

REPORTER

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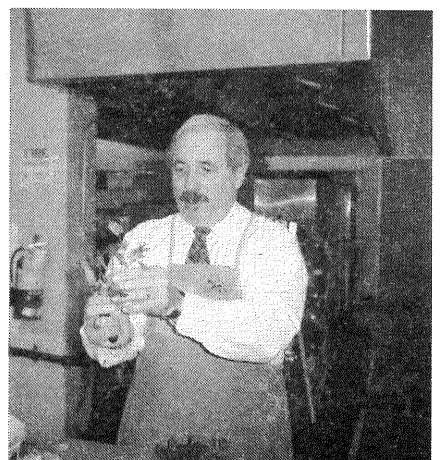
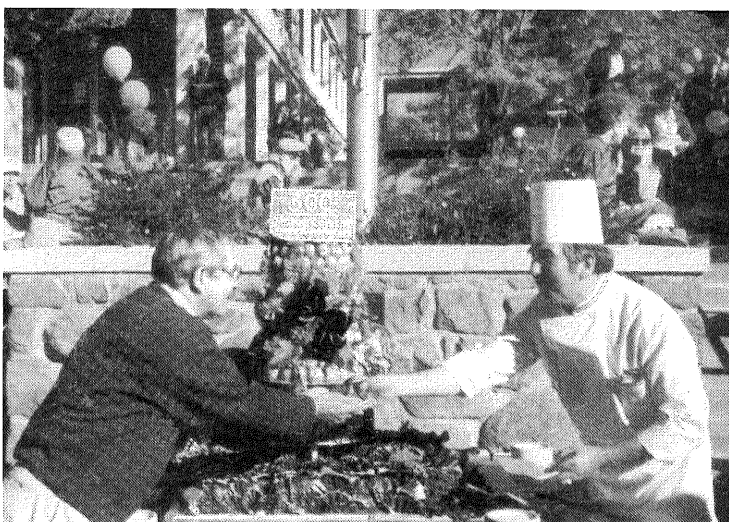
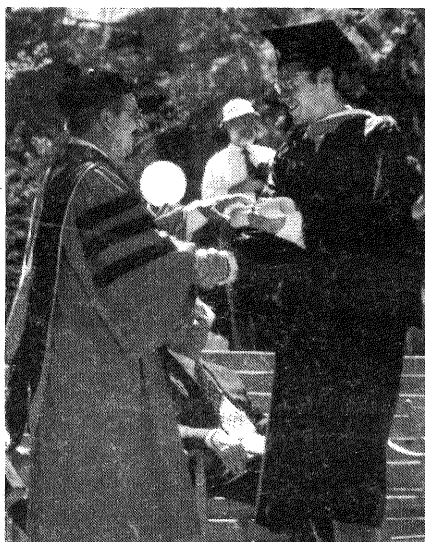
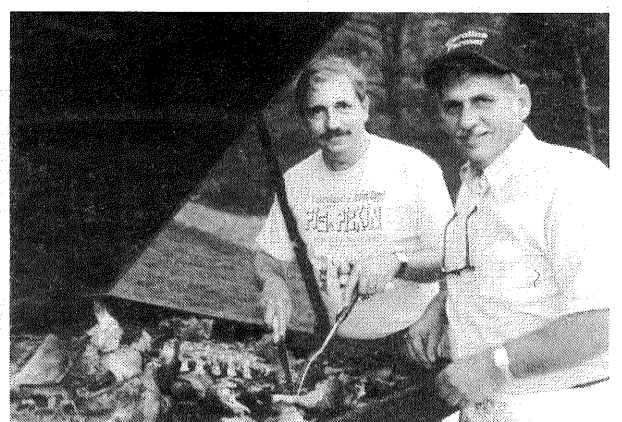
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ST. JOHN'S COLLEGE

ANNAPOLIS • SANTA FE



JOHN AGRESTO, PRESIDENT, ST. JOHN'S COLLEGE, SANTA FE, 1990-2000

Top row: with board member Paul Tierney; at the Pig Pickin' Middle row: at Commencement; at the Student Activities Center Groundbreaking Bottom row: on the 300th Anniversary; as chef

From the Bell Towers...

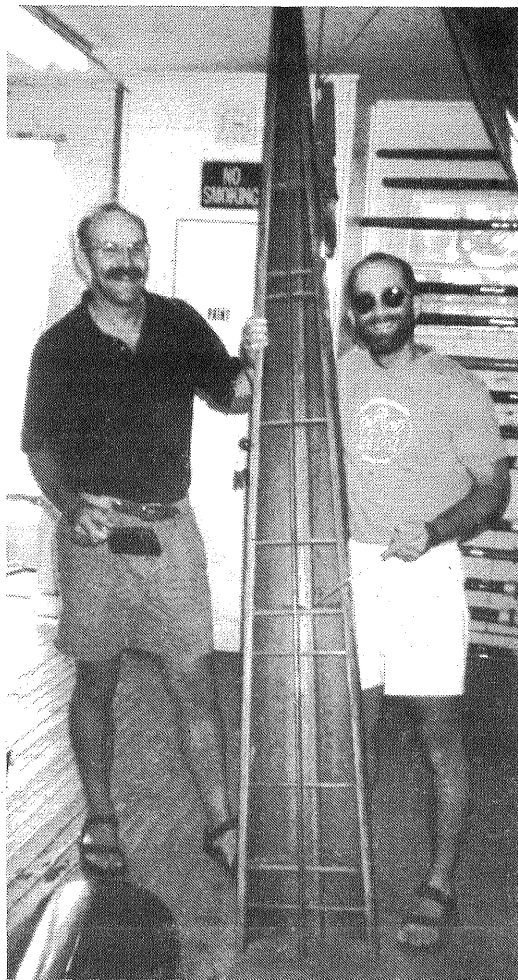
THE LEAD SLED FINDS ITS KARMA

There are boats, and there are boats. When Jamie Whalen, A81, considered last winter the sorry shape of the beloved St. John's College racing shell the "Lead Sled," he knew that it would be an offense against the heart of the crew to "send it to the glue factory" (making it, alas, the "Dead Sled"); and he hatched a scheme.

Whalen was living in Annapolis in the late 1980s when interest in crew was growing at the college. He became involved, then more involved, and now he is a sculling instructor and coach with a national reputation, as well as a professional boat-repair guy. And the "Lead Sled"? It was a huge, heavy wooden eight-seat shell, bought from Washington College in 1989. "Nobody in their right mind wanted wooden boats for rowing," explains Leo Pickens, A78, Director of Athletics. Washington College was, like the rest of the sane world, switching to fiberglass boats.

But the big wooden boat, swiftly dubbed the "Lead Sled" for its mighty mass, had virtues of its own. The shape of the hull made it easy to balance, and its great weight meant that its momentum ($F=ma$, after all) could be astonishingly palpable. It became a great favorite among the crewbees over the years. Eventually, however, the old girl's hull sustained enough cracks and damage that major maintenance was required merely to keep her afloat.

Typically, retired racing shells



above: Jamie Whalen (A81) saws "the lead-sled" into coffee table-sized pieces.

left: Leo Pickens (A79) and Jamie with the remains of the boat.

that are not abandoned to the elements are sold to trendy eateries and retail establishments for ceiling embellishment. Whalen thought, though, that the Sled would find a more dignified retirement in the homes of those who had occupied her "staterooms."

Pickens compiled a list of over 250 alumni who had rowed crew, and sent out a letter asking who might be interested in owning a piece of history. Last June he and Whalen sharpened their saws and cut the boat up according to Whalen's master plan, fitting four

staterooms with plate glass tops to turn them into coffee tables, and salvaging the other seats, and the rudder, bow, and stern. They sold the tables to rowing alumni just to cover costs; and doled out the other parts to appropriate parties.

Stateroom coffee tables went to Dani Schaffel A98, Matt Carter, A96, John Michels, A95, and Matt Fremont, A94 (as a wedding present for his sister Sara Fremont, A97); Beth Martin, A94, got the cox's seat, Nelson Hernandez, A99, scored the "whale tail" rudder, townie Stan Mitchell, a longtime boathouse hand, was given the stern, and the bow was mounted and hung in the boathouse.

Shipping was not included in any offer, so Pickens has enjoyed the visits of these crewbees of yore as they've shown up to claim their prizes. He has a plan for seeing even

more of his past rowers: the "Robert Klinger," another old wooden shell, but only a four-seater, will be retired when it can be replaced. Whalen's and Pickens's saws will be poised. ●

Roberta Gable

GRADUATE INSTITUTE COMMENCEMENT, SANTA FE (EASTERN CLASSICS AND LIBERAL ARTS) AUGUST 13, 1999



Left to right, back row:

Gregory Koehlert, Jason Raymond, William Montgomery, Dan Freeborn, Claire Peterson, Lancelot Bourne, Ellen Stevens, Emile David Kosoff.

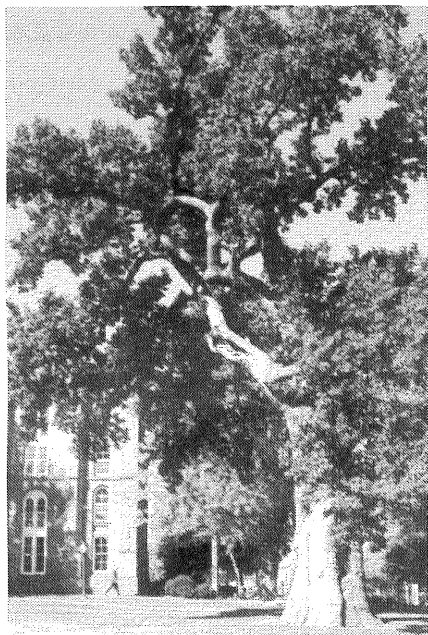
Middle row:

Samuel Kosoff, Homayoon Sepasi, Max Gruner, Leslie Gallagher, Dmitri Wolf, Michael DiMezza, David Polchin.

Front row:

Barbara Brown, Rachel Napolin, Sheridan Phillips, Sarah Hadley, David Levine (Director of the Graduate Institute, Santa Fe), Jean-Paul Ruch, Karla Miller, Noah Evslin.

From the Bell Towers...



LIBERTY TREE'S LAST STAND?

The Liberty Tree, the 400-year-old tulip poplar on the Annapolis front campus, is the oldest living survivor of the Revolutionary War; it has endured through the normal ravages of time like decay, disease, drought, and storm damage, as well as pranks like having a fire lit in its trunk (a deed perpetrated by town boys, not St. John's students). Politicians wax poetic about its meaning as a symbol of liberty – the firebrands of the colonial revolutionary movement met beneath its branches to plot their resistance to British rule. Generations of St. John's students have read, dozed, played croquet, and graduated in its shade.

Now the tree is in serious danger, a result of damage from Hurricane Floyd, which hit the Annapolis area with strong winds and 12 inches of rain on September 16. Already weakened by its age and the weight of its branches, the tree developed a 15-foot crack in the trunk. The large limb closest to Pinkney – which had been held in place by wires – was loosened. The local tree company that has taken care of the Liberty Tree since 1959 inspected the damage and advised taking the tree down. President Chris Nelson and other college officials decided to seek further opinions in hopes of saving the tree. Meanwhile, an orange plastic fence with a radius of 100 feet or so was erected around the tree and students were cautioned to stay outside the fence. Students who lived in the six rooms in Pinkney were moved to prospective and guest rooms because the loosened limb was dangerously close to the dorm. As *The Reporter* was in production, the college was still considering ways to try to save the tree. There will be a full story in the next issue (due out in early February) about the fate of the Liberty Tree. ●

Barbara Goyette

CHARLES FASANARO – *CATHOLIC DIGEST* RECOGNIZES SANTA FE TUTOR

Catholic Digest recently awarded Charles Fasanaro first place in their "Good Egg Award" competition. Mr. Fasanaro has been a tutor at St. John's in Santa Fe since 1991.

In 1997, *Catholic Digest*, as part of the Make Your World a Better Place Campaign, began an initiative called the Good Egg Awards. The Good Egg Awards were created to honor "people in our everyday lives – those people who give...with no expectation of recognition...special people whose contributions are

stantly helping students, often on a daily basis, even "staying up until 4:00 a.m....only to get up at 6:00 a.m. to prepare for class."

As Mr. Lynam notes, "Wherever Mr. Fasanaro is, there is always an entourage of students listening, and asking questions. Why? The attraction seems to stem from his character. He is a vessel of living wisdom, and teaches as much by example and presence as with words." This ability to change the lives of others doesn't come only from his presence, but also his actions. However, the significance of the Good

Egg award isn't that Mr. Fasanaro changed one life, but that he has changed several, that he changes lives every day of his own life.

An excerpt from the *Catholic Digest* article describes Mr. Fasanaro as using "his life experiences to help others who are struggling or need to talk with someone who understands. When he is not working with students, he can often be found volunteering with veterans, reading his poetry to them to facilitate the healing of emotional wounds, or assisting his disabled parents."

Mr. Fasanaro's thoughts on his

award are thankful, modest, and oriented towards his St. John's tutorship. "It's very nice to be recognized by a wider community, but it's an honor to be here at St. John's and learn with the students. Teaching, having such fine students, having the opportunity to teach throughout the program, is its own reward. There's no way of being a tutor and not going the extra distance – and my colleagues all do the same."

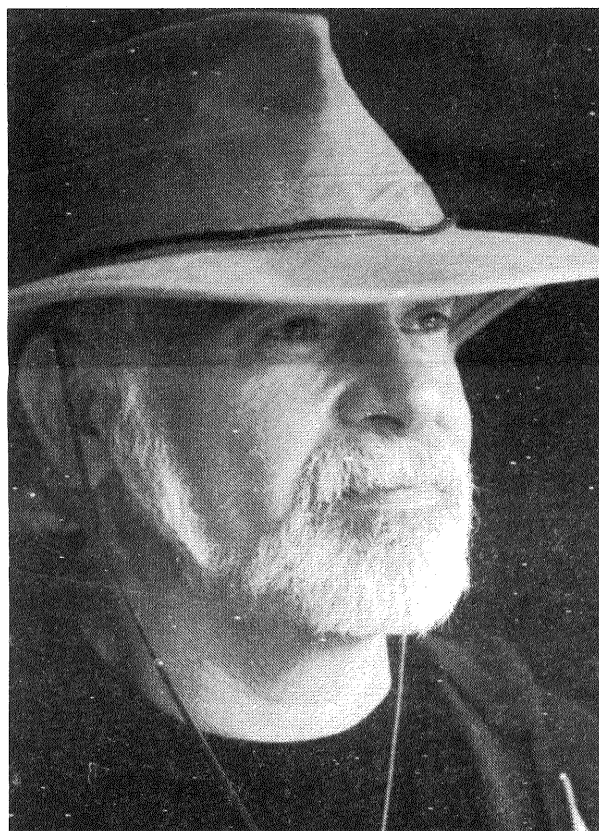
Mr. Fasanaro earned a Bachelor of Science in chemistry from Manhattan College, and a Masters of Arts in Religion with Distinction from Iliff School of Theology, in Colorado. His Ph.D. is in Philosophy of Religion from University of Denver/Iliff School of Theology. He is an oblate member of the New Camaldoli monastery in Big Sur, California. He works with combat veterans as a poet, playwright, and counselor. His book of poetry, inspired by his experiences in Vietnam, is entitled *Velocities of Rage*. He has also written a play based on these experiences called *Hunting with the Moon*. In ad-

dition, Mr. Fasanaro has done work on military ethics with the Joint Services Conference on Professional Ethics and the U.S. Air Force on a character development program.

Mr. Fasanaro is currently on sabbatical. He intends to spend his time writing articles, practicing Beethoven and Haydn piano sonatas, leading a monthly seminar for town members, and learning Italian. ●

Aaron Mehlhaff (SF01)

Excerpts reprinted with permission from Catholic Digest.



making this world a better place... our unsung heroes." The award is open to anyone and the contestants are nominated by readers of the magazine. The only requirement for the nominee is that they be a part of the everyday life of the person nominating them.

Mr. Fasanaro was nominated for *Catholic Digest's* Good Egg Award by his student, Doug Lynam (SF96), who gives his former tutor and present friend "sole credit for transforming me from a self-centered individual to someone whose life is based on strong moral principles." Fasanaro has a lifelong history of committing himself to others that dates back as far as his childhood in New York City teaching neighborhood kids English and math. On many occasions he has taken those in need, drug addicts, those with family problems, into his home and counseled them.

In his nomination letter, Mr. Lynam writes that Mr. Fasanaro's concern for his students goes far beyond the classroom. He is con-

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From the Bell Towers...

SCORN FOR NO MAN

A Look at Alexander Meiklejohn

Here passed Alexander Meiklejohn, with a twinkle in his eye, the truth by his side, freedom in his bones, conviction in his heart, and scorn for no man.

I have read these words, which hang on a plaque in FSK Lobby, for 16 years—first as a student and then as an employee of St. John's. When I read them as a student, I thought they described the ideal tutor. Since graduation, they have seemed to describe a more universal ideal. Last summer, I noticed a reference to Alexander Meiklejohn in Mary McCarthy's *The Group* and I began to wonder who he was beyond these inspiring words. A quick search of the Greenfield Library catalogue revealed six books by Meiklejohn, all relating to freedom, education and free speech. A seventh book, a collection of his writings, included a biographical study in which Meiklejohn was positively idolized. And, interestingly enough, the study closed with the words written on the plaque, which were attributed to Peter Weiss, an alumnus of St. John's from the class of 1946.

When I asked Weiss about the words, he explained that he met Meiklejohn at St. John's. "He was great friends with Barr and Buchanan, particularly the latter, and while they were in Annapolis, Meiklejohn used to come for a week or two, sit in on seminars, hang around the campus and talk to students and faculty," said Weiss. "My first encounter with him was when he unobtrusively took a seat in the back of a seminar, listened attentively to the discussion and never

said a word except when it was over: 'Thank you very much for letting me hear what you had to say.'"

Meiklejohn's interest in St. John's was part of a longtime interest in education, particularly liberal education. He began his career as an instructor in philosophy at Brown University in 1897; he was appointed dean in 1901. In 1911, he became the president of Amherst College,

to some degree on the New School for Social Research in New York. In 1938, he retired from teaching but maintained his interest in education, spending a month each year in Annapolis as a consultant to St. John's—then in the earliest days of the New Program.

