseph Killorin, who had remained in contact with her ex-husband. Killorin updated her on the

family: Wes' father had remarried and had a daughter named Jennifer who attended St. John's. Wes' mother called Wes to pass along the information, giving him his father's phone number.

With great trepidation, Wes called his father. They exchanged some basic stories about themselves and their pasts, and Wes learned that he had three half-siblings. Wes then spoke with Jennifer, who was home on break.

"I was very impressed with what a nice person Jennifer turned out to be," says Wes. Jennifer remembers their conversation: "I kept telling him how excited I was, and how I was so happy that I finally could meet him."

Wes arranged to meet his newfound family at a wedding in Texas, where he and Jennifer had so much to say to one another they went for two nights with minimal sleep. "Within days I had gained a great friend as well as another big brother," says Jennifer. Since their initial meeting, the two have spoken regularly on the phone, exchanged

frequent e-mail messages, and shared a winter, spring, and summer vacation.

Aside from having St. John's in common, they've discovered a number of similarities. Jennifer says that both she and Wes are characterized by their soft-spoken manners and serious demeanors. Wes says that they have similar levels of sensitivity, stubbornness about certain things, and basic idealism.

As they've gotten to know each other, their relationship has been exposed to the true test of siblinghood: fighting. "We fight a lot," Jennifer says. "We fight as if we grew up together," adds Wes. The two speak almost sentimentally of their disagreements, which neither see as any threat to their long-term relationship. "We'll definitely always be close," says Wes. "When we first met there was an immediate kinship. It was like meeting someone who you know is going to be a good friend right from the beginning. But when you meet someone like that and it's your own half-sister, that's really a great experience." ●

—by Susan Borden

The Program...

THE ST. JOHN'S REVIEW: AN A-TYPICAL JOURNAL

by Barbara Goyette

Is there a way of thinking peculiar to St. John's? Read the college's own version of an academic journal that's not an academic journal to find out.

Pop quiz: How are Plato's *Meno*, the electric eel, and Michael Faraday connected? Answer: Tutor Howard Fisher gave a lecture, later reprinted in the *St. John's Review* (Vol. XLI, number 1, 1991-92), in which he examined the question of whether Socrates as the torpedo fish stung himself when he stung his interlocutors. The question was a sidelight to an examination of Faraday's experiments on the electric and magnetic properties of living beings.

You wouldn't typically find this combination of subjects in any scholarly journal. That's because the *St. John's Review*, published twice a year in Annapolis, is not a typical academic journal. As immediate past editor Elliott Zuckerman says: "What I looked for were interesting articles that had some connection to the St. John's program, articles that would not find their way into scholarly journals and didn't require keeping up with secondary sources." The *Review* doesn't require a specific point of view from its contributors. Most essays do not follow scholarly conventions in footnotes and bibliography.

But neither is the *Review* popular journalism with its "easy generalization

and simplification" (as its editorial policy states). It is a mix of lectures or reworkings of lectures, thoughtful papers, essays, book reviews, occasional poetry and fiction, and translations. "The *Review* is supposed to represent the sort of thinking that St. John's encourages," says current editor Pamela Kraus. "It's a publication for a reading public."

Traditional academic scholarship consists of a body of knowledge that scholars in the field need to know and try to add to. "But that approach looks at only part of the picture," says Ms. Kraus. "It's as if you were looking closely under a microscope. Yes, you can see things you can't see with the naked eye, but you lose something. Often the human questions can get slighted or the wholeness of a book can recede when you are too concerned with over-specialized inquiries."

Essays in the *Review*, on the other hand, require the author to step back from this kind of examination. "Writers have to present evidence, to offer reasons by which they attempt to persuade," she says. Like the best, deepest kind of thinking that goes on for students of the college—and which it is hoped they will exhibit in their annual essays—essays in the *Review* draw on the program as a whole in their search for illuminating connections. Most contributors are tutors at the college or have some other connection to the program, but this is not a requirement.