Concurrent with his work in education, Meiklejohn was a thinker and writer about constitutional issues,

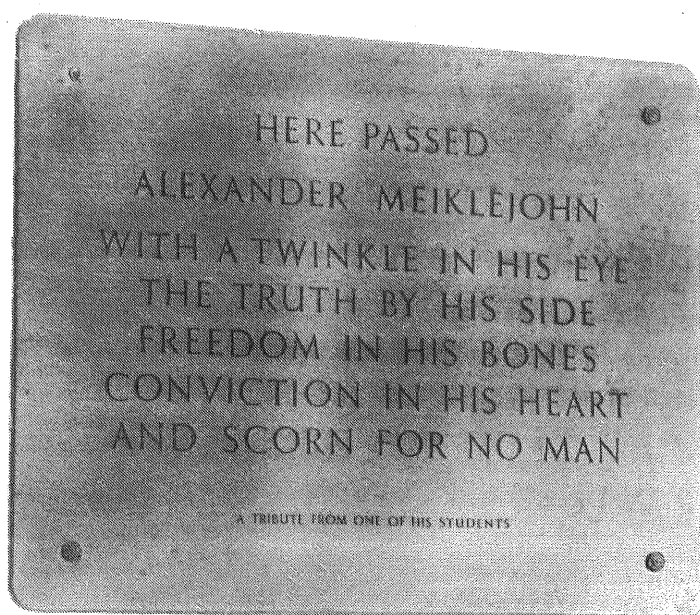
Harper's, *The Nation*, *The New York Times Magazine*, and *The Progressive*. In 1963, he was chosen by President Kennedy to receive the Medal of Freedom and in 1964, he agreed to lend his name to a civil liberties library in Berkeley, now the Meiklejohn Civil Liberties Institute.

From 1920 to 1960, Meiklejohn published nine books. He wrote articles, reviews, and pamphlets, from an 1897 review of *La modalite du jugement* by Leon Brunwschvieg published in *Philosophical Review* to "Words of Advice to the Graduates of Any Class at Any Time," published posthumously in *The Bill of Rights Journal* in 1968.

His playful sense of humor and gently bold personality are revealed through numerous anecdotes in Cynthia Stokes Brown's book, *Alexander Meiklejohn: Teacher of Freedom*. One passage tells of Meiklejohn's response to Supreme Court Justice Felix Frankfurter's suggestion that "their common interests might be better served if Meiklejohn would spend three years in a good law school." Meiklejohn replied, Brown says, "that he would be glad to do so, if he could know that the Justice would spend the same three years in a school of philosophy."

Weiss describes how Meiklejohn was thought of by the St. John's community: "As a wonderful, thoughtful, elfin presence; as an educator par excellence, compared with what passed for education in other colleges and universities; as a subversive, in the best sense of the word." Meiklejohn died in 1964 at the age of 92. ●

Susan Borden



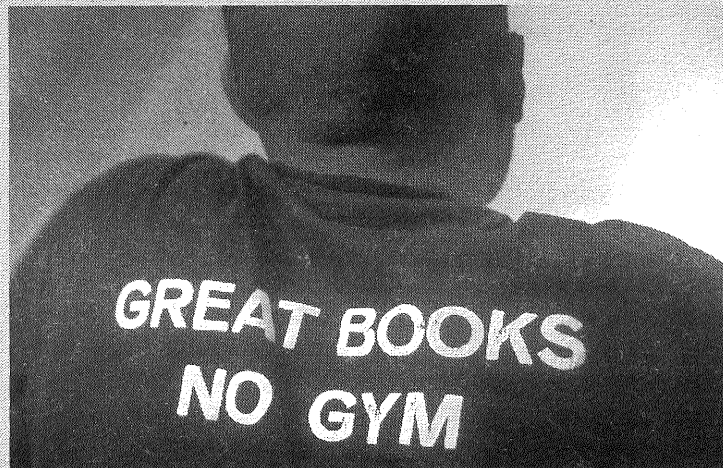
where he was an influence on the thinking of New Program founder Scott Buchanan. In 1926, Meiklejohn was given the opportunity to plan and run an experimental college within the University of Wisconsin. The first year of this two-year interdisciplinary program was devoted to the study of Athenian civilization in the fifth century. In 1934, Meiklejohn was hired to establish a school for adults—the San Francisco School for Social Studies—modeled

particularly free speech. He was elected to the National Committee of the American Civil Liberties Union in 1927. In 1962 he became the chairman of the National Committee to Abolish the House Un-American Activities Committee. Although he never attended law school, his legal arguments were published in the journals of the law schools of Indiana, Duke, and Chicago. His interpretations of the Constitution were published in

WORK HAS INDEED BEGUN ON THE STUDENT ACTIVITIES CENTER IN SANTA FE



Photo by Mark St. John (SF82)



The new student activities center (SAC) in Santa Fe is scheduled to be completed by August 28, 2000 - just in time for students arriving in the fall semester. The SAC will include a gym for basketball and volleyball, racquetball and squash courts, locker and shower rooms, offices for the Student Activities Office, equipment rooms and a patio.

Pictured above, a student sports a soon-to-be obsolete, collector's item T-shirt.

From the Bell Towers...

INSTRUMENTALITY

News about coming improvements in the laboratory apparatus inventory, and, in honor of the great moments of the SJC lab program, some photos of antique instruments.

The Millikan oil drop experiment, the Archimedes crown problem, examination of the beef heart and sheep pluck (lungs and heart), metal balls rolling down inclined planes, measuring the speed of light – the great moments of St. John's lab classes remain constant even within the part of the program that has changed the most over the course of the past 60 years. There used to be four years of lab, now there are three; Lamarck used to be read, now students clone carrots; fruitflies used to be chloroformed, now bacteria are subjected to interrupted mating so their genes can be mapped. Reading the scientific classics and performing the experiments that led to them and from them allows students to see how the ideas of science come to be, the logic behind the reasoning. The process of inquiry becomes real.

But if the equipment doesn't work, the experiment won't work. Although there's a certain pride in coming to grips with the reasoning regardless of the success of the experiment, a clear result would once in a while be nice. Plus, to avoid "fossilization," St. John's has to find ways within its curriculum to recognize new classics as they emerge and to incorporate contemporary scientific advances. That's why both campuses have decided that laboratory improvements are in the highest category of priority for money-spending during the next few years.

To jump-start the laboratory improvements, the college applied for and was awarded a \$150,000 grant from the Arthur Vining Davis Foundations for the purchase of new lab equipment – the funds to be split equally between Annapolis and Santa Fe. (Annapolis also has received a grant from the National Science Foundation, which was used to upgrade the astronomy observatory, and a grant from the Howard Hughes Medical Institute for the renovation of six biology laboratories.)

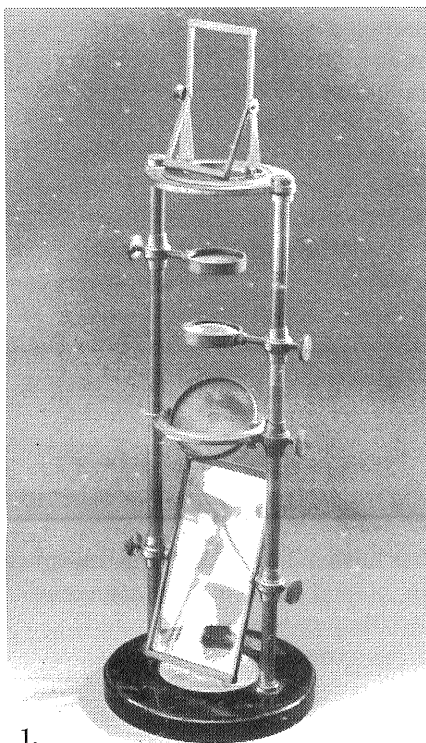
The Arthur Vining Davis funds will be used to purchase equipment and materials to upgrade the biology, chemistry and physics labs in Santa Fe. Old equipment will be replaced and equipment that to date was either done without or borrowed (such as the ultra-low freezer at Los Alamos Labs) will be bought. Also planned are a second campus academic computer center in Evans Science lab and eventually renovation of space for a second physics lab, two classrooms, project stations, and storage. Examples of equipment needed are: analytical balance, spectrophotometer, ultra-low freezer, Millikan oil drop apparatus, Rutherford scattering device, Lenz's Law measurements, and projectile launchers, among others.

In Annapolis, the money will go for: deionization system, micro-centrifuges, spectrophotometer, microtome, ultra-low freezer, Millikan oil drop apparatus, wave motion demonstrators, and photoelectric effect apparatus, among others.

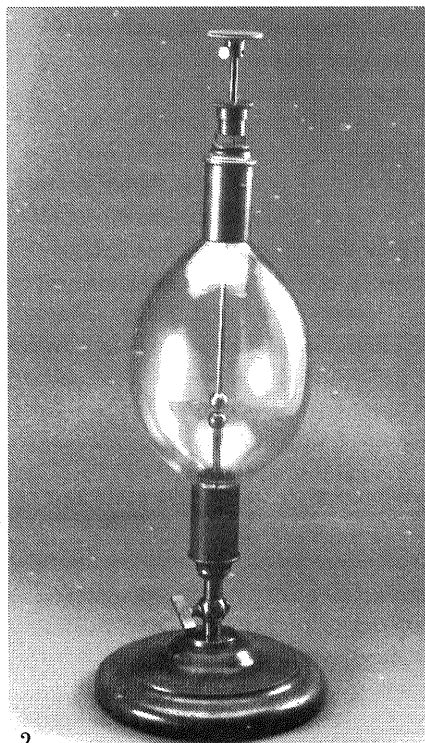
In honor of the great moments of lab, let's look at some of the antique lab equipment the college has. These pieces are on display in cases in Mellon Hall. Some are primitive versions of things like microscopes and spectroscopes. The speculations on their identification and explanations of their use are by tutor Howard Fisher and by Mark Daley,

lab director. (Alumni who have differing or more penetrating insights about the instruments pictured are invited to let us know – write The Reporter, SJC, Box 2800, Annapolis 21404 or e-mail b-goyette@sjca.edu.) ●

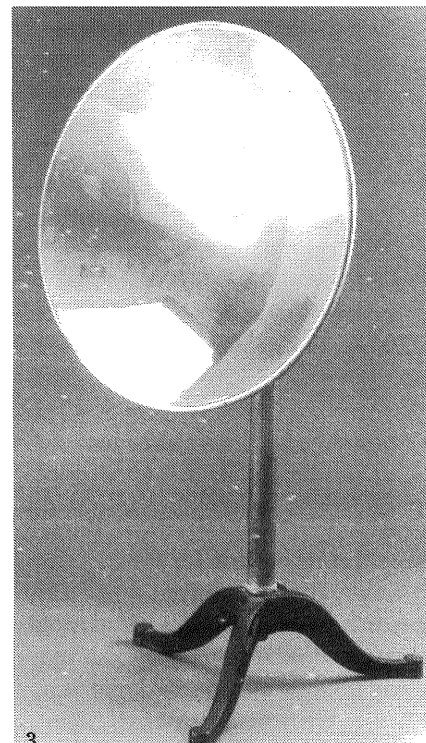
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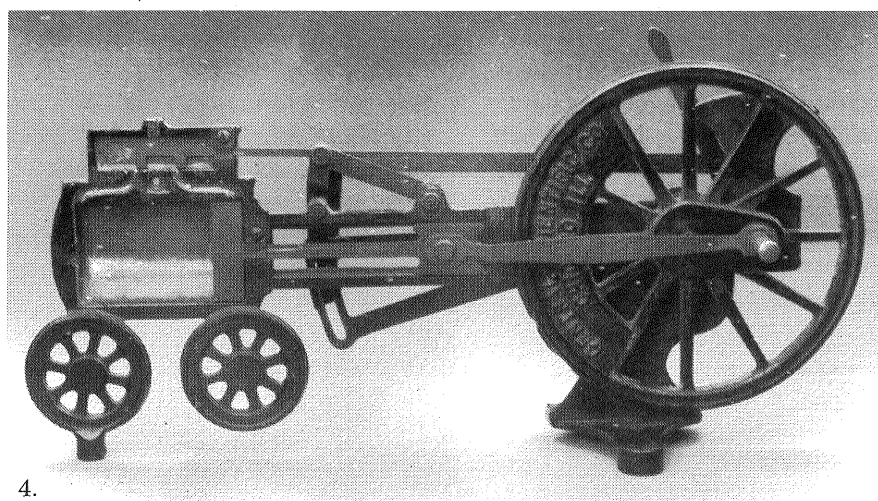
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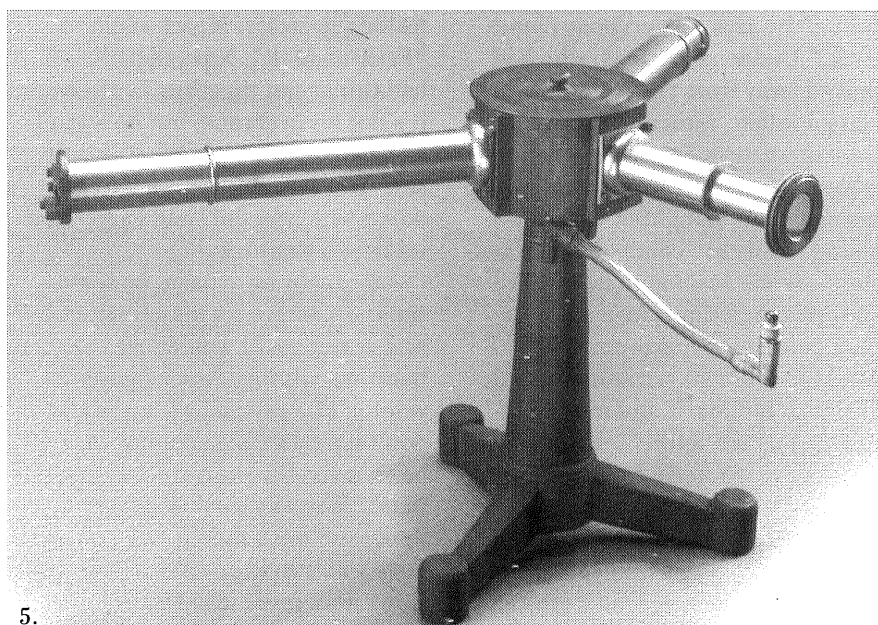
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1. Biot's Polariscope: A late 19th or early 20th century device for studying polarized light and the polarizing properties of various materials. (A second mirror is missing at the top of the instrument.)

2. Electric Egg: Colloquial name for this 19th century instrument. The chamber can be filled with various gases. When a high electric potential is applied, an arc develops; the properties of the arc depend on the gas present.

3. Parabolic or Spherical Reflector: That the surface is polished indicates that this instrument was used to focus heat or light, or it could be used to focus sound, speculates Mr. Fisher.

4. Model of a Piston Engine: This model of a steam-powered engine probably dates from the 1880s and was made with the look of a railroad engine in mind.

5. Spectroscope: Used for analyzing flame. Burn a gas in front of one telescope and look through the other short one; a known spectrum is introduced in the large telescope so that the unknown spectrum can be compared with it.

Photos by John Bildahl

From the Bell Towers...

EXCERPTS FROM A TRIBUTE TO MR. SACKS

at The Alumni Homecoming Dinner Dance in Santa Fe on Saturday, July 17th, 1999

Mr. Sacks taught my freshman Greek class. Having taken Latin and French in high school I mistakenly assumed that Greek would be easy. I was wrong...The result of his [Mr. Sacks'] intervention would be that our appetites would be whetted for further study and reflection. "Why was it," he would ask "that such a word would have such a meaning?" ...And "What were they really getting at by using such a word rather than some other?" Suddenly the very language that was being used to convey thought became thoughtful and exciting.

I cannot think of a better introduction to St. John's College.

He turned it [language] into a door that opened the way to many shining new worlds: thereby offering an approach to the exploration of the great books in the St. John's program. Following his example, wisdom could be sought, even if no pat answers were ever guaranteed. Go cheerfully and directly, delve deeper, and pursue the quest was effectively his message.

I would like to share a more recent story which illustrates the ongoing nature of Mr. Sacks' positive contribution to our college community and the consistency of his intent. Last summer,

when I was observing an alumni association board meeting, the group was trying to determine just what their current mission ought to be. Mr. Sacks urged that it be to continue together the life of inquiry.

And there you have it. True to form. He would sustain the connection for all of us past, present, and to come. We are encouraged by Mr. Sacks to continue as we initially did during our heady school days, and hopefully well beyond: to quest together, in good fellowship, and of course, with him, as ever our mentor and comrade. ●

Elizabeth Pollard Jenny (SF80)

Lilliput in the Heartland continued from page 19

became a woodsman, with an axe instead of a rifle, and Deddens painted a plaid shirt on him for fun.

So much for sculpting—until a collector who had bought a kit of mold-making supplies encouraged him to come on over and try his hand at casting. He bravely broke the axe-wielding arm off his little woodsman, made a mold, cast the parts in a lead/tin alloy, put him back together, and voila! The collector encouraged him to do more figures, he sought the advice of the folks over at Art Things in West Annapolis about a medium and they turned him on to sculpting wax, and he was off, making first a Civil War boat party in a little launch, and then an informal camp scene of an impromptu Navy band.

Meanwhile he returned to the college's employ as the bookstore manager in 1990. But when, in December of 1991, he took his work to the toy soldier show at the Loews Hotel in Annapolis, the collectors went wild, and he "sold a bunch" of the figures he'd cast from his wax sculptures. Civil War figures were unusual in the toy soldier world at that time because of the British beginnings of the genre, most soldiers were off to fight Napoleon, the Zulus, or somesuch, rather than on these shores. Around 1966 the toy soldier almost became extinct, because of laws passed to protect children from lead poisoning. Up until then, most soldiers were intended as children's toys, and were hollow cast lead, painted with lead paint. (The hollow casting process was developed in the late 1800's by Britains, a leading British company, because while labor was cheap [picture a huge room full of little old ladies

with paintbrushes], materials and shipping were expensive.) When the lead laws struck the industry, many companies switched to manufacturing other kinds of toys. And little boys got used to green plastic Army men.

Those first TedToys did have lead in them, which was perfectly acceptable in collector figures not intended for children; but when Maris was born in December 1992, Deddens started thinking about the safety issues in his work-at-home pursuit, and eventually switched to a lead-free tin alloy, 94% tin and the rest copper, bismuth, and other metals. As interest in TedToys grew, and as he and Kate talked about what it would take to keep one parent at home with their daughter, and as they looked around Annapolis and wondered what was keeping them there in the high-rent district, they forged a getaway plan.

"There's something about Kentucky," he says. "Everybody comes back." Deddens' parents, who had moved away from the state when he was an infant, returned to Owensboro in western Kentucky when they retired. His father, "besotted" with his new granddaughter, urged the young family to "come on out"; and they saw the wisdom in it. In 1993 they bought a tiny house in Lewisport (a teeming metropolis of 1778 souls) and Ted stayed at home with 8-month-old Maris and worked at developing his soldier business while Kate worked a full-time job ("for a building supplies distributor—she had to learn a whole industry!"), did some free-lance writing and editing, and pursued a master's in mental health counseling at Western Kentucky University. In 1998

she received her degree, gave birth to Abby, and switched places with her husband: now she's the full-time mom (and part-time literary agent), and they are supported by TedToy Miniatures. A few years ago they fled the bustle of Lewisport for the peace of Fordsville, and found a much larger house on an acre of land, where they enjoy the rural isolation more than they'd dreamed possible.

They're twenty-five miles from the nearest town of any size. "We're just not in the mainstream anymore—it's a weird lifestyle," Deddens says. He credits his St. John's education with bringing this happy weirdness about. "Rather than giving me a particular direction, it affected my life as a whole. I became willing to do this rather than a lot of other more conventional things." He experiences culture shock when a toy soldier show (he goes to about five a year) takes him to a major metropolitan area. ("I was in Indianapolis for a show last March—next to a 'Fashion Mall'. Now, there's two bad things put together!") He knows it's not for everyone, but he warmly advocates the simple life. "People say, 'You actually make a living doing what you do?' and I say, 'Hey we live in Kentucky!'"

Like many an artisan, he sometimes dreams of (in his case literally) bigger things. "I would love to try my hand at sculpting larger figures, that wouldn't be covered with paint. But I don't have a strange enough vision to be an artist I'll always be a craftsman... What I really need to do when I get the time is build a chicken coop. Kate wants to keep chickens, and I think it's a great idea." ●

Roberta Gable

BVG CONSIDERS GOVERNANCE OPTIONS

In July of 1999, Greg Curtis, the Chair of the Board of Visitors and Governors, appointed a committee to discuss the governance structures of the college. The committee is to make a recommendation to the Board regarding the organization of the Board, the presidency, and the administrative structures that would be most effective in accomplishing the St. John's mission into the next century. The term of the Committee is intended to be only one year. During that year, the Committee will:

1. Determine which governance structures for the college may be feasible (including the existing structure).
2. Examine the pros and cons of each feasible structure.
3. Report periodically to the Board of Visitors and Governors on the status of the discussions.
4. Submit to the Chair of the Board, not later than February 1, 2000, a recommendation for a prospective governance structure for the college.

After an initial meeting in July, the committee is pursuing three phases of its deliberations. First, we met in a retreat setting in August to formulate draft recommendations. Second, those recommendations will be discussed and evaluated by a variety of groups, including faculty, staff, students, alumni, and administrators of the college. Finally, their comments, concerns, and suggestions will be integrated into the Committee's work. The final recommendation will be presented to the Board as a whole.

The intention of the Committee is that this process generates a governance structure and implementation plan that respond to the needs of the college for effective administration without adversely affecting either the program of instruction or the community on either campus or the college as a whole. As our work progresses, we will continue to inform members of the community about our findings and our recommendations. ●

Glenda Holladay Eoyang (SF76)

Philanthropia...

IMAGES AS A PROMPT TO MEMORY

From **Claiborne Booker** (A84), chairman of the communications committee of Philanthropia:

By now most alumni have probably had a chance to open up the envelope that arrived in the mail from Philanthropia and look inside. The orange and black St. John's calendar with *The Chairs* on the cover sent to all alumni of both campuses highlights some of the milestones of the college, both for the current students and for posterity. (We hope you'll use the calendar to make note of your own milestones for the coming year.) Moreover, we were able to draw upon the college's rich photo archives to reawaken those misty images of the campus of yore.

For me, it was a wonderful time to reflect on the beauty of the settings and think once again about *The Books*. Classroom scenes (with smoking!) are timeless, as are the memories they evoke. Several alumni contacted us with anecdotes and/or reflections about the college that were prompted by the images in the calendar. Perhaps you will help add to the memories they cite.

From **Bob DiSilverio** (SF78/79):

1) I enjoyed the photographs and am glad Philanthropia sent the calendar.

2) After reviewing the pictures, I grabbed a pushpin and stuck the calendar to my wall. Someone on the unofficial SJC Alumni E-mail mailing list complained that the calendar does not have a hole drilled in the pages to facilitate hanging. Initially, I was of the opinion that this rein-

forced SJC's reputation as a Liberal Arts college and an ivory tower. (At an engineering school, the calendars would almost surely have featured a "hanging hole.") Upon further reflection, I concluded that the designers of the calendar had not overlooked the "hanging hole." This was an aesthetic decision. Obviously, the intent was that we would use neodymium magnets to affix the calendar to our refrigerators or filing cabinets. I felt really stupid for using a pushpin.

3) There are several pictures of the tower of Weigle Hall. None of

them was taken during November 1977. On Halloween of 1977, **Matt Rowe**, aided by **Cullen Hallmark** and yours truly, climbed the tower of Weigle Hall and impaled a jack-o'-lantern on the topmost spire. It was visible there in various states of corruption and disintegration for quite some time. Thus, none of the Weigle Hall photos was taken in November 1977. QED.

From **Susan T. Case**, parent of **James Knerr** (A96):

That is my son, James Knerr, shown playing croquet in the photo

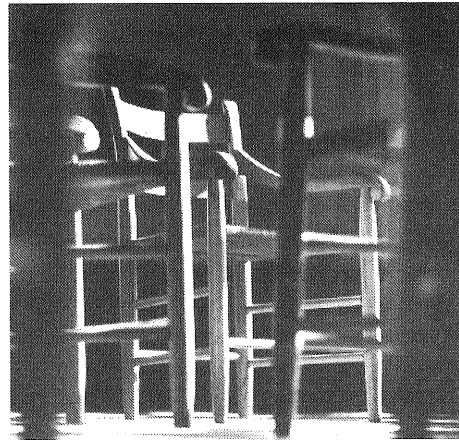
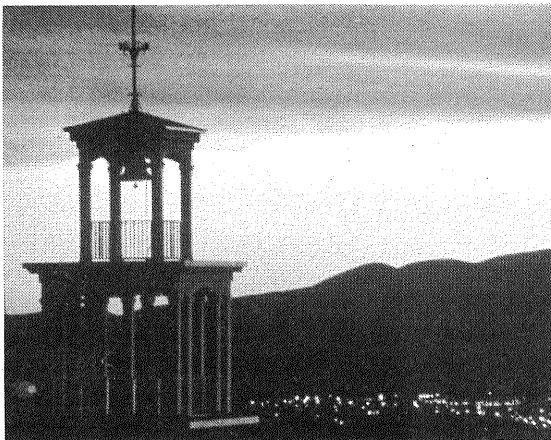
for April 2000. His esteemed partner (in the undershirt) is **John Sifton**. John is in his third year at New York University law school and James is in his second year of law school at Catholic University. They are both delighted to be "Mr. April" on your calendar.

From **Sam Kutler** (A54):

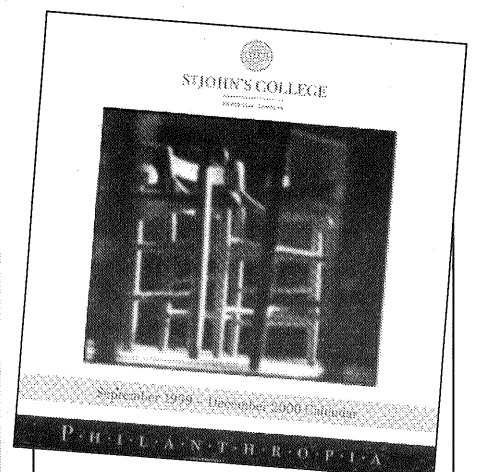
I can identify many of the people in the Coffee Shop photo that appears for December 1999. First of all, it couldn't have been 1956, as identified in the caption. It must have been 1953 or so, because there are some members of the class of 1955 pictured. The woman on the far left is **Emily Kutler**, who is my wife. She was in the first class of women, the class of 1955. Next to her is **Hugh McKay**, class of 1955. Next to Hugh is **Carolyn Banks-Leeuwenburgh**, class of 1955; then **Peter McGhee**, **Barbara Dvorak Winiarski** (both 1955) and **Everett Wilson**, class of 1956. I think the

person on the far right is a tutor, and it might be **Hugh McGraw**. I don't know who the fellow in the front with the cigarette is, and I don't know who has his back to the camera. That's something from Apollonius's conic sections on the blackboard.

Note: Philanthropia is the newly formed Alumni Development Council, a group of alumni devoted to strengthening St. John's by encouraging financial support from alumni.



Alumni volunteers for Philanthropia who will be class leaders, participate in phonathons, and act as spirit volunteers, met in Annapolis on September 18 to plan fundraising strategies for the coming year. They are (back row) Gary Edwards, SF79; Susan Eversole, SF79; Eloise Collingwood, A80; Ann Cruse, A76; Anne Schanche Ferro, A80; Marta Lively, A78; Rebecca Michael, A97; Rebecca Dzamov, A95; (front row) Brett Heavner, A89; Bill Blais, SF94; Natalie Arnold, SF94; Amber Boydston, SF99; Sarah Liversidge, A94; Mike Afflerbach, A94; Lee Zlotoff, A74.



HAVE YOU RECEIVED YOUR PHILANTHROPIA CALENDAR?

If not, please contact the Advancement Office in Annapolis at 410-626-2507 or in Santa Fe, 505-984-6109.

JAMES CAREY INTERVIEW...

Interview with James Carey, Dean, Santa Fe, on John Agresto's tenure as President of the Santa Fe Campus, 1989 - 2000. Mr. Carey was interviewed by Laura J. Mulry.

LM: John's tenure spans a decade. What do you see as the most significant difference in the College?

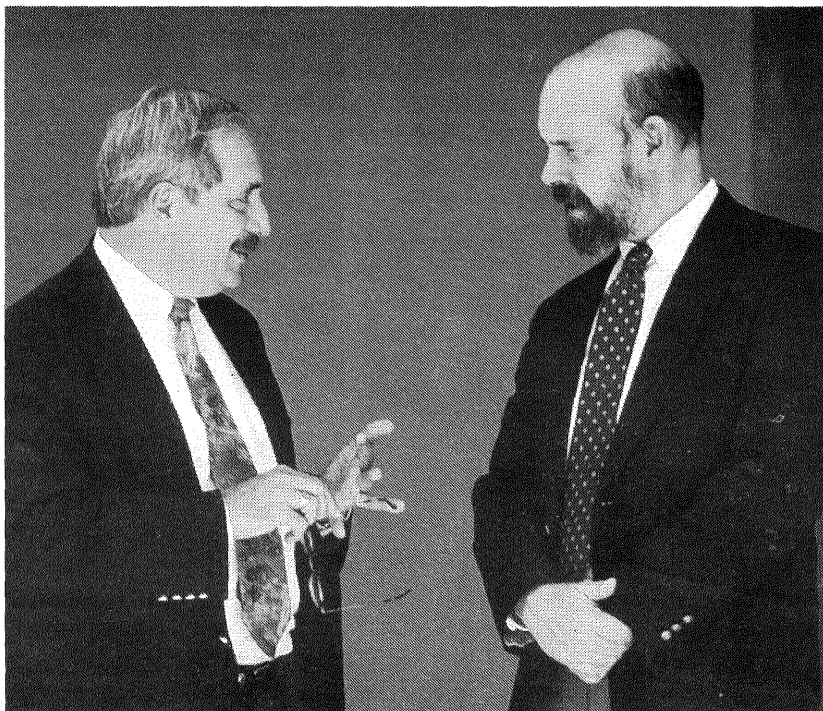
JC: The coming to real maturity of the Santa Fe campus is part of it. We are financially strong now, and, during John's tenure, we've had a president who was fully committed to the program. Additionally, I think he has won many new friends for the college, including quite a few from the Santa Fe community.

LM: What do you mean by the real maturity of the campus?

JC: I think the campus is financially healthy. In my first term as dean in the eighties, our endowment was worth something in the neighborhood of \$8 million dollars, all of it invested in bonds. We had to spend every penny of the annual earnings just to keep the College afloat. If the endowment earned 11% or 12%, say, \$1 million, in a given year, and sometimes it did, then \$1 million is what we spent. And we needed to. But, as a consequence, the endowment did not grow at all on the basis of its own earnings as it did in Annapolis. The growth of our endowment in those years was not impressive, and it happened exclusively, or at least primarily, on the basis of gifts to the endowment. During John's presidency, the Board insisted, rightly, that we get down to a 5% spending policy so that we could put some of the yearly endowment gains back into the endowment. That way the endowment would grow with its own earnings.

John had to oversee the management of the College during a period in which, though our endowment was growing rather impressively, the percentage we were permitted to spend was shrinking. Whereas we could spend about \$1 million in endowment earnings in certain years of the eighties, we still cannot spend that much now, although the endowment principal has doubled in value since then. In the last five years or so, we have had to do a lot of painful belt tightening, some of it occurring in the middle of a capital campaign, and during a period of time when everyone could see that financial aid was getting out of control across the country. And even in the eighties, things were tight for us.

We have gone through a time of real austerity on the campus, cutting back to the bone, and into the bone.



John Agresto and Dean James Carey of Santa Fe.

John has had to take the heat for this. But we are stronger now, and John deserves some of the credit. Our endowment has doubled and enrollment is the highest it's ever been, and attrition is down. And our campus is beautiful. One of John's achievements as president, and something that's easy to underestimate, was to make the look of the campus a priority. It was a bit of a risk because it's easy for people to say, "How in the world can he spend money on landscaping when we have all these other needs?" But it was part of a general advancement effort. It has, I think, already paid off, and it will continue to do so.

Finally, I should say that John delayed, as long as he could, cutting into the instructional budget during this period of austerity. When he finally did have to do that, it was with the consultation and concurrence of the instruction committee. If John delayed making cuts in the instructional budget, he surely did not delay in making cuts everywhere else he could.

I should say that I don't know of anyone who is able to represent what we do to a public audience, to potential friends, parents, or incoming students as well as John does. What he says is true, and how he says it is succinct, lucid, and appealing, without dumbing down what we do. He's a terrific stand-up speaker on behalf of the College. I don't know of anyone better.

I've said this before and I'll say it again: John is the host par excellence. When he has people over to his home or when he meets people in the Schepps Garden, whether a small group or a large crowd, he's welcoming, hospitable, charming, and witty. He's laid a lot of ground,

and it will pay off in our future advancement efforts.

LM: What was John's greatest challenge from where you sit as a tutor and dean?

JC: From where I sit as tutor and dean I would say keeping the respect and affection of the faculty during hard times. That's been John's greatest challenge, in my opinion. He has needed the support of the faculty to be an effective president. He has certainly been supportive of them. Occasionally, tutors who had doubts about John in one way or another have been pleasantly surprised to see how eager he's been to find ways to support them in their individual projects. More generally, John obtained funding for the Eastern Classics program that we wouldn't have had if he had not made a real effort on its behalf. He had some reservations initially, but he deferred to the faculty. Without his energetic support, we wouldn't even have been able to set up the trial program we started with. He got us the Trigg tutorship and the recent Dodge Jones gift endowing faculty a raise in compensation.

LM: John is not an alumnus of St. John's. Do you think this has been a help or a hindrance?

JC: John's own education was oriented toward a classical conception of liberal education long before he came to the College, and part of his appeal as a presidential candidate was his commitment to reading and teaching great books. We didn't have to win him over to that. If John had not been someone who was committed to a great books education prior to coming to the College, I think his not being an alumnus

might have been a hindrance. But, in fact, I don't see any way in which his not being an alumnus has been a hindrance. One might say, but this is hypothetical, that an alumnus would have tended to be less critical regarding certain difficulties that needed addressing.

LM: What has John done that contributes to enrollment?

JC: John has worked hard with me and (assistant dean) Basia Miller in our efforts to improve the quality of student life. He has taken it quite seriously and been fully supportive, something I very much appreciate. I think that our efforts in this area have resulted in somewhat lower attrition figures for us, and John deserves some of the credit for that. In addition, he writes about as fluently as he speaks, and he's very good in coming up with a speech appropriate to his work as president and representing the college. He does that very well. When it comes to giving a talk welcoming parents to the college, nobody does it better than John, and I don't think anyone ever will. Again, it's something people might not appreciate until they no longer see it.

LM: There have been several controversies over the past ten years - the mural, budget and spending priorities, tuition rates, faculty salaries - how do you think the college and Santa Fe have weathered these?

JC: Taking them one by one, John said some critical things about the mural on the second floor of Peterson, which had been painted shortly before he became president. But what he said was right on target, and in keeping with the same critical things that faculty and students had been saying before and after he arrived. There were exceptions, but, on the whole, the faculty did not like the mural, nor did students. The artist was in fact quite talented, but that mural was just not the best piece of work he had done. John was voicing sentiments that he heard when he arrived on this campus. But then one of our student set out to vandalize the mural. And John was as appalled by that as anyone, and he was prompt in apologizing to the artist on behalf of the College.

As for budget and spending priorities, I guess it's no secret that we'd all like for the College to have more money. I don't see anything exactly controversial about that. As for how we've allocated what we've brought in, I know of no occasions where John has just overruled the dean, that is, where he insisted on one thing as a priority over something

...ON JOHN AGRESTO'S TENURE

the dean insisted was more important. Maybe this has happened before, but I'm not aware of it. We've not always agreed, but almost always. I've worked with John on the finance committee with (SF treasurer) Bryan Valentine and with several vice presidents for advancement. We've worked by consensus. I don't recall an occasion ever where John said anything like, "You folks think we should do x. I, however, think we should do y. So y is what we're going to do." He doesn't do that. It's not his way. He likes consensus, and he works for it. John can be quite firm, and he has to be, once he has concluded where the College's best interest lies. But in deliberation he is open and willing to entertain alternatives.

But, to cite one of our disagreements, a few years ago, we decided to go without a January freshman class. I thought this was not a good decision. But John was not alone in thinking it as the right course of action for us. In particular, Larry Clendenin (SF Director of Admission) agreed with John. He argued that trying to bring in a January freshman class every spring was getting in the way of our recruitment efforts for the following fall. And one could say that John and Larry were at least partly vindicated. The following year we brought in our largest freshman class ever.

Tuition rates: That is a controversy. I don't fully agree with John on this. But he has wanted St. John's to be affordable for middle-class families and has been concerned that, by raising tuition as high as some have urged us to do, we might just price them out of a St. John's College education. There is a real question of whether we would actually have generated more revenue with a higher tuition. Surely, we would have done so if the financial aid burden had not grown disproportionately, and if increasing the tuition rates had not resulted in a decline in enrollment. Surely, we would have brought more money if had we been able to keep our enrollment moderately high and hadn't had to increase our financial aid budget. We'll never know whether that would or would not have happened. John has generally been for lower tuition rates. That's something it might be nice for the students to know. It's been for their sakes that he's held tuition lower than I, for one, have thought it should be.