The *Review* traces its origins to a magazine called *The College*, begun in 1969. Tutor Laurence Berns was the first editor. "The initial problem

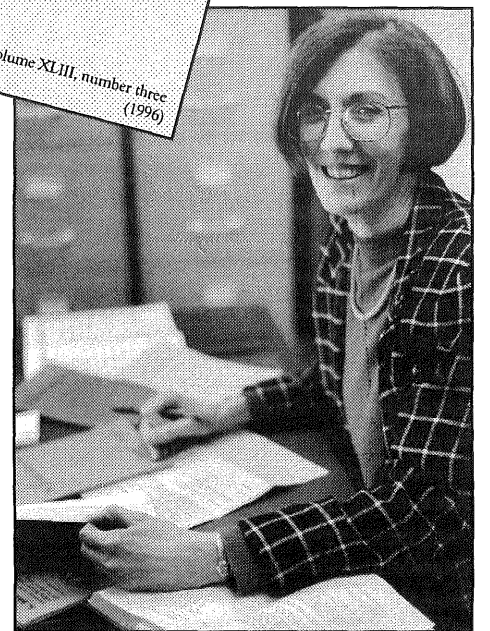
was that they [the administration] wanted it to be a newsletter with campus news and they also wanted it to have substantive articles," he says. "I argued that the college should have a serious literary journal, with the kind of articles that might not be published elsewhere but would be of interest to a St. John's audience." In 1979 the campus news and alumni notes were moved to a new publication, the *Reporter*. Mr. Berns cites as an example of important material published in *The College* the transcription of a conversation between Jacob Klein and Leo Strauss called "A Giving of Accounts."

Other editors of *The College* included tutors Malcolm Wyatt and Beate Ruhm von Oppen. *The College* had a magazine-size format with a different cover each time, either a photograph, a reproduction of artwork, or an original drawing. The publication became the *St. John's Review* in 1980, with tutor Leo Raditsa as editor, followed by J. Walter Sterling. The *St. John's Review* gained its current six-by-nine inch size in 1988 when Elliott Zuckerman became editor. He also introduced crossword puzzles "in the classic British style—every clue contains a definition and some sort of word play." Although many thought Mr. Zuckerman made up the puzzles, he claims to have written only one. Most were set by Ann Martin, under the pseudonym of Cassandra.

Articles for the *Review* are read by Ms. Kraus, who makes the ultimate decisions about contents, and by two other tutors. Book reviews are usually assigned. The current issue exemplifies



Pamela Kraus is the current editor of the *St. John's Review*. Photo by Michelle Baker.



the variety of material carried: a lecture by tutor Eric Salem (A77) entitled "Sun and Cave," an essay on the films of Robert Bresson, Elliott Zuckerman's toast to the new Greenfield Library, and a translation by Pamela Kraus of a long-ignored piece by Andre Lalande that puts passages from Descartes' *Discourse on Method* side by side with passages from Francis Bacon.

As Elliott Zuckerman says, when asked whether the *Review* is unique: "It's more unique than most journals." ●

SENIORS STICK TO TRADITION FOR ESSAYS

What makes a good senior essay topic? Freshmen, saturated with Socrates, might think the key lies in a devotion to truth. Sophomores might be more likely to respond that faith is crucial; juniors that man's rational prowess rules all. But as the seniors in Santa Fe are working feverishly on this spring's essay, a glance at the topics chosen by seniors in recent years reveals which texts consistently hold the most fascination—the "Top Ten" of the Western classics.

The undisputed overall winner is Plato, whose dialogues have generated, in the past five years, 26 senior essays. Shakespeare takes a distant second, with 16 essays, edging out Aristotle, who inspired a total of 14. Other favorites include Kant (12), Marx (11), and Tolstoy (10).

However, when the focus turns to single works, the picture shifts. Now Kant and Tolstoy, both also-rans in the author comparison, and Cervantes, Flaubert, and Milton come from behind to create a five-way tie for the most popular single work. The titles that students selected were *Critique of Pure Reason*, *War and Peace*, *Don Quixote*, *Un Coeur Simple*, and *Paradise Lost*. Adam Smith's *Wealth of Nations* and Marx's *Capital* tied with four essays. The classic conflict between the *Iliad* and the *Odyssey* also settled in a draw, with three essays written about each. Freud, though a program author, failed to generate a single senior essay, but Jung, who is not on the program, produced one.