Then there is the Santa Fe grant program - a source of unhappy controversy with our Annapolis colleagues. I think it is good program. It appears to have helped us get the en-

rollment up, and the tuition discount down, just as our consultants said it would. And I have been told that there has been zero attrition among the students receiving these awards. I do not think this program compromises our principles, not in the least. John was right to push for it.

Faculty salaries: John has been as troubled as anyone around here that our salaries are not higher than they are. Under the circumstances I mentioned earlier - getting down to a 5% spending policy, right in the middle of a capital campaign and in the face of a rising financial aid burden - our salaries just could not keep pace with Annapolis's. It was not the case that John surveyed the expenditures of the college and then decided not to give faculty raises. That's not the way he's done things. People need to remember that there have been times when John himself went without a public relations director, and even without a vice president for a long stretch, rather than fill those positions and pay for them by taking money from somewhere else. I repeat, these were periods of real austerity at the college.

LM: During John's presidency, a number of new programs have been started - Eastern Classics, Summer Classics, the Bradley Fellows - what impact do you think these have had on St. John's?

JC: Eastern Classics and Summer Classics have definitely had a positive impact on St. John's. The Bradley Fellows program as well.

LM: It is pretty clear to the outside observer that one of the emphases of John's administration has been to expose St. John's to the outside world. How do you think this sits with the College who sees itself primarily as the teacher of undergraduates?

JC: It's the case that the undergraduate program is and has to remain our central endeavor, because it is there that one encounters the full scope of the liberal arts. That means physics, technically demanding mathematics, Greek, music theory, and a wide range of things you could never do in the Summer Classics program, and most of which you can't do even in the Graduate Institute. When we were looking at the possibility of a third campus there was some thought that maybe only the Graduate Institute might be held on that campus. But we quickly realized that we could end up with a faculty out there that was just not that well grounded in the liberal arts. There are technical features of the liberal arts that you just can't address except across an extended period of

time. You can do little with them in the Graduate Institute as is, and you can do next to nothing with them in the Summer Classics program.

So, if we didn't have the undergraduate program we would have a second-rate Summer Classics program. On the other hand, if we didn't have the Summer Classics program we would still have a fine undergraduate program. You might lose other things, for example, getting the College better known. But the program per se is not particularly enhanced by the existence of the Summer Classics. Except in one important respect, namely, teaching experience with books that are not on the program. For instance, Frank Pagano (Santa Fe tutor) and I just led a Summer Classics seminar on a work by Nietzsche that is not read in the undergraduate program. That experience will color somewhat the way in which we read and think about Nietzsche and will, accordingly, have some effect on our teaching of the Nietzsche selection that we do read in the undergraduate program. Of course, one might counter that you could read these books over the summer on your own. But what's nice about the Summer Classics program is that it gives us an occasion to read and think about something we'd like to read and think about while winning friends for the College and making a little bit more money for ourselves, because we do get paid for this teaching.

I think this question could also be raised about the Graduate Institute in Liberal Arts and Eastern Classics programs and about Executive Seminars. All of these endeavors, I think, presuppose the existence of the undergraduate program in the form it presently has. I like to see these other ventures as activities that radiate out of from the undergraduate program. I don't think they conflict with it at all. Now, if you ended up with a faculty that just taught in the Eastern Classics program or just taught in the Graduate Liberal Arts program or just taught in the Summer Classics program, then that would have a bad effect on the intellectual life of the institution. But all of us do much the largest part of our teaching in the undergraduate program. That's not going to change.

LM: As the demands of administration and fund raising have been greater over the years, John has had less time for teaching, which we know is a great love of his. You have taught with him. How would you describe that experience and his style of leading a seminar?

JC: John and I led a senior seminar his second year here, and since then have co-led Executive Seminars and occasional seminars off campus. I enjoy working with him. He's lively, quick, and likes to go to the heart of a question. He's good at making the case for points of view he doesn't share. It is essential that a tutor be able to do this. And according to the Polity the president is not just a member of the faculty, but a tutor as well. John can consider an opinion regarding a theoretical question or a possible course of action and ask, is this true or is it false. He is able to take an opinion that he himself thinks is true and subject it to critical scrutiny. He does this in seminar. I think that's one of the reasons he and I have worked well together in seminar. I, too, like to consider questions from a variety of perspectives. John and I both agree that questions by their very nature at least aim at answers. We also agree that liberal education deals with important matters and at least aims at replacing opinions about them with knowledge, however controversial this view has come to be at the College. So we work well together. I've always enjoyed doing classes with John.

LM: What do you think John's legacy will be in twenty years?

JC: Aside from achievements I have already said something about, I would add that John has demonstrated that it is possible for an outsider to come to the College as president and work well with a deanship that is, and has to be, quite powerful. But this is possible only if the president, like John, has respect for the program. I stress this matter because occasionally the question has emerged in presidential searches. "Can we really attract people who will be willing to be president of this institution where the dean is so strong, has so many people reporting to him, and reports directly to the Board?" You could expect that an alumnus, the right alumnus, might be able to do this. But John came here from the outside. And yet, because of his respect for our academic enterprise, he has worked comfortably with the president-dean relationship that the Polity wisely mandates. Sometime ago a former dean pointed to the well-known photograph of Stringfellow Barr and Scott Buchanan on the steps of McDowell Hall in Annapolis, and said that the photograph caught something of what the Polity envisions in the relationship between president and dean, namely, mutual respect and support in working together to realize the ends of the program, and friendship too. I think I have had that kind of relationship with John. ●

INTERVIEW WITH JOHN AGRESTO

The Reporter: Did you ever dream of being a college president? Was this a goal of yours, say, when you were working on your PhD?

JA: Never.

R: What did you want to do? Did you have a plan for your future?

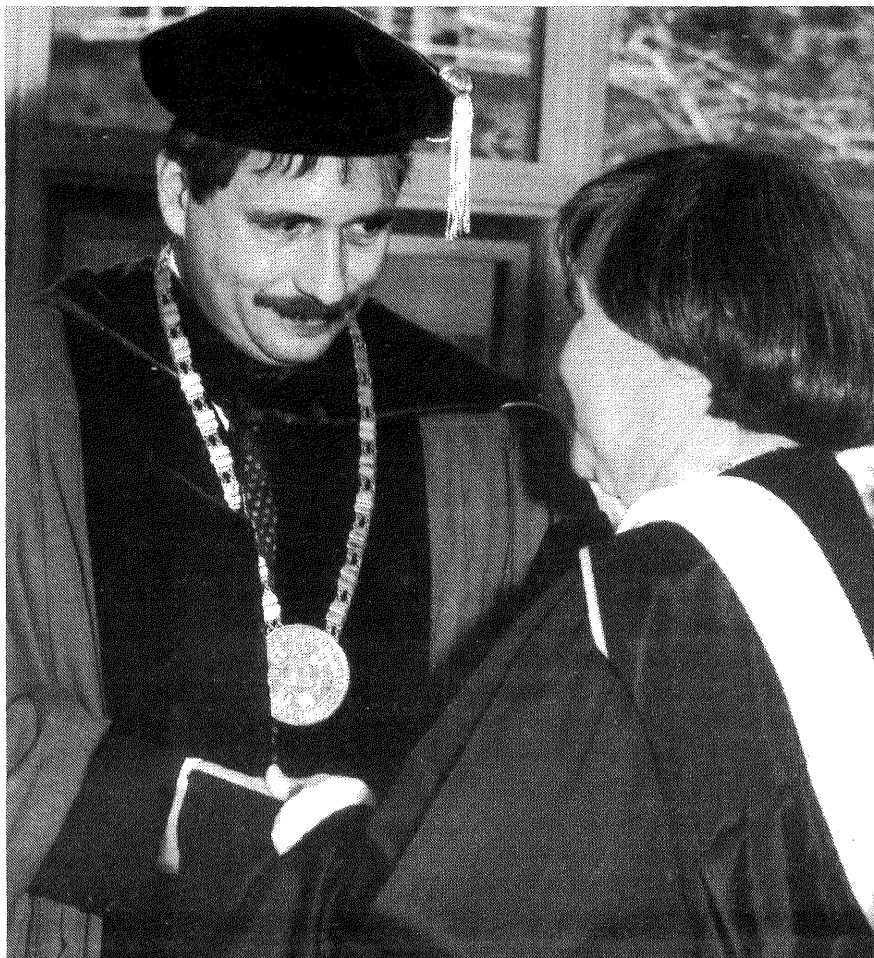
JA: I actually never thought of being anything other than a teacher or college professor until I went to the National Humanities Center and then to the National Endowment for the Humanities in Washington. After NEH, my plans were to start a classical high school until Bob Goldwin told me about the opening at St. John's. I applied and was selected. It was not something I had never dreamt about—never.

SM: How has this experience changed you?

JA: First, I am 15 pounds heavier, grayer, and probably shorter. Those are the visible changes. Another way I've changed is that I have pretty much put aside any scholarly work that I was doing, and I miss that a lot. I know that no matter what I'm doing next I will be doing more writing. Not more speaking since you can't do any more speaking than you do as a college president—but certainly more writing and more research. The third change I can point to is a partial change in attitude toward the academy. One reason I never wanted to be a college president until I came to St. John's was that I didn't have a high opinion of college professors, having been one myself and having seen the bickering, the fights, the pettiness, the arrogance. I saw much less of that at St. John's. It isn't that I have a higher opinion of college professors generally but that I certainly have a high opinion of St. John's tutors. I think they are very good and very smart. They are devoted to the classroom, to teaching and to learning; and that is something that should be an eye-opener for any college president. Otherwise, I don't really think I've changed much.

R: Once you were selected to be the president of St. John's did you lay out any sort of an agenda for your presidency?

JA: I think there were three things I wanted to do. First, although it was rarely said out loud, I had the sense that financially the Santa Fe campus was on very thin ice. There were enough hints, and, as we know, it was true. So the first thing I wanted to do was make the campus more financially secure. That's been the hardest thing—no question about it. For the first five years of my presidency, the endowment remained essentially



John Agresto and Eva Brann at President Agresto's inauguration.

flat. Still, we did manage to raise sufficient money during that time to give a 30-percent pay raise to faculty, and at the same time, to get our endowment spending down from 13% to 5%. To do this we took spending down as far as we could and rebuilt the campus up from there. Since then, we've doubled the annual fund and almost tripled the endowment. Faculty salaries have risen steadily—we are now giving 5% raises or more every year—and staff salaries have risen. We've come so far that one board member said to me "When you came, we did not know if this campus would survive. It is now so secure that it could be its own college."

The second thing was to get the college better known, and I think we've made extraordinary strides there, especially nationally and in the education press. It is rare to find a person these days who is interested in education who has not heard about St. John's College-Santa Fe. And the third thing we tried to do was fight the battle—or at least to secure our position—against the onslaught of those who thought that what we're doing was a retrograde operation, a curiosity or something contrary to the new spirit in higher education and American culture, namely that we weren't politically correct or sufficiently multi-cultural. If we didn't win the war, at least, we secured our position and lost no ground.

Let me also add that, partly be-

cause we were on thin ice, like Avis, we in Santa Fe always had to try harder. So we began new programs, new kinds of executive seminars, the Summer Classics program, the new art component in the curriculum. The dean managed to get and we helped him secure a new Eastern classics graduate program. We found new ways of packaging tuition and new remedies for our attrition problem. We hustled.

R: Do you see a difference in today's student than 10 years ago?

JA: Yes. What I'm about to say is controversial. When I came, I think we were still looking for students from the 60s. I think that was also part of our attrition problem—we were looking for free spirits, for "creative types." We were looking for people who marched to the beat of their own drummer—not a different drummer, their own drummer. But we have a curriculum that is better than that. It is a curriculum that offers to make students smart, even wise, about important matters; and I thought what we really wanted was not the fringe student but the solid core of students. We wanted students who were decent and good, who loved their parents, who loved learning, and whose ambition in life was to be good citizens, good parents and good minds. We wanted students who did not have so high an opinion of themselves but, rather, those who had a bit of humility—just a bit. Students who knew that here

they were going to be in the company of great men and women, in the company of great books. Rather than viewing themselves as already fine and complete, I hoped to get students who would know that there were models of human life in the books to which they might want to pay attention. And, I think, in large part, we've been successful.

R: What has been your single biggest challenge at St. John's?

JA: Fund raising, without question. Compared to that everything else was easy. For example, it is amazing how easily the opponents of this kind of education are either put aside or quieted. It is also amazing to me how easy it has been to get in the papers. It is amazing how easy it has been to make friends with the town. Even getting off on an awkward footing with the mural matter and finding a town that was very standoffish regarding the college, it was amazing how easy it was to turn that around. I don't think we have any town-gown problems at all, but we surely had town-gown problems of a historic nature when I got here. No, the big difficulty was fund raising. It is hard to raise money for liberal arts colleges, especially when the best place to raise funds is from alumni; yet, we've never had an organized alumni fund-raising effort at this college before now. This has been a serious detriment to the promotion of the college.

It is a curriculum that offers to make students smart, even wise, about important matters ...we wanted students who knew that they were going to be in the company of great men and women, in the company of great books.

R: You wouldn't say that that has changed somewhat with the capital campaign?

JA: The capital campaign definitely helped. Some individual alumni helped greatly and now we have this new Philanthropia program which is one of the smartest and best things I've seen happen at the college during my 10 years. I am convinced that it is very hard to get people who have no connection to St. John's happily and willingly and consistently to fund other people's education. The only people who will and should consistently support the college are those who have benefited from it and that basically means alumni.

R: *What changes would you like to see that you haven't been able to enact over these 10 years but that you think should be seriously considered?*

JA: St. John's, like all distinctive colleges, prides itself on its distinctiveness and cherishes and protects it. We know that we shouldn't be like other places or we will go away. But there is a danger in being insular, being forever the same. T. S. Eliot says at one point that if you have a white fence you still have to paint it every year or it won't remain a white fence for very long. You always have to be out there renewing and refreshing what you're doing. But in a college environment renewing and refreshing means somehow looking for different ways to deliver the same ideas, the same "product," if you will, and to be ever vigilant to try to find what we have to do next to keep ourselves and our mission healthy, alive, exciting and of interest to others.

St John's, like all distinctive colleges, prides itself on its distinctiveness and cherishes and protects it. We know that we shouldn't be like other places or we will go away..

If I were to stay, I think the next area that we as a college should discuss is what we can contribute to the education of university professors, what can we do to contribute to the future teachers of students in other colleges. I think we might have some insight into what should be done to reform the doctoral programs in America - to change them from something that is now narrow and trivial to something broader and more liberal. If I were to stay, I would argue very hard to establish a doctoral program, somewhat along the lines of our current M.A. program—a program that promised to make people smarter rather than narrower.

R: *How does St. John's play into the national picture? What kind of impact can a small college have on the national education front?*

JA: Putting aside what we just talked about concerning a doctoral program, I think one of the difficulties of St. John's is that it is very small. I know we pride ourselves on the power of that smallness, but I think sometimes we fool ourselves. I think Dick Weigle's vision of many St. John's around the country was

not only an interesting idea, but I think a necessary thing, an important thing.

R: *So moving from the big picture and the influence St. John's can have there, it seems to me you're saying that it's on an individual basis for the most part.*

JA: For the most part. Still, what we can't forget is what influence we have in other things we do, for example, in our executive seminars. I've seen that we have brought in people who are already major figures in American politics, American society, American economic life and have made them, I think, wiser and better. I think that's a real contribution we make while not disputing that our main mission is the teaching of undergraduates. Still, I think we really should be happy and proud of everything we do that goes beyond that.

R: *In looking back over 10 years, what has been your most embarrassing moment?*

JA: I tend to think about embarrassing things that I did, but sometimes the most embarrassing moment has to do with things that others did that I get caught up in. The naked student on the placita, who, sorry to say, recently died, and who, for all his embarrassment to me and ultimately to himself, turned out to be a very fine person, was probably the most embarrassing incident, particularly since I was touring the campus with a visitor who was being cultivated for board membership. Also, when I'm at a party and the municipal judge tells me that she is going to have before her court a few students who were found naked in a tree downtown—that's more than a little embarrassing.

R: *Take it from embarrassing to controversial. There have been some controversies. How do you think St. John's and the town have weathered these?*

JA: The mural

was the most controversial. It got away from us in ways that I never would have wanted. We were on the verge of having a very amicable resolution with the artist to that awkward problem until the mural was destroyed. We were strong in our case that what was on our walls was our business and that if there as something on our walls, where we live, that we thought was obnoxious, or pornographic or vulgar, we should be able to remove it. It was a controversial moment, because we couldn't finish what we had started, embroiling the college in town politics, as well as artistic politics, which is as nasty as educational politics. I think that was the last truly controversial thing that happened and that happened at the very beginning. I can't say we won many friends by it, but we did win some. However, winning friends was never the intent. We just wanted to be able to lead our own life the way we saw fit. Nothing else since has risen to the level of that controversy.

R: *We've talked about your most embarrassing and contro-*

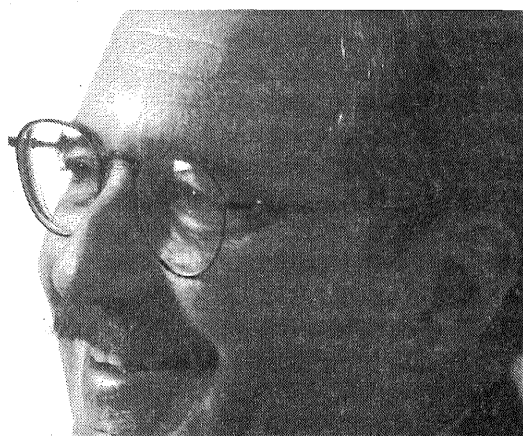
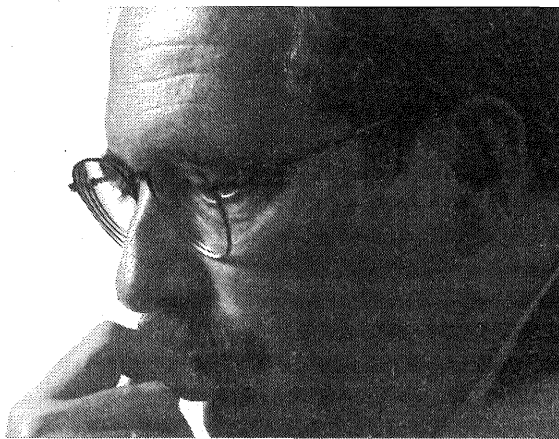
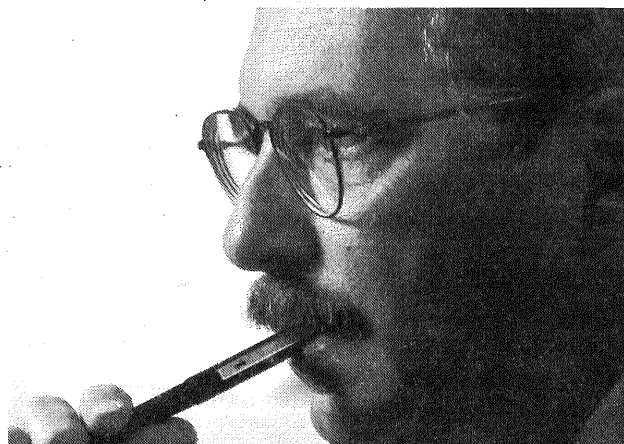
versial moments. As you look back over these past 10 years, what is your most cherished or fondest memory of your presidency?

JA: I think the things we've built on the structural foundation that I found when I got here. I'm thinking especially of things like the Summer Classics program where, starting with 12 friends from New York, we built the program that now has over 200 people each summer. To generalize, the proudest thing was to build on what we had here and to find new and different avenues to promote the liberal arts and to do that in conjunction with some very wonderful people—with David Levine, Jim Carey, Charlie Fassanaro, David Bolotin, Larry Clendenin, Bryan Valentine and Bill Darkey. In fact the list is many times bigger than that. Also, to talk with and get to know people on the Annapolis campus. People who understand the principle that that which doesn't grow, dies.

R: *Do you think it was a help or a hindrance not being an alumnus of the college?*

...the proudest thing was to build on what we had here and to find new and different avenues to promote the liberal arts and to do that in conjunction with some very wonderful people....

JA: Some alumni still think that it's amazing that a non-alumnus can be president or chairman of the board, but I always forgave them. Still, I do hear how wonderful it is that I know so much about the program never having gone through it, as if this were some kind of exotic mystery that only those who are initiates into some secret rites could even get a glimpse of. It's an odd position since, first, none of the great books were written by Johnnies and, second, we know that all of them were written to be read by men and women of good will universally. That having been said, I do think in some ways it is an advantage not being an alumnus. It is especially an advantage when what you want to do is think outside the box, when you think of what might be done to move the program forward, into what areas, what changes might be needed, what new directions might be taken, what expansion should happen. I guess it's true of all alumni everywhere that they so revere their experience that it is sometimes hard for them to build



and move on it. So, in general, I think colleges are well served by having presidents who are not alumni but are absolutely committed to the mission of the college.

R: Do you have your own top 10 reading list?

JA: Sure. It's not much different from the beginning reading list of St. John's. Let's divide it in half, but don't ask me to pick one book. The list would definitely include the Bible, Plutarch, Shakespeare, Thucydides and all of Plato, Aristotle, and Dante. I think the other part of the top 10 concerns us as Americans and goes from Locke to Jefferson to Madison to Lincoln and Tocqueville.

R: At St. John's, is there any glaring omission in your mind?

JA: I don't think so. That's partly answered because we tend to cover the whole world, even if we cover it quickly. I think people on the outside might say that we don't do enough with the 20th century but I don't think that's true. However, I do think in some ways the founders of modernity get slighted in the program more than they should.

R: What are you reading right now?

JA: Financial statements from the treasurer.

I think there is a slow but sure movement, not at major universities but at small colleges, to recapture something of a core curriculum or at least to recapture some classical liberal arts offerings. People know we are a model for that.

R: Is the life of a president doomed to that?

JA: More often than we would like to admit. Actually, I'm trying to figure out what are the best beginning Latin textbooks for people who want to homeschool their kids. If you look on my bedside table, there are five or six different Latin textbooks. Actually, I think treasurers' reports are better.

R: What do you think St. John's legacy will be in 20 years?

JA: I think one thing that we are doing that will continue to make a name for us is we've become the teacher of other colleges. We have



President John Agresto and Mary Weigle, wife of former president Richard Weigle at Commencement.

people from Oxford College, Mercer College, the Air Force Academy all coming to us to learn what we do and how we teach. I think there is a slow but sure movement, not at major universities but at small colleges, to recapture something of a core curriculum or at least to recapture some classical liberal arts offerings. People know we are a model for that; and, even if they don't follow us faithfully, they get something of the flavor of what and how we teach and they take it back to their institutions.

R: What do think you will be most remembered for? You've talked about four or five different things. Will it be for one of those, or is it something else you think you will be most remembered for?

JA: Different people will remember me for different things. Awkwardly enough, I will probably be remembered by most as the person who built the student activities center. And those who know me find this highly ironic. People probably would consider me sooner to be a tugboat captain or an astronaut rather than a person who would make part of his life's work to build an athletic center. On the other hand, one board member said he was going to remember me as the person who kept the critics and the naysayers and the opponents of classical liberal education at bay. I think there are others who are going to remember me for having set the campus on a secure financial footing. There are also going to be others who are going to remember me as an arrogant s-o-b who wouldn't take no for an answer.

R: What do you hope students and alumni will say about you?

JA: That the campus got even better after he left.

R: What do you want on your tombstone?

JA: He always stood by his friends.

R: What would you say to your successor?

JA: The job can be like a funnel. Often, what it pulls you down towards is not promoting the program nationally, not in the arena giving speeches, not writing. Rather, the funnel always seems to draw you into fund raising. Fund raising is, to be certain, absolutely necessary. But I think the next person has to understand that this is a multi-faceted job. You are the spokesman for a kind of liberal arts education that is rare in the whole world, certainly rare in America, and you can't shirk the responsibility to be that kind of spokesman. You have constantly to keep up relations with other colleges, the town, the press and with foundations, centers, institutes. You are always on the line to explain, defend, promote what it is that we are. You need to understand thoroughly, the program at work. You want to be in the classroom; and therefore, you should want not only to be in class but to teach in class—be both a student and a tutor. On top of that you have to govern the college. You have to be able to sit with the finance committee, the treasurer, the dean, and the vice president to figure out what the priorities are in

any given month, week or day, be able to look at that clearly and intelligently, and then stick to the decisions you make. Roofs need to be fixed, sidewalks need to be repaired, tutors need to be paid, students need financial aid. Still, the thing that always seems to draw you is raising money. Do it, but the day you think that's all your job entails, that's the day you shortchange all the other tasks.

R: I know you've been asked this question many times and I don't know if the answer has changed since you gave it the first time—what are your future plans?

JA: Right now, I have to give the same answer I gave a month ago. I have some offers but I've said yes to none of them. They

all involve either working with or establishing institutes or centers of higher learning, or going the route that many college presidents take these days, going from begging for money to giving it away. That has its charms. One thing I will not do is again be a college president, partly because I've been there, done that,

St. John's, as many places do, has the propensity to hide its light under a bushel, and somebody has to take the bushel off. Maybe that sums up all I've tried to do – make this small light shine so that all the world can see it.

and partly because I don't think there would be another place that I could go where I could find myself as compatible with what was being done as here. The only way I would look at a college presidency was if I found a college that wanted to be much better and didn't quite know how to do it. I might consider that—but then that's part and parcel of the missionary attitude that I brought to St. John's in the first place. St. John's, as many places do, has the propensity to hide its light under a bushel, and somebody has to take the bushel off. Maybe that sums up all I've tried to do – make this small light shine so that all the world can see it. ●

The Program...

PRECEPTORIALS IN ANNAPOLIS FOCUS ON THE ANCIENTS...

If preceptorial topics are an indication of interests in the college community, then the Annapolis campus is pretty interested in the ancients this year. Of 23 offerings, 11 involve Greek or Roman authors. Here's the list:

- **Nietzsche**, "On Truth and Lying in a Nonmoral Sense," "The Uses and Disadvantages of History for Life," and "Human, All Too Human;" led by Jonathan Badger
- **Faulkner**, *The Sound and the Fury*; *Absalom, Absalom!*; and short stories; led by Andre Barbera
- Observing and Understanding the Sky; led by James Beall
- **Dante**, *The Divine Comedy* (Dante's understanding of the role of the poet in the world and his use of both the classical and biblical traditions for articulating that role. Consideration of Schiller's *Letters on the Aesthetic Education of Man*); led by Gisela Berns
- **Shakespeare's** Commercial Republic: *The Merchant of Venice* and *Othello*; led by William Braithwaite
- Ethics as Related to the Medical Art (readings in Hippocrates and

Maimonides, as well as other philosophy and fiction; examination of case studies; issues like the right to health care and allocation of medical resources); led by Nick Capozzoli

- **Thucydides**, *Peloponnesian War* (including Aristophanes' *Birds* as a comic presentation of some themes in Thucydides' tragic account); led by Mera Flaumenhaft.
- **Plato's** *Alcibiades I* and other dialogues; led by Robert Goldberg
- **Machiavelli**, *The Prince*; led by Michael Grenke
- **Edmund Burke**, *Reflections of the Revolution in France*; led by Lijun Gu
- **Sophocles**, *Philoctetes*, *Ajax*, *Women of Trachis*, *Oedipus Tyrannus*; led by Katherine Heines
- **Homer**, *Iliad*; led by Margaret Kirby
- **Aristotle**, *Nicomachean Ethics*; led by Stephen Larsen
- **Melville**, *Moby Dick*; led by Jon Lenkowski
- **William James**, *Psychology the Briefer Course* (using James' work as an instrument of recollection to

help retrieve, sort, and criticize what students opine of human mental faculties);

led by Chaninah Maschler

- The Soul (a range of readings that address questions about the soul, including Plato, *Phaedo*; Aristotle, *De Anima*; Plotinus, *On the Soul*; Thoreau, *Walden*; Tolstoy, *What is Art?*; Jung, *Modern Man in Search of a Soul*); led by William Pastille
- **Plato**, *Meno* (with Jacob Klein's Commentary); led by Erik Sageng
- **Aristotle**, *Metaphysics*; led by Eric Salem
- **Aristophanes**, *Clouds*, *Birds*, *Frogs*, *Knights*, *Assembly of Women*; led by Adam Schulman
- **Maimonides**, *Guide of the Perplexed*; led by Judith Seeger
- **Lessing**, *Laocoon* (focusing on what is peculiar to the arts of painting and poetry, and what they have in common, as the foundation for a general aesthetic theory); led by David Stephenson
- **Hegel**, *Lectures on the Philosophy of History*; led by Walter Sterling
- **James Joyce**, *Ulysses*; led by Cordell Yee

WHILE IN SANTA FE, SELECTIONS VARY... FROM GREEKS AND GOD TO FRENCH AND FILM

- **Plato**: *Phaedrus*; led by Janet Dougherty
- **Aristotle**: *De Anima*; led by Juan Carlos Flores
- New Testament: Gospels of John and Luke, Acts of the Apostles; led by Stephen Van Luchene
- **Dante**: *Divine Comedy*; led by Basia Miller
- **Shakespeare** - Sonnets; led by Caleb Thompson
- **Shakespeare**: *Richard II*, *Henry IV, Parts I & II* and *Henry V*; led by Claudia Honeywell
- **Marlowe**: *Dr. Faustus*; **Goethe**: *Faust, Part I*, **Mann**: *Doctor Faustus*; led by Julie Reahard
- **Edward Gibbon**: *Decline and Fall of the Roman Empire*; led by Georgia Knight
- **Racine**: Tragedies (in French); (four tragedies by Racine, in the original French text; *Andromaque*, *Bérénice*, *Britannicus*, and *Iphigénie*); led by James Cohn.
- **Cosmology**: (The course will examine a number of perennial issues about the large-scale structure of the Universe, with a significant observational/laboratory component

accompanying readings from Aristotle to Edwin Hubble); led by Mark Rollins

- **Spinoza**: *Ethics*; Spinoza's main systematic work, the one for which his *Theological-Political Treatise* is the preparation; led by David Bolotin
- **Hume**: *Treatise of Human Nature*; led by Stephen Houser
- The Poetry and Letters of **John Keats**; led by Susan Stickney
- **Hölderlin**: *Poems and Fragments* - with Heidegger's *Exegesis*; selected poems and fragments by Friedrich Hölderlin (1770-1843); led by Frank Hunt.
- **Hegel**: *Philosophy of Right*; led by Thomas Scally
- Early papers of Charles S. Peirce; (we will read the works of Charles S. Peirce, a physicist by training and profession - and yet perhaps the most original, wide-ranging, and profound philosopher since Aristotle); led by Michael Bybee
- **Tolstoy**: *War and Peace*; led by Katharine Mulford
- **Tolstoy**: Short Stories and Prose, (*Family Happiness*, *The Kreutzer*

Sonata, *The Death of Ivan Ilych*, *Hadji Murat* and others - stories of love, death, and the possibility of redemption); led by Elizabeth Engel

- **Dostoevsky**: *Crime and Punishment* and Nietzsche: *Genealogy of Morals*; (a marvelous opportunity for reflection on the moral dimension of social interaction); led by Victoria Mora
- **James and Freud**: Selected Readings in the Science of the Mind; led by George Aigla
- **Marcel Proust**: *The Past Recaptured*; *Le Temps Retrouvé*; led by Glenn Freitas
- **Churchill**: *History of the English-Speaking Peoples*, with supplementary readings; led by Jack Steadman
- **Camus**: Fiction, Plays, and Essays; led by Robert Richardson
- **Flannery O'Connor**; led by Maren Cohn
- **Films of Andrei Tarkovsky**: *Andrei Rublev*, *Solaris*, *Mirror*; led by Krishnan Venkatesh
- **Two Taoist Masters**: Chuang Tzu and Lieh Tzu; led by Krishnan Venkatesh

SJC MEETS Y2K

The Annapolis Campus Prepares for the Year 2000

You might imagine that, for a school actively engaged with works written nearly three millennia ago, St. John's College could stare down the Y2K problem without batting an eye. But, alas, though we study the ancients, we live with the moderns; the college has had to belly up to the compatibility bar along with everyone else and set things right with its various computer systems.

Annapolis treasurer Bud Billups says that the college is ready for the new year, having headed off much of the problem by timing the installation of the school's new administrative computer system, QuoData, with the coming of the year 2000. The QuoData system comes to the college Y2K compliant. This did not, however, mean a cakewalk for the computer systems team of Leesa Warren, Wally Plourde (A89), and John Diehl, who checked the hardware and non-QuoData software of the 103 administrative computers on campus piece by piece. More than a few upgrades were needed, but all but one were completed by the school year's first seminar on August 26. The exception? The school's payroll system, which will be installed in late fall but won't be implemented until January 1. Other than PCs and their software, several computerized systems on campus—four elevators, heating and cooling equipment, fax machines, telephone systems, security systems, and fire alarms—were also upgraded by the start of school.

The final adjustment the Annapolis campus will make for the year 2000 concerns the timing of winter break, which usually ends the first Monday after New Year's Day. This year, break will be delayed for a week, allowing students to avoid traveling during what might be a tricky January 1st weekend. Second semester will start on January 10.

Beyond these upgrades and the one-time schedule change, St. John's plans to be unaffected by the Y2K mania, despite current rumors among freshmen who predict that, upon returning to a year 2000 campus after winter break, all traces of Plato, Aristotle, and Sophocles will be deleted from the Program, and thenceforth, freshman year will begin with Descartes. ●

Susan Borden

Scholarship...

CONFUCIUS AND THE WAY OF HUMANITY

A student and tutor discuss parallels between ancient Chinese and Greek thought.

Despite the rigor of the program, Johnnies find time for additional reading and discussion. Thriving study groups at both campuses confirm the first line of the *Metaphysics*: tutors and students do, by their very nature, hunger for knowledge. During my years at Santa Fe and Annapolis I participated in study groups on the Presocratics, Aristotle, Shakespeare, English Poetry, and Nietzsche. These texts often had a close relation to the program books I was reading. In my senior year, however, I took a bold step towards the East to read the Chinese philosopher, Confucius.

In response to student interest in Eastern classics, Annapolis tutor **Lijun Gu** led a series of seminars on the *Analects*. Mr. Gu selected the *Analects* because Confucius is perhaps the seminal figure in the Eastern tradition. Confucian thought has shaped not only the Chinese civilization, but also the cultures of many other Pacific Rim countries. As the only book where Confucius' sayings are collected, the *Analects* is an excellent place to begin. The book's title, *Lun Yu*, means "Ethical Dialogues," but like Cicero's *Republic for Politea*, James Legge's *Analects* or "literary gleanings" for *Lun Yu* has become the standard. For the study group (which had students from every class as well as from the Graduate Institute) Mr. Gu annotated the excellent new literal translation by Chichung Huang (New York: Oxford University Press, 1997).

Who was Confucius, and what is his philosophy? The word "Confucius" is the Latinized version of Kong Fuzi, which means "Master Kong." Confucius lived in the Zhou Dynasty, making him a contemporary of Socrates. He held several government positions, the highest being Minister of Justice. After he retired from government, Confucius travelled throughout China to discuss his philosophy before returning to his home state of Lu. Like Socrates, Confucius tailors his teachings to the character of each of his interlocutors. He uses irony and his sayings open themselves to several levels of interpretation. And like his Athenian contemporary, Confucius can be playful: "It is all over. I have never seen anyone who loves virtue as much as he loves beautiful women."

Needless to say, one cannot do justice to Confucius' thought in a short article. However, I hope that a conversation with Mr. Gu will raise some of the central themes of the *Analects*. Mr. Gu first attended college in China receiving a BA in World History from the University of



Tutor Lijun Gu explains the character for "humanity," which has one part meaning "human" and another meaning "relationship."

Beijing. He was awarded a scholarship for study in United States and obtained an MA in International Relations and a PhD in political science from George Washington University. I spoke with him in the Coffee Shop:

Forester: When, as freshmen, we first read the *Meno* we are confronted with the question of virtue, of human excellence. Similarly, the *Analects* address the question of what it means to be a good man and the more basic question of what makes us human at all.

Gu: The Chinese word *ren* (the character is composed of human + relations) has been translated 16 different ways, even as "perfect virtue." But "perfect virtue" may be misleading because it is an open question whether *ren* is the highest virtue a human being can attain. Perhaps a better translation is "humanity." At the beginning of the *Analects* Confucius tells us that filial piety is "the root of humanity." This account of humanity is different than the Biblical or Greek accounts.

Forester: In what way is it different? Are you suggesting that for Confucius, it is not our reason or our spirit (the fact that we are made in God's image) that lifts us above the animals, but some other human quality?

Gu: Man gives significance to his birth and death by marking them with ritual. By ritual Confucius does not mean simply something ceremonial. A ritual is a practice that beau-

tifies and dignifies man; an action that gives meaning to what would otherwise be merely biological. Ritual is a daily practice that must rest upon humanity and the root of humanity is filial piety. The love and respect one has for his or her parents is a special kind of human relation, a love with distinction. The *Analects* suggest that filial piety was the best ground for all the other human relations, from friendship to political loyalty. If you think about this it makes a lot of sense. If you treat other people as you would treat your brother or your daughter you are going to act correctly. Confucius lived at a time of political and cultural instability, a time when traditional virtues were constantly being undermined. He knew that restoring civic life could not be a process of mere legislation, for the princes had "lost the way." He chose to ground the political on personal virtue, on the humanity that springs from filial piety.