Many students chose to eschew the literary scene completely, writing instead about music. Bach's "St. Matthew's Passion," and Mozart's "Don Giovanni" were each the

subject of three essays, and Beethoven, Debussy, and Wagner each inspired one essay. Others students chose to brave the difficulties of writing about graphic art, and turned in essays about DaVinci, Titian, and the films of Fellini.

Some students rejected seminar fare and wrote their essays about texts from the science and math tutorials. Darwin was the favorite in this category with four essays. Tied for second, spanning more than two thousand years of math and science, were the works of Einstein, Euclid, Goethe, and Liebnitz.

Though the majority of papers stayed within the program, or within the works of program authors, some strayed into the realms of the "very modern," that is, works produced in the last half century; many were studied in preceptorial. So it was that books by William Faulkner and Gabriel Garcia Marquez were the subjects of as many essays as those by Thomas Aquinas and Chaucer. Lucretius, Plutarch, Epictetus, and St. Anselm found no favor with seniors casting their minds back for topic ideas. Also ignored were Berkeley's *Principles of Human Knowledge*, *The Federalist Papers*, Twain's *Adventures of Huckleberry Finn*, and the poems of Paul Valery.

This year the heavy hitters remain the same—Plato and Aristotle still lead the list for current seniors, with four proposing to write on the works by each author. Shakespeare also got the nod from four seniors, as did the Bible. There is a smattering of essays from the sciences, with Darwin and Kepler on the list; a few essays from political philosophy (Tocqueville and Abraham Lincoln); and several from literature, featuring works by Cervantes, Kafka, and Dostoevski. And, for a change of pace and a little comic relief, a half-dozen seniors say they will also be reading a few books by children's author Judy Blume for her insights on "crime and punishment." ●

—by Caroline Knapp, SF00

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WHERE WAS HEGEL HELP WHEN I NEEDED IT?

by Susan Borden

Life on the Annapolis campus looks positively posh to visiting alumni who remember how they had to tough it out "way back when." The gym has been upgraded. Ditto McDowell, the boat-house, and the conversation room. Senior enabling exams are abolished. The French exam is a thing of the past.

"My goal is to keep students from going off in completely useless directions or pointless tangents during their seminars."

Retyping drafts of papers? I don't think so. On today's campus, the personal computer is king. And just when they are getting used to these changes, alumni are asked to absorb yet another painful innovation: Hegel Help.

That's right. Hegel Help. Today's Johnny can now attend pre-seminar warm-up sessions on Hegel readings. "What happened to the good old days?" alumni might ask as they recall arriving at

seminar awash in sentences like these:

The universal Idea exists thus as the substantial totality of things on the one side, and as the abstract essence of free volition on the other side. This reflection of the mind on itself is individual self-consciousness—the polar opposite of the Idea in its general form, and therefore existing in absolute Limitation.

Tutor John Verdi, who conducted Hegel Help this year, elected to call it "Hegel Warm-Up," explaining that he wasn't sure he was capable of helping with such a difficult subject. "My goal is to keep students from going off in completely useless directions or pointless tangents during their seminars," he says. "I start with an overview of the reading and then I take questions." Out of concern that his warm-up sessions might detract from the seminar, Verdi keeps to a simple rule: "If it's a basic meaning question, we discuss it. If it's a seminar-type question, I ask them to save it for seminar."

Hegel Help is part of a growing network of academic assistance that helps students through the most difficult challenges of program life. Help is available on an occasional basis, through

highlights such as "Kant Practice" and Mr. Zuckerman's annual Tristan lecture, and through four ongoing programs: language assistance, math assistance, music assistance, and writing assistance. The overwhelming majority of assistants in these programs are current students. Annapolis Dean Eva Brann explains that the help programs have their roots in the college's tradition of learning through discussion. "Students have always worked together outside of class, but not all students feel that they have someone they can work with. This way we have students designated to fill in the gaps."

While all of this sounds fine and dandy for current students, alumni reserve the right to grumble about the cushy life of "kids these days." They recall a time before the calculus manual, before the pocket calculator; a simpler time, perhaps a better time. They sigh and hold tight to their memories of the days when Greek, French, German, and Latin were on the program, when lab was four years instead of three, when the application demanded five essays, and when they trudged eight miles from Chase Stone to McDowell in the bitter, driving, Maryland snow. ●



G.W.F. Hegel

My Prose reflects the Absolute Idea—it's perfectly clear!