Forester: So like the *Republic*, the *Analects* suggest that harmony in the city must rest upon a harmony within the soul?

Gu: Yes.

Forester: And Confucius gives a method for achieving this harmony. That's an aspect that appeals to me about Confucius: his emphasis on practice, on living virtue. There is a danger in Western thought, especially in figures like Epictetus and Kant, for morality to become too

cerebral, too abstract. Confucius stresses rituals and the necessity of practicing to acquire virtue.

Gu: In the opening passage of the *Analects* he says, "To learn something and regularly to practice it— is it not a joy?"

Forester: Exactly, and the practical aspect of Confucius's philosophy is evident from his description of how he learned: "At fifteen I bent my mind on learning; at thirty, I was established [i.e. expert at the rituals]; at forty, I was free from delusion; at fifty, I knew the decree of heaven; at sixty, my ears became subtly perceptive; at seventy, I was able to follow my heart's desire without overstepping boundaries." This is a practical movement towards virtue.

Gu: The passage describes the training of desire. The soul is shaped so that one no longer has the wrong kind of desires. Here age should be valued, experience should be valued. As Aristotle says in the *Ethics*, the young make good mathematicians but poor philosophers. Yet Confucius shares with Plato the idea that not everyone can become wise. Politically, he differentiates between kings, gentlemen and the masses. On an individual level, he sees innate differences in people's capability. For example, he says: "Those who know it [i.e., the way of humanity] at birth belong to the highest category; those who know it through learning belong to the second category; those who

continued on page 17

Scholarship...

BRUCE PERRY, PROFILED

Bruce Perry began as a faculty member on the Santa Fe campus in 1990. His interest in teaching at St. John's seems natural since his academic background includes degrees in Greek and in classics. However, it was the possibility of becoming a part of the Eastern Classics program in the Graduate Institute at the Santa Fe campus that led Mr. Perry to the Southwest, where he is one of very few scholars of Sanskrit and Indian philosophy.

Mr. Perry's attraction to Indian philosophy was sparked by his intense interest in linguistics and in classics. He explains that in the past classicists regularly studied Sanskrit in addition to Greek and Latin. The structure of Sanskrit, the classical language of India and of Hinduism, relates to the structure of Greek and the study of both languages is complementary. Studying Sanskrit led

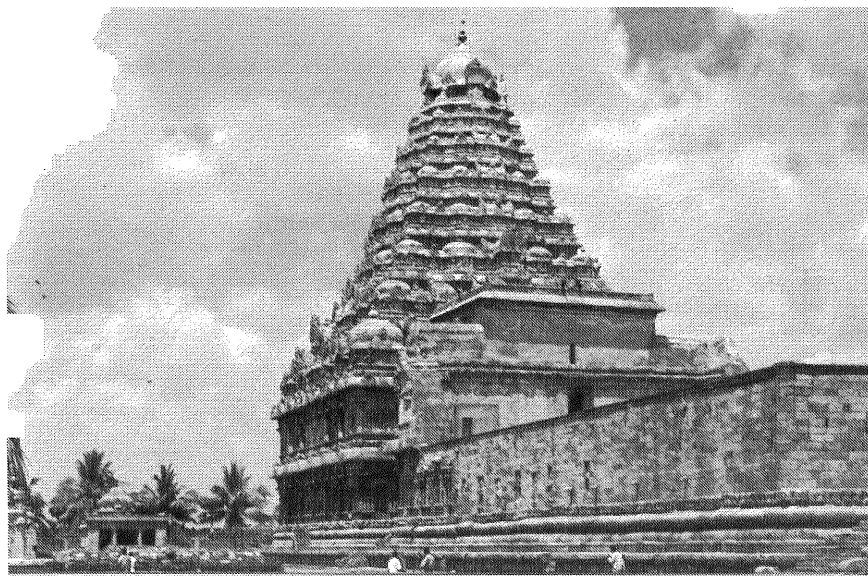


Halebid (Karnataka)

Mr. Perry to read Indian philosophy and to study other Asian languages. (In 1995 he completed his dissertation and earned a Ph.D. in Asian and Middle Eastern Studies from the University of Pennsylvania.)

Over the 1998-99 academic year, Mr. Perry was on sabbatical and returned to Chennai (formerly Madras), India, to continue research he began as a part of his graduate work. Through Mr. Perry's affiliation with the Kuppaswami Sastri Research Institute, where he was a student in a Tamil language program ten years ago, he was able to consult with friends and teachers on readings of Sanskrit texts and their translations. The Kuppaswami Institute hosts world-renowned philosophers, scholars on Sanskrit and Indological subjects, and statesmen.

Mr. Perry's dissertation work focused on translations of and questions brought up by the Nyaya Sutra, the source-book of the Nyaya philosophical school. Nyaya is pri-



Gangaikonducholapuram (Tamil Nadu)

marily concerned with analytical approaches to the objects of knowledge and was founded by Gautama, who lived about 150 B.C.E. Five-hundred sutras comprise the entire Nyaya text, providing Mr. Perry with a lifetime of translation and interpretation work. During the past year, two of the translations he completed were first-ever translations into English.

In the future, Mr. Perry would like to write on the developments of scholarly opinion on the text and produce a larger work of commentary to accompany his translations.

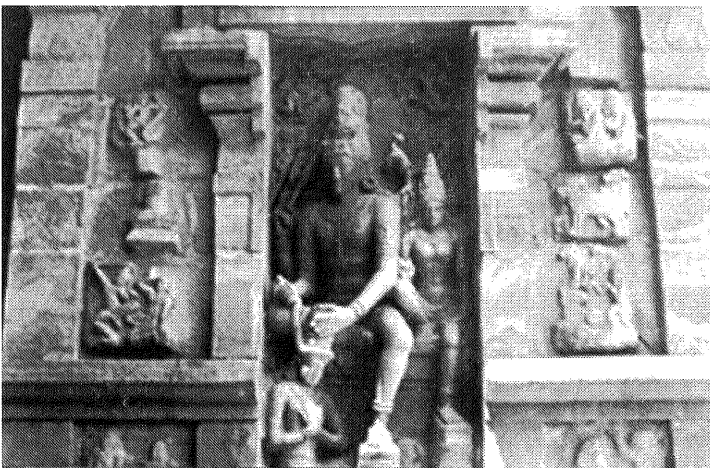
During his last three months in India, Mr. Perry worked with a colleague at the University of Madras on a Sanskrit text on New Nyaya, a technical and specialized approach to philosophy. This approach is not incorporated into the Eastern Classics curriculum, but Mr. Perry plans to introduce more students to New Nyaya with a lecture on the subject this spring.

Despite the enormity of his project on the Nyaya Sutra, Mr. Perry found time to travel throughout Southern India during his sabbatical. He visited towns called "hill stations," which were created by the British colonists in high elevations as destinations for cooler weather and resorts. He remembers picturesque Ooty, called "the Queen of

Hill Stations" and the capital of the Nilgiri district. Ooty is home to one of the few remaining steam-drawn rail lines on the Indian subcontinent. Mr. Perry rode one of the narrow gauge "toy trains," which provided him with dramatic views of the gorges. He also went "temple-hopping" and explored some of the preserved temples from as early as the seventh century. His travels took him to Kandy, Sri Lanka, where he visited Dalada's Temple of Buddha's Tooth.

Kandy is the historic hill capital of Sri Lanka and lies about 100 miles inland from the capital Colombo. The Dalada Temple is one of the most sacred places in the world for Buddhists

and famous as a repository of a sacred tooth of the Buddha. Inside, the surfaces are covered with murals depicting different parts of Buddha's life story. Mr. Perry also toured Singapore for a couple of days before the end of his time abroad.



Gangaikonducholapuram (Tamil Nadu)

After nine months in India, Mr. Perry traveled to Hamburg, Germany, to continue his study of Sanskrit as well as of Tibetan language and texts at the Institute for History and Culture of Tibet.

In Hamburg, Mr. Perry was able to spend time at work

on his continuing revisions of a study of part of the commentary of Simplicius on Aristotle's *Physics*. This work was begun during Mr. Perry's graduate work at the University of Washington, where he earned a doctorate in classics in 1983. (He received his bachelor's degree in Greek from the University of Washington ten years earlier.)

Mr. Perry serves as member of the Faculty Library Committee. During the development of the Eastern Classics program, Mr. Perry prepared bibliographies of texts on Indian philosophy, religion, and translations. He has also assisted with the selection of Greek language classics.

David Levine, Director of the Graduate Institute, stressed the importance of Mr. Perry's role in shaping the Indian and Sanskrit program and reading list for the Eastern Classics curriculum. Eastern Classics students are impressed with the Sanskrit manual prepared by Mr. Perry and have benefited from Mr. Perry's renowned colleagues who have spoken at the college and consulted on the program. During the summers, Mr. Perry has led Sanskrit courses for faculty members.

Mark St. John (SF82), director of Student Activities in Santa Fe, describes Mr. Perry as a most valuable player during the annual Faculty-Senior softball game, skills he may have honed when he played on the St. John's summer team in the Santa Fe city softball league. He is also known as a Mac-devotee and a stereophile.

Bruce Perry has great energy for the expansion of the Eastern Classics program and for the increased interchange between Eastern and Western studies throughout the undergraduate and graduate curricula. He is sure to be instrumental in the program's continuing development. ●

Alisa Murray Smith (SFGI99)

Photos courtesy of Mr. Perry.



Kumbakoman (Tamil Nadu)

Letters...

PROGRAM SUGGESTIONS - ECONOMICS

Someone recently nominated a book by Hayek as a candidate for a modern great book in the field of economics. I apologize that I don't have the issue of *The Reporter* and thus the letter-writer's name handy, and also that I haven't yet had a chance to read the book nominated (I hope to do so but my book-reading pile is already quite high!).

I would like to offer a multiplicity of other nominations, for possible feedback from other alumni. My nominations: virtually anything written by Kenneth E. Boulding, a recently deceased and highly esteemed American economist (of British origin). He had something like 27 honorary doctor's degrees and served as president of at least five scholarly associations (including the AEA). It was said in an obituary that his basic economics textbook (*Economic Analysis*, 4th ed. published 1966) was better than Paul Samuelson's, but he was apparently far too creative and broadminded for the narrow interests of most economists, who found him stimulating, but who largely (and unfortunately) haven't followed him very far (yet).

I am constantly impressed – this having nothing to do with ideology, but with clarity of intellectual analysis and simple brilliance of writing. I wonder if any of his works would be suitable for use in the program?

Some of the books I've read and would highly recommend are (in alphabetical order): *Beyond Economics*; *Ecodynamics: A New Theory of Societal Evolution*; *Economics as a Science*; *The Economy of Love and Fear: A Preface to Grants Economics*; *The Image: Knowledge in Life and Society*; *The Impact of the Social Sciences*; *The Meaning of the 20th Century*; *The Organizational Revolution: A Study in the Ethics of Economic Organization*; *A Primer on Social Dynamics: History as Dialectics and Development*; *The Skills of the Economist*; *The Social System of the Planet Earth*; and *The Three Faces of Power*.

Rick Wicks (SF68)

ABOUT THOSE WALTZ PARTIES...

I would like to thank David Schiller (A62) for updating (backdating?) the origin of the waltz party tradition (Summer 1999 *Reporter*).

After enduring a lonely semester on our own at mealtimes (by our own choice for various reasons) rather than in the society of our fellow students, Maria (Flaschberger A62) and I, consulting with Alexa (Nadosy A61) decided to throw a Viennese waltz party – the theme seemed appropriate since we all shared an Austro-Hungarian background – complete with kafe und schlag and the richest torte we could bake. Our carefully selected guests included tutors Mr. Robert Bart and Mr. Michael Ossorgin (and wife, but she couldn't come), but half the college came since the party was scheduled for the Women's Common Room. Of course, almost no one knew how to waltz, and we tried mass instruction

without much success until Mr. Bart took my hand and just started waltzing, teaching by example in true tutor style. Mr. Ossorgin did the same, and the waltz party tradition was launched. The waltz parties continued periodically in the Great Hall with the kind consent of the powers that were, especially Miss Barbara Leonard – and the strong support of our first tutor guests, and, indeed, the whole college. I understand they are still continuing, although perhaps with more style than in our time, when most of us danced barefoot to non-stop hi-fi waltzes and polkas on record.

In another connection I want to laud and again thank Mr. Schiller for his gallantry in escorting a foolish girl one lovely Sunday afternoon who had set her heart on walking out to the recently completed, grand Bay Bridge to see the view. Arriving after a long and later quite painful trek, we found to our dismay that we were not allowed on the bridge. Mr. Schiller had worn holes in the soles of his shoes, and I discovered when we returned, exhausted and sore, that he had to go do his student job in a few minutes – waiting on tables! I think he would have been a knight in shining armor in the days of Sir Lancelot.

Lenke Victorisz (A62)

Thanks to Dave Schiller for giving credit to our earlier waltz parties. Actually, the academic year was 1958-59, towards the spring. My memory is that Lenke et al. started them in reaction to, and to provide an alternative to, the beer parties that prevailed in all the common rooms on weekend nights. They said "No Alcohol" at their waltz parties, and they meant it. Many of us who had accepted the notion that alcohol was essential to having a good time were skeptical. But very soon, we were waltzing away to the *Blue Danube* in the Great Hall and having lots of booze-free fun. Yes, the weekend curfew for women was 2 a.m. (1 a.m. on weeknights). We all had to be back in Campbell Hall – the only women's dorm at that time.

Alice Williams Meyers (A62)

CHASE STONE MEMORIES

I read with great interest the article in *The Reporter* (summer issue) concerning "Chase." I lived in Chase for my sophomore, junior and senior years. Of particular interest is the photo of a 1941 scene in Chase. At that time Chase and Stone were separate buildings.

I can identify three of the four Johnnies in the photo. All were in the class of '41. On the left smoking a cigarette is Charles E. Vayne. The Johnny wearing a white shirt and tie is Albert H. Jaeggin. Incidentally, Charles, Albert and I started the Student Employment Bureau, a first for St. John's. The Johnny on the far right is Atwood N. Garis. The person in the lower left corner is unknown to me.

Vayne, Jaeggin and I lived on the first floor of Chase. Garis lived on the second floor. Vayne, Jaeggin and

Garis are now deceased.

Thank you for reviving fond memories of the time I spent at St. John's,
Irving S. Lewis (A41)

KEY SCHOOL TEACHERS IRREPRESSIBLE

Many thanks for the article on the Key School! It was heart-warming to see the picture of that configuration with those very small learners of so many years ago.

I need to make a disclaimer. A great many things were happening all at once in those early days, and my memory of them is none too sharp. Bill Darkey has told me he is sure the "Idea of a School" which was quoted in the article was really written by Corky Kramer. The thoughts which went into it were certainly some sort of common product, to which Bill himself contributed as much as anyone. But Corky it appears really should be credited as the author.

Meanwhile, this preoccupation with teaching seems to be irrepresible. I've been helping in recent years with a most interesting Montessori school in San Antonio; the director is Jim Judson, SFGI95. Jim and I were jointly engaged in a preceptorial in Santa Fe one summer, where during lunches and any available odd intervals we discussed his concepts and hopes for the school. I've been down there several times since, doing seminars and, most recently, contriving mysterious magnetic fields with the elementary children.

One other note. As those at the Key School are very much aware, crucial help and guidance was given to the school by Ford K. Brown, a patient, witty, and untiring counselor. And over the years, the instructional program was given direction and spirit by Jascha Klein, who hosted many a Curriculum Committee meeting around his dining room table. Possibly most crucial of all was the try of cookies baked by Mrs. Klein and introduced at some critical moment during the evening, without which the teaching program would undoubtedly have fallen into confusion and disarray.

Tom Simpson (A50)

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

During my time at St John's, September 1973 to December 1974, I saw the man reading by the fireplace in McDowell Hall that Sarah Waters mentions in her article in the Fall 1998 edition of *The Reporter*.

Opening the door to one of the upstairs rooms in McDowell around 11:00 one evening, I was surprised to find myself in the threshold of a private study seemingly furnished in the 19th century.

The amber glow of an oil lamp offered illumination of patterned carpets, paintings hung on the walls and shut windowpanes framed by heavy curtains tied back with fabric ropes. A roll-top desk was placed against one wall, while against the others stood bookcases filled with leather-bound volumes. Though the room did not feel particularly warm,

a log fire, curiously silent, burned with a bright yellow hue in the fireplace. Ceiling, walls and floor chose to radiate a deep reddish tint.

Before the fireplace stood a leather Victorian wing-chair, the back of which faced, at a slight angle, the doorway in which I was standing. Wispy white smoke curled upwards from the other side of the chair, while the sporadic sound of rustling papers could be heard above the steady "hiss" of the oil lamp. A sliver of a face wearing spectacles, and a hand grasping some object, were just visible. A man was sitting in the wing-chair reading and smoking either a pipe or a cigar.

Alerted to my presence, the man raised his head slightly and after a pause half-turned in his chair towards me. Through the tobacco smoke one bespectacled eye of an elderly grey face met my gaze. As quietly as I could, I pulled the door shut, embarrassed to have blundered upon the old gentleman in his private study. I tiptoed away.

At the time I wondered why I had not heard mention of the retired tutor who had quarters in McDowell. I was on the point of asking, but then two or three days later, coming out of a class in McDowell, I walked by the open door of the same room. In place of the cozy study I had seen that night was a plain classroom with the bare floorboards minimalist style of decor familiar to McDowell.

Where on campus had the retired tutor been moved, I wondered? Then I thought that the gentleman might have died in the several days since I had seen him, and his belongings discreetly spirited away. Feeling it inappropriate to make inquiries in those circumstances, I didn't.

An evening in summer or early fall is the most likely date for my encounter with the old gentleman and his study, as I remember thinking that the log fire was strangely inappropriate to the season. However, not thinking my experience might be noteworthy, I didn't make a note of the event. Until I saw Sarah Waters' article in *The Reporter*, it had not occurred to me that what I had seen that night in McDowell Hall was a ghost.

Eric Hodges (A77)

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

Annapolis – The Reporter, Public Relations Office, St. John's College, Box 2800, Annapolis, MD 21404 or E-mail: b-goyette@sjca.edu
Santa Fe – The Reporter, Office of Public Relations, St. John's College, 1160 Camino Cruz Blanca, Santa Fe, NM 87501-4599 or E-mail: classics@mail.sjcsf.edu.

The Santa Fe - Alaska Pipeline continued from back page

Alaska. Her lecture "The Nature of Seminar Learning/Teaching" drew a standing-room only audience.

In late September, Santa Fe campus president John Agresto also visited Atheneum, speaking to an assembly of seniors at the area's largest public high schools, speaking and co-leading a class at the Atheneum, and giving a public address to over 150 Anchorage parents and citizens. (He also went fishing but, as he says, not catching.)

Alumni across the country are active with Atheneum activities. Dr. Oliver Korshin (A63) enrolled his daughters, Natasha and Alexandra, at Atheneum when he saw an advertisement for the school and recognized Lydia Ossorgin as the daughter of his much-admired former tutor, Michael Ossorgin. Dr. Korshin and his wife, Rachel, were instrumental in the initial fundraising for the school. Other alumni who have taught through the Paideia Project or at Atheneum include Tracey Wernet (SF94), Thea Agnew (SF94), Arand Pierce (SF98), Jan Arsenault (SF82), Michael Mechau (A59), and Dorik Mechau (A56). Along with Max Gruner and Joshua Pagliasotti, Angela Nusbaum (SF93) completes the current teacher group from St. John's at Atheneum and the three are referred to as "The Mod Squad." The group earned this nickname for their "sophistication, freshness, and wildness that tames," says Ossorgin.

While Gruner appreciates the focus on the individual needs of students, something he sees as a difference in the approach taken by St. John's, Pagliasotti welcomes the op-

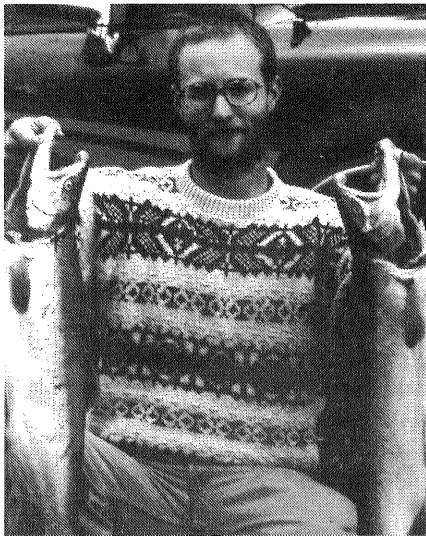


Photo by Lydia Ossorgin
Max Gruner (SFGI99) with silver salmon.

portunity to continue the style of education he experienced at St. John's, especially in his role as a teacher.

Santa Fe's dean, James Carey, was also important in the early stages of Atheneum. He took several trips to Anchorage to assist Ossorgin and Holthaus with the opening of the school. In addition to acting as a consultant of sorts, Mr. Carey lead seminars and gave talks on liberal education and the humanities in Fairbanks and Anchorage for teachers and educators in order to generate interest in the school.

Holthaus remembers that during Mr. Carey's 1991 visit, the two men went moose hunting and canoed down the Yukon and its tributaries. They kept their Johnny spirit while hunting, and Holthaus reports that their dialogue on Kant and Hegel was matched only by the dialogue with the expansive country. On the last night, after a month out in the

wild, wolves beckoned the two from the ridge tops around camp making it difficult for them to leave.

ALASKANS IN SANTA FE

Larry Clendenin (SF77), director of admissions in Santa Fe, described Anchorage's Steller School as a model in new education for the area. Former classmate Walter Featherly (SF77) was on the Anchorage school board during the early years of the Paideia Project and became instrumental in the effort to adopt a Great Books course and seminar program in the public schools. (Mr. Featherly is currently Atheneum's legal counsel and a member of the school's Advisory Board.) The Steller model fanned out to other public high schools in Anchorage, all of which became targets for recruitment for St. John's. Each year, admissions representatives from St. John's spend four to five days in Alaska.

Currently, there are five students in the undergraduate program in Santa Fe. They described the similarities of the climactically different cities of Anchorage and Santa Fe as cities of isolated geography and as destinations for eccentric personalities.

Andrea Quintero, a senior, was born in Ecuador but grew up in Alaska. She was first introduced to seminar-style courses at the Steller School. Seminars on texts such as "The Training of Youth" from Aristotle's *Nicomachean Ethics*, Euripides' "Medea," William James' "On Habit" and on Charles Darwin were offered to Steller students through the Alaska Paideia Project. As a student in Santa Fe, Quintero has worked as a member of the Community Seminar Team, where she has

led seminars in area schools and for home-schooled children.

Tim Robinson and Mike Santillanes, both in their first year, also graduated from the Steller School. Before moving to Anchorage, which students from Alaska are quick to point out is quite distinct from the rest of Alaska, Robinson lived in the small fishing village of Dillingham on Cape Constantine. He hopes to one day return to Alaska and teach. Likewise, Santillanes would like to teach in urban schools, hoping to develop seminar curriculums similar to the way in which his parents have done with Atheneum.

Kyle Wark, a freshman from Hoonah, Alaska, attended a small high school with ninety students. Although his school did not have seminars or outreach programs through Atheneum, the guidance counselor told him about St. John's. His admissions essay brought in the Alaskan landscape. Wark was surrounded by mountains and felt he needed a higher mountain to climb. St. John's is now that challenge for Wark.

Forest Night, a freshman, is from Anchorage and attended the Polaris School, a "school-within-a-school" which allowed for alternative learning programs.

Interestingly, for all of the exchange between Alaska and St. John's, there is not an active alumni chapter in the Anchorage area. The alumni in Alaska, however, may be among the most active of any in the U.S. in publicizing the St. John's program. ●

Alisa Murray Smith (SFGI99)

Confucius continued from page 14

learn it when baffled belong to the third category; those who do not learn even when baffled—such people belong to the lowest category."

Forester: So Confucius is essentially aristocratic? One of the things that struck me as I was reading the *Analects* over the course of the semester was the similarity between the moral and political teachings of Confucius and those of Plato and Aristotle. All three ancient thinkers challenge our democratic ideals.

Gu: That's right. When reading the *Analects*, the problem is not so much the difficulty of understanding the Chinese language (although that is significant), but of the divide between ancient and modern thought. What Tocqueville says about the move towards equality applies to both the East and the West. Perhaps it is not so much East versus West, but Ancient versus Modern—that divide is much greater.

Forester: I'd like to ask you about what the *Analects* tell us about

death. I am thinking of the passage where Confucius mourns more deeply for his best student than for his son. He is accused of breaking the rituals, for surely a father ought to be grieve most for his own child.

Gu: This is a very interesting passage. Confucius is showing that the kind of life one lives dictates the kind of death he dies. When, Ji-lu, one of the master's pupils says, "May I venture to ask what death is?" The master replies, "You do not understand life yet; how can you understand death?" Life illuminates death.

Forester: Why isn't it the other way around? Rilke and Heidegger, the authors on whom I wrote my senior essay, would say that our mortality makes life meaningful.

Gu: Consider Dante's *Inferno*. There the soul's state in death reveals something about our earthly life, tells us about the results of sin. Death illuminates life. Confucius is different. He is saying someone's death only becomes meaningful for us when we think of how the person

lived. Perhaps there is parallel in Homer. Achilles' death is meaningful because of the heroic way in which he lived.

Forester: We might say the same of Antigone. What about Confucius, what kind of life did he lead?

Gu: There are various passages in the *Analects* that describe his virtue. In the dialogues he is humble and never claims that he is humane. What we have to keep in mind is that, like Socrates, Confucius never revealed the depth of his knowledge. This is clear from the words of one of the master's pupils. A duke said that Zi-gong was more worthy than Confucius. Zi-gong replied: "Take our enclosing walls for example. My wall is shoulder-high, over which one may peep at the comeliness of my residential quarters. The Master's wall is over twenty feet high. If one cannot find the gate to enter, one will see neither the beauty of his ancestral temple nor the splendor of a hundred official buildings. Those who can find the gate our perhaps

few. That his excellency should have made such a remark—it is not natural enough."

Forester: How are we to understand this?

Gu: The duke saw Zi-gong's honesty, but he did not see Confucius' wisdom. Being morally upright, Zi-gong does not hide his harmonious private quarters. But Confucius is at a higher level. Only those with wisdom can follow the way he teaches. Only they can see that the political and the religious are the invisible foundation and one of the great goals of human life.

Forester: So in a strange way, philosophy needs the city just as the city need the guidance of philosophy?

Gu: It's the return to the cave. In several passages Confucius praises the Taoist hermits, but refuses to follow their tradition of pure contemplation. A man of humanity has a responsibility to his fellow human beings. ●

Sean Forester (A99)

1999 HOMECOMING AND SUMMER ALUMNI PROGRAM

The term "Homecoming" usually inspires images of football games, barbecue cookouts, parades led by waving young women, and the flavor of nostalgia. At St. John's however, Homecoming is something entirely different. Sure, the nostalgia factor still runs high, as it should at any gathering of friends from years past, but the nature of our college's program necessitates a unique style of reunion gathering. Seminars are, of course, the main event when several St. John's alumni are in the same room (begging the question: how many Johnnies does it take to have a seminar?). Homecoming includes picnics and games and brunches and hikes and lots of other great things too, but seminars certainly take center stage.

Alumni seminars are of the most interesting variety because they include perspectives not only from alumni from a wide range of class



Beverly Angel (SF89) and Paul Martin (SF80)

years, but because these alumni have an even greater diversity of experiences than they did as freshmen. The additional life experience alumni receive when they go into the real world seems to make them even more excited about the seminar process. In fact, the seminar-withdrawal alumni experience when they finish St. John's is so acute that the Santa Fe campus offers two weeks of seminars each summer to handle the high demand for stimulating conversation.

Of course, before returning for seminars on campus, most alumni need a few years to let their minds absorb the program and their lives find direction. By the fifth reunion, however, there are plenty of alumni yearning for dialogue. Some return to campus hoping to reclaim an experience they had years before. Others return simply to see who shows up, who married whom, which tutors are still around, and how many of their fellow classmates took longer to figure out what to do with their lives than they did.

Expectations of any sort are difficult to fulfill, just like freshman year didn't turn out to be anything like what we had imagined. Alumni who

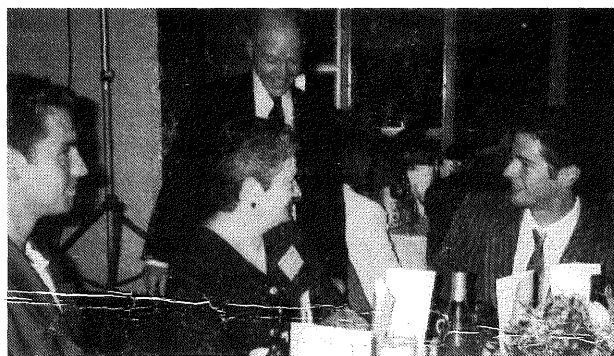
arrive expecting to relive the religious experience of their senior seminar are rewarded instead with the exhilarating experience of a different seminar. For that is the nature of dialogue - as an organic process it is bound to grow and develop with time and a "changing of the guard."

And alumni who show up looking for lost faces find new friendships as well. After all, a room full of alumni including Annapolis graduates from 1942 and Santa Fe graduates from 1994 is full of people who share similar editions of the same experience.

This year at Homecoming, alumni welcomed well-deserving individuals into the alumni community. Janet Fennell, Joyce Rumsfeld, and John E. Robson were awarded status as Honorary Alumni of the Class of '99 and Benjamin R. Haggard and Paula Maynes, both SF79, received the Awards of Merit for their outstanding contributions to alumni and to the college.

"In my sophomore year one of my tutors told me the story of her 'first year' experience" said Paula. "She was a scientist, from the Rockefeller Institute where she had authored her dissertation (and I'm paraphrasing here) 'Color change as a result of chemical reactivity in angelfish.' Or something like that. She began reading *Meno* and made notes in the margin like 'False conclusion, not correct syllogism,' and things of that sort which you all can imagine. Then, about four pages into the dialogue, the marginal notations disappear. That was the point when she knew that something else was going on.

If we all search our hearts, there was a moment like that, in the still center of things, when we recognized that something else was going



John Robson with Janet Fennell and her sons Morgan (far left) and Phineas (on right).

on here and that it could not be caricatured or cleverly rebutted. I've heard Ms. Brann describe it as the single step of the soul. Once you've made that step, nothing less will do and you have engaged with the Program and you are changed by it. This College and the greater community of persons who have been similarly

engaged have given more to me than I have ever given in service to them. Thank you."

TOASTS

At the Dinner Dance on Saturday night, a number of toasts were made, as is the custom. Joe Reynolds, SF69, included in his speech the following quote by Georgia O'Keeffe: "Well - I made you take time to look at what I saw and when you took time to really notice my flower you hang all your own associations with flowers on my



Paula Maynes (SF79) and Allan Hoffman (A49)

flower and you wrote about my flower as if I think and see what you think and see of the flower - and I don't." Joe also quoted R. H. Rilke: "... we compute the years and divide them here and there and stop and begin and hesitate between both. But how of one piece is everything we encounter, how related one thing is to the next, how it gives birth to itself and grows up and is educated in its own nature, and all we basically have to do is to be, but simply, earnestly, the way the earth simply is, and gives her consent to the seasons, bright and dark and whole in space, not asking to rest upon anything other than the net of influences and forces in which the stars feel secure."

And, from Steven Thomas' Toast SF74:

"While it's been 25 years since I graduated from St. John's, it's been 29 years since I matriculated here and therefore 30 years since I was a 'prospective' (remember them?). I don't know about now, but in those days absolutely every piece of promotional material put out by the college prominently featured the slogan 'that splendid intensity.' We would often, it is true, use the phrase ironically. For example, when a fellow student went tearing up Monte Sol in a home-made suit of chain mail, hacking at the piñon branches with a broad sword, we would turn knowingly to one another and murmur, 'Ah, yes: that splendid intensity!'"

"But the phrase does in fact capture something of the experience of our class so many years ago. The excitement of the program, the challenge of dealing with each other, the tutors who tried to shepherd our little wayward flock toward the discovery

of a broader horizon than we had when we entered - all this was indeed splendid, and, yes, intense.

Accordingly, I would raise this toast to the splendid intensity of the Class of 1974; and I would like to particularly note those members of our class whose splendid intensity has sadly departed from the world: Max Ball, Kelly Fike, Bob Grogan, Jim Hamilton, Meredith Murray and David St. John.

And finally, at the special request of Barbara Lauer, I would like to announce that there is absolutely no smoking, eating or drinking in the Great Hall."

Troy Lewis gave the toast for the youngest reunion class, the Class of '94: "Fine things are difficult. As most of you remember, this is one of the first expressions we translated from Greek. One might expand on the word 'difficult' and say that fine things are also 'time consuming.' And, with barely 1800 days separating us from graduation day, we members of the Class of '94 could be expected to still be defining our roles, both academic and otherwise, in the



Elizabeth Jenny (SF80) and Susan Eversole Friedman (SF79)

post-St. John's environment. And that is indeed the case. At present, we have alumni finishing up their Ph.D.'s, some are in law school or medical school or other graduate programs. Still others are making their mark outside the classroom. We even have a soon-to-be-published author in the form of Bill Kowalski. His book, by the way, is entitled *Eddie's Bastard*. But, endemic to each of us is a keen awareness of the impressive accomplishments of those of you here who preceded us. By your own example, you set the bar high and never let us doubt that we were capable of achieving whatever we set our minds and hearts to. Many of us, myself included, are the beneficiaries of such selfless alumni support.

So tonight, as we all remember absent friends and honor longtime ones, we members of the Class of '94 would like to raise a toast of gratitude and respect to all of you. And we hope that you will share in our successes as we have shared in yours."

As it turns out, Troy's eloquent words were scribbled on nothing other than an envelope sent to him from his student loan company. ●

Amber Boydston (SF99)

Alumni Profiles...

LILLILPUT IN THE HEARTLAND

Ted Deddens (A87)



The mounted officer from the "Orders" set appears to bark out commands from his horse. Deddens says he prides himself on the details in his work, as seen in the painting of teeth inside the mouth, as opposed to the typical red stripe representing lips on other toy soldiers.

Fordsville, Kentucky, is a town of five hundred twenty-two people. Five hundred eighteen of them are puzzled by the presence of the other four, Ted Deddens (A87), Kate Irvine Deddens (A87), and their daughters Maris, 6, and Abby, 1.

People tend to live in a place like Fordsville because they grew up there – it's small, isolated, rural, and scarcely a magnet for liberal arts BAs. The Deddens clan, however, is there in order to pursue an idyll of family life and entrepreneurial venture: Kate homeschools Maris (with a classical approach to grammar, mathematics and all that basic stuff) and takes care of Abby while Ted toils meditatively in his studio above their garage, designing, casting and painting the little men of TedToy Miniatures, his collectible Civil War soldier business.

Collectible "toy" soldiers aren't the kind of toys little boys play with. They're the kind of toys grown-up men play with. Deddens makes an

amazing variety of Civil War figures, representing, among others, the Iron Brigade, the Irish Brigade from the Army of the Potomac, the 3rd Arkansas, the 29th Alabama, the 8th Georgia, the Butternut Infantry, Berdan's Sharpshooters, and the Washington Light Infantry. He offers cavalry, infantry, artillery, marines, sailors, buglers, guidon bearers, flag bearers, you name it, both Union and Confederate, winter dress and summer dress, all poised for war-in-a-nutshell action.