DOING TIME ON THE DARK SIDE

Dale Mortimer, A75, is a child psychiatrist who also works with prisoners.

by Barbara Goyette

It was tutor Leon Kass's example that inspired Dale Mortimer, A75. A student in Mortimer's sophomore biology lab class with Mr. Kass was depressed about a deteriorating romantic relationship. During a discussion of whether death is a process or an event, the student dramatically stacked his books together, stood up, said "It's a process," and left the room. Later, Mortimer saw Mr. Kass—a physician—knocking on the student's door to make sure he was OK. "That's the single event that made me think about medicine," says Mortimer. Today Mortimer is a doctor with a private practice in child psychiatry and also serves as the chief psychiatrist for the Oregon Department of Corrections.

Mortimer took the job at the penitentiary when he finished his residency—as a stopgap until something better came along. But he found that the work fit nicely with his interest in child and adolescent psychiatry and once he established his private practice, he continued to work with the prisoners. He thinks he is one of only two doctors in the country with that unusual combination of specialties.

It's the most difficult kids who end up seeing Mortimer, the last resort for parents after pediatricians, social workers, or counselors have failed. "In my practice I have a number of teenagers who I fear might end up in prison. Working with the inmates, I have a better idea of what it takes to be a crook, and when I see those characteristics in a teenager, I say to him: Unless you stop drinking and smoking dope and assaulting your parents and start going to school, you are going to prison." If the patient doesn't believe him, he takes the teen, along with the parents, to the prison, and has an inmate listen to the parents' account of what their child has been doing. Then the inmate gives an assessment to the patient and his parents. "When they hear it from the inmates, they believe it," says Mortimer.

Mortimer's private practice informs his work in the prison as well. "Many prisoners have disorders that started when they were children," he says. "For example, 25% of inmates have attention deficit hyperactivity disorder (ADHD). They have a lifelong difficulty with impulsive behavior, which gets them involved in criminal behavior. Once in prison, they continue with that impulsiveness, become difficult to handle, and get put in the hole—solitary confinement. I can often identify their problem and treat it." Mortimer evaluates and treats an average caseload of about 30 patients in the special

management unit, which draws from 14 prisons around the state.

Before deciding on medical school, Mortimer had five years of trying "Plan B," as he says. He wrote his senior essay on Darwin and thought it would be fun to travel around the world as a naturalist. After graduation he volunteered as a naturalist's assistant on Long Island (where his family is from), but found that his interests didn't overlap with those in charge, who tended to be forestry majors who liked to "hunt, fish, and read outdoors magazines." Next he was offered a temporary job with the U.S. Forest Service in Oregon; while there he also volunteered at a low-income community health clinic, rode with the ambulance, and took first aid courses. When he decided to "take the \$60,000, nine-year plunge" into medical school, he applied to Oregon Health Sciences University. Even though the admissions board had never heard of St. John's, they were impressed with the curriculum and accepted him. Mortimer notes that he had to take several chemistry courses at the local college before enrolling, but that "medical school itself was pretty easy after St. John's." By his fourth year, Mortimer knew psychiatry was where his true interest lay.

Most of the prisoners he treats have at least five mental disorders, some more treatable than others. When asked about the relationship of mental disorders to criminal behavior, and whether his idea of evil has changed with this job, Mortimer skirts the issue. "We see the underside of life, and it's not a pretty picture," he says only half-joking. "There are sharks out there, psychopaths who do not appear to have a conscience. They are not treatable; no one knows what to do with them." Drugs are a growing problem among the prison population; Mortimer says that some inmates he's seen have been misdiagnosed as psychotic because they acted paranoid or hallucinatory, when actually they had "massive polysubstance dependence."

However, Mortimer draws comfort from his work with children, who have a "natural tendency to please the people important in their lives. When something significant is blocking that, they can get in trouble. If I can find it, their personalities are self-righting."

Although Mortimer didn't count on sticking with the prison work, he has found that the two kinds of psychiatry can be natural companions—insights gained in each contribute to his ability to puzzle out problems in the other. ●