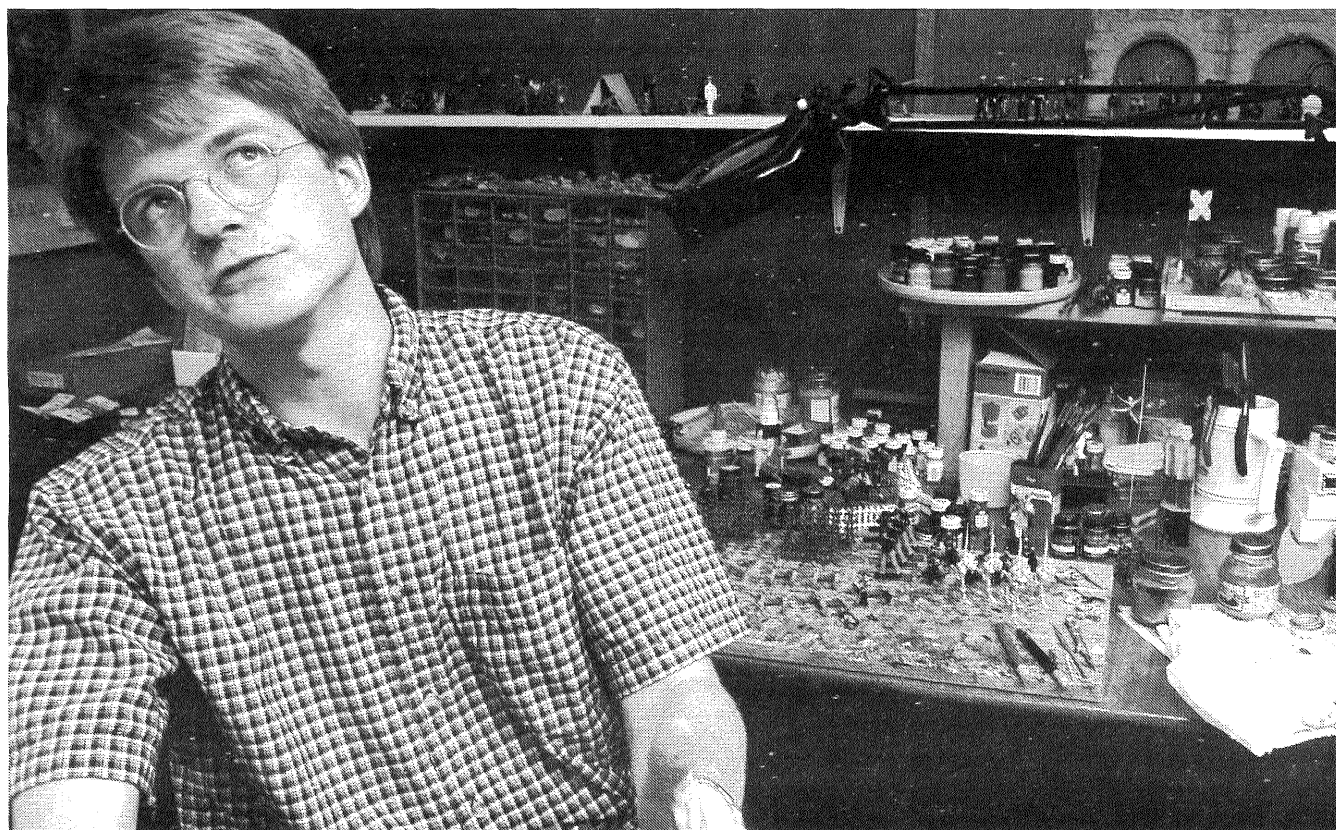
He also was one of the first to make sets of soldiers in non-combat scenarios, from a drummer boy chasing a chicken he's hopeful of making into dinner, to Zouave infantry playing Ur-baseball against regular artillery, to an officer chewing out a private, a la Sergeant Carter and Gomer Pyle. His customers are dedicated toy soldier collectors but he often finds new ones when he displays his wares at shows, and the bored spouses of diehards finally find in his work toy soldiers they can

be interested in. Once the veteran collectors are called in for a closer look they find high-quality, 54mm (1/32 scale, the classic toy soldier size), gracefully painted soldiers, historically true to form, and brimming with action even the "crossover" audience can understand.

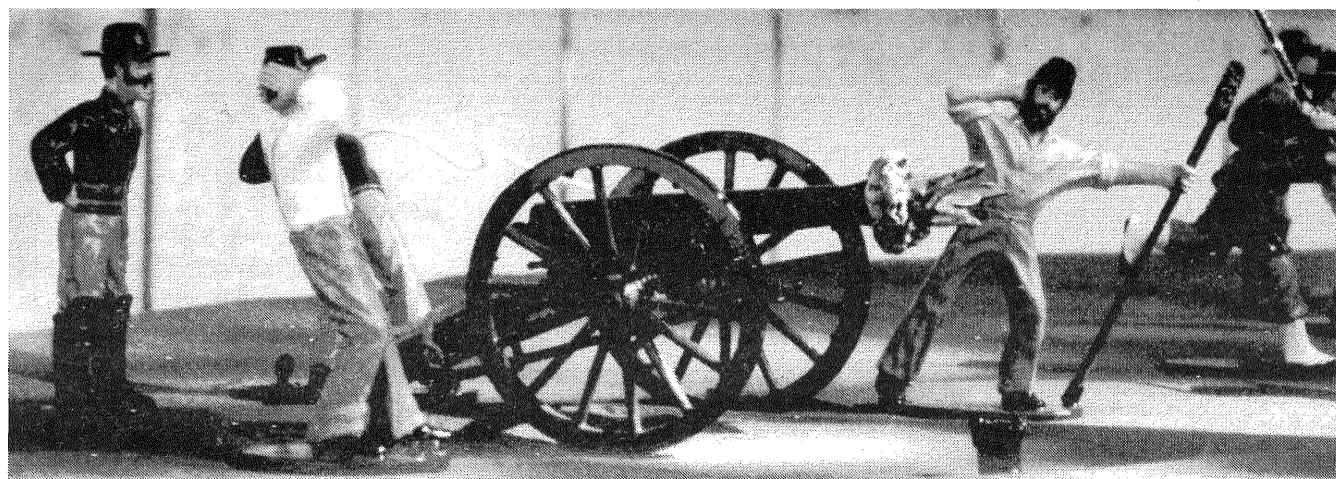
Deddens is a one-man shop. (Some of his competitors in the growing Civil War market take advantage of inexpensive overseas labor, but TedToy products are 100% Made in Kentucky.) The process of making each soldier – designing the figure, sculpting it, dividing it into castable parts, making a mold, casting the parts in metal, gluing the parts back together, and then priming and painting it – takes untold hours, untold because he really doesn't make them one by one, but instead has himself a little assembly line. "I'll line up twenty of them and paint twenty little belts," he says. "It's therapeutic!" The profit margin on such laborious handwork is such that he doesn't wholesale to stores, relying instead on a devoted clientele, word of mouth, a mailing list he's generated from toy soldier show appearances, and his web site (www.Tedtoy.com).

The toy soldier dodge wasn't Deddens's original career goal, but it gradually thrust itself upon him. While he was a student in Annapolis, he worked at the (now defunct) Ship and Soldier Shop on Maryland Avenue, having always been fascinated with miniatures. The toy soldiers sold there were typical, in simple, static poses and painted in a slapdash fashion, with little dots for eyes, and crooked belts. Deddens found some unpainted castings in the shop, and painted them for his own amusement, and eventually found himself a miniature painter in demand as collectors who were regulars at the shop saw his meticulous work.

After his graduation in 1988 he and Kate Irvine were married, and she worked in the college library while he worked for a year as the college assistant bookstore manager, but still kept his hand in at the Ship and Soldier Shop, where the owner finally offered to make him the shop manager for a year. He took on some soldier painting jobs, and one day said to himself, "Hey, how hard could it be to sculpt these things?" He horsed around with various types of clay, and finally made a little figure, which he intended to be a Civil War soldier, because that was the period he knew something about and had an interest in. The figure didn't cooperate, though, and it



Ted Deddens talks about how he got started sculpting his miniature toy soldiers in his Fordsville, Ky., studio. Deddens sculpts, casts and paints the figures, which he sells through dealers and the Internet.



Photos by Bryan Leazenby / Messenger-Inquirer

Continued on page 6

Alumni Profiles...

ANNA MARIA PADILLA *Musician Trained by Tradition of Thought*

I wrote my Junior precept paper on Jane Austen's *Emma*, examining the imperfect Emma as our heroine and contrasting her with the seemingly flawless Jane Fairfax. Jane Fairfax is beautiful, talented, kind, and gentle, while Emma is short-sighted and meddlesome, yet we feel a connection to Emma that we don't necessarily feel towards Jane Fairfax. Jane Fairfax reminded me of Helen Hill, a girl I went to junior high with. Helen was always smart, well behaved, and very, very sweet. She was the President of the Four-Point-O Club, never dated a boy unless she discussed it with her parents first, spent all her afternoons and weekends volunteering at the humane society, and was always at least two problems, or two assignments, or two years ahead of me in our studies. She was the kind of daughter I'm sure my mother always wanted. As much as I wanted to hate Helen Hill, she never gave me any good reason to. No, I certainly didn't hate Helen, as much as I felt envy towards her perfection. But I knew we would never be friends.

This summer I met Anna Maria, a recent graduate of the Graduate Institute, and Helen Hill has nothing on her. Among other things, Anna Maria is a classical guitarist who has produced four albums, including songs she has written herself, with two more albums on their way. She has started her own recording company, she has performed for the Prince of Spain at the U.S. Embassy in Madrid, she has played in Australia, she has performed across the United States, and she has been a guest on television programs viewed by millions. This summer she was the featured guitarist traveling with the New Mexico Symphony Orchestra. Her performances are booked through the year 2000. She has a Bachelor's Degree from St. Mary's College in Moraga, California, and a Master's Degree from St. John's in Santa Fe. Anna Maria is 20 years old— younger than I am.

I met Anna Maria over salads at Zia Diner in Santa Fe. Not only is she bright, beautiful and talented, but she has a warm heart and brilliant spirit. Every 10 minutes or so, she would gently shift the conversation away from herself and towards me, asking me questions about myself, my interests, my future plans. It was not so much that she felt self-conscious in the interview, although I'm sure she did, but rather that she felt unbalanced in a conversation with a new friend where she had all the focus and I had none. Her answers to all my questions were factual and modest. Whenever I shook



my head in disbelief that someone her age could have accomplished so much, she smiled a little shyly and thanked me for my compliments.

There is no doubt that people have been telling Anna Maria for some time that she is very special. Yet her view is simply that she does what she feels compelled to do and what she thinks is right. She has very strong beliefs, yet she is open-minded. She has no delusions about being older than she is. She is happy living with her parents, being single, and experiencing the life of a 20 year old. She has a strong circle of friends her age in Santa Fe. The fact that her ambitions and accomplishments, not to mention her maturity, are those of someone twice her age, does not seem to faze her.

Born and raised in Santa Fe, Anna Maria began playing guitar at age 3. Always a precocious child, she graduated from the American School in Chicago when she was 13. The year after she finished, many students asked her advice on how to graduate early from high school. Anna Maria compiled a small booklet of information and insights on how to get the most from a high school education and how to accelerate if you want to. Northwest Publishers heard of her booklet, and asked to publish it.

Anna Maria followed her mother's footsteps by applying to St. Mary's College in Moraga, California. She received her BA at age 18 and returned to Santa Fe, where this spring she graduated from the Master of Arts in Liberal Arts program at St. John's.

Playing her guitar has always been important to Anna Marie. When she was 13, she got a job playing for La Fonda Hotel in Santa Fe. She also played at El Canon in the Hilton, and it was while she was playing there that the owner of Valley Entertainment Records offered her a record contract. Through Valley Entertainment, Anna Maria's first album, *Quinceanera*, was produced when she was 15, and was even more successful than she had anticipated.

The album's success brought her into bigger venues. Last November, she was invited to the U.S. Embassy in Madrid to play for the 400th Anniversary of Spanish presence in New Mexico, and while she was there she met and played for the Prince of Spain. The State of New Mexico invited Anna Maria to do a cultural outreach program in Australia.

"I'm very proud to represent our culture in New Mexico. I take any opportunity I can to do that, and I appreciate the opportunities I've been given," she says. She believes that music is effective as cultural outreach because "music is probably one of man's most powerful means of communicating our experience." Anna Maria has appeared several times on television, including performances for EWTN (Eternal World TV Network).

Anna Maria has done three more albums. *Navidad* is a full-length Christmas album. *El Rosario* is a benefit for St. Mary's College. *Spain Never Sleeps* is a combination of traditional songs and Anna Maria's own

compositions. She has a fourth album on its way called *Santa Fe Silver*, as well as a re-release of her original album, *Quinceanera*, an album which she says is "about a coming of age, but also a declaration of what you want to do in your community."

"For music to be effective," says Anna Maria, "it has to be a meaningful communication – not just notes." And in order to create a meaningful communication through her music, she feels she must understand the tradition of thought that has brought us to where we are. It thus makes sense that a musician of Anna Maria's talent would choose to spend two years of her life at St. John's. "I want to expose my thoughts and ideas to natural selection," she says. "I'm always looking for better ones."

The Great Books program was exactly what she wanted from an education. "St. John's has definitely affected my music," says Anna Maria. The Graduate Institute Program gave her a new understanding of her own culture. "In order to communicate effectively," she says, "you have to know what you're going to say, and St. John's has taught me that my thoughts can never be stagnant." Anna Maria plans to enter a Ph.D. program at Notre Dame or the University of Dallas, but she says "I know that St. John's is going to be a part of my thinking for a long time."

This fall, Anna Maria will perform in Los Angeles for the National Hispanic Chamber of Commerce Anniversary Celebration as well as present a speech for the Center for Entrepreneurship Conference in Chicago. In December she will be in Alabama for another television broadcast to Spain and Latin America. "I look forward to the times when I get to stay in Santa Fe," she says, "because Santa Fe is really home to me. But I love traveling and the opportunities it provides me. Right now I have the perfect balance. I couldn't be happier. I'm doing exactly what I want to do with my life."

Anna Maria expressed gratitude for many people during our lunch. She is grateful for the love and support her family has given her and thankful for the opportunities offered her by the schools she has attended. I am thankful for the chance I had to meet someone who was not only inspiring, but also very warm and open. Anna Maria taught me that perfect people can be accessible to the rest of us.

Who knows? Perhaps it's been long enough that I should give that Helen Hill a call and see how she's doing. ●

Amber Boydston (SF99)

Alumni Profiles...

NO EXCUSES

Casey Carter investigates high-performing schools in low-income areas.

“My work demonstrates that if we’re going to chop off the top, the bottom won’t fall out,” says Casey Carter (A88), who spent the past year as a Bradley Fellow at the Heritage Foundation, a conservative public policy think tank in Washington. “The foundation’s vision,” Carter says, “is to roll back the welfare state and foster an America where freedom, opportunity, and civil society can flourish.” As a fellow, Carter’s mandate was to find state and local success stories in education in an effort to answer the question: Is poverty an excuse for a poor education? He investigated high-performing, high-poverty schools around the country, particularly those where 75 percent of the children were from low-income households and academic scores were at or above the 75th percentile nationally.

It will come as no surprise to those involved in education to learn that leadership from principals was a strong element in the success of the schools Carter investigated. When the report on his study, titled “No Excuses,” was released in May, the seven principals he profiled in the report were awarded the Salvatori Prize for American Citizenship by the Heritage Foundation. Among them are Irwin Kurz, principal of P.S. 161-The Crown School in Crown Heights, Brooklyn—where 98% of the students are from low-income families. Kurz’s program, which includes standardized testing four times a year, school uniforms, and peer evaluation of teachers, has brought student test scores to 71st percentile nationally in reading and 78th in math. His sixth grade has the second highest reading scores in all of New York, and, taken together, his 6th, 7th, and 8th grades scored in the 93rd percentile in reading and the 96th in math.

“Once people realize what these school have been able to achieve with scarce means and in often hostile environments, it will be time for every parent in the country to demand that their local school be at least as good,” says Carter. “For thirty years the educational establishment has said we cannot teach poor children, or perhaps we can teach them, but at great cost. What these schools have proven is not only that these children can achieve, but that there’s no excuse for the protection of poor performance anywhere in the system, once schools on the margins have set a new standard for high academic achievement.”

Carter’s interest in education came in part from his experience at

St. John’s. “The schools I found fascinating often had junior great books programs where students read serious literature, often reaching beyond basic skills to higher order thinking that is so essential if education is going to be not just skills for the marketplace but the preparation of citizens to live in a democracy,” says Carter. “Interestingly, one of the most important and profound influences on my current research is



Chas Geer Photography

Mortimer Adler’s Paedeia Project, which I remember from my years as a student at St. John’s. To this day no one has improved on so sound a vision for American education; now we have to work out the nuts and bolts of implementing that kind of curriculum in a fashion that respects the local autonomy of schools nationwide.”

NOT THE STEREOTYPICAL POLICY ANALYST

Education policy analysts are easily stereotyped as making recommendations from offices far removed from the everyday needs of students and the daily demands of classroom life. Carter, however, does not fit this stereotype, having spent two years as a teacher—although his years teaching were somewhat atypical. While many Johnnies (20 percent) teach at some point in their careers, Carter took an unusual route into the classroom: as a Benedictine monk.

A year after graduation, Carter entered the religious life at Portsmouth Abbey in Rhode Island. The abbey ran a prep school for boys

and girls where Carter taught English, German, and math. After two years of teaching, Carter was sent to Oxford to study biblical languages and theology. Six weeks before his simple vows expired, Carter and his abbot decided that he should not take the solemn vows which ratify the simple vows.

“I was a very happy monk,” Carter says. “The monastic life is not, however, something that you

can simply choose to do if you wish. You need the supernatural grace of God to sustain you in the vocation. But my natural predispositions were not fully cooperating with that grace. I came to see my life as a monk too much as a career. I loved the religious life, I wanted to serve the Church as a priest, but as the first order of business I wanted to be a teacher, and a headmaster: I wanted to shape the school rather than have

the religious life shape me. It’s fine to have professional aspirations in the professed life, but I came to realize that I was starting out on a long, hard road with too few supplies.”

Once Carter saw that, however happy he was in the religious life, it was not a lifelong calling, he and his abbot agreed that he was to find his vocation in the world. Upon leaving the order, Carter contacted theologian and economist Michael Novak, founder of Crisis, a magazine about religion, culture, and public policy. “I read Novak in high school along with Herman Kahn, Irving Kristol, and a number of other neo-conservatives jumping from the sinking ship of McGovernite liberalism,” he explains. “I was a Reagan baby who genuinely believed the pro-freedom, pro-markets, limited government, strong national defense message of the time. I was particularly drawn to Novak because he explained for the first time, in theological terms that were consonant with the teachings of the Church, that democratic capitalism was both the best engine of real wealth creation and the political

regime which best complemented the dignity of the human being.”

Carter asked Novak for a position on his magazine and was hired as an assistant editor in September 1994. In 1998, Carter became the executive editor.

Carter sought to turn Crisis from a journal of opinion into a magazine. “We wanted a magazine that was entertaining, beautiful, and thoughtful all at the same time,” he says. “We wanted a magazine that explained and celebrated the tradition of the Church which uncovered the historical, artistic, philosophical, and cultural patrimony of the Church in terms that could be understood by an educated layman; which appealed to all the senses; and which was immediately relevant to the political, cultural, and ecclesiastical concerns of the day.”

But not long after Carter became executive editor, he encountered serious differences of opinion with his business partner, and the grind of putting out a monthly magazine began to catch up with him. In September, 1998, when Heritage offered him the opportunity to focus on education, he jumped at the chance.

“I love this project,” Carter says. “There is something about think tank work that is so perfect for Johnnies. It takes someone with a broad education who can argue from principle to be able to discern how governmental power ought to be implemented. It requires a concern for our country, the way I believe that we develop a concern for our polity at St. John’s. You must have the intellectual fortitude to work through some serious puzzles and the persistence to wade through a great many details. There are very few problems that are as complicated, as sophisticated, and as open to failure as public policy recommendations.

“Think tank life has many of the benefits of academia: a life of the mind, people who take conversation seriously, and daily work with books, without many of the downfalls of academia, namely, the faculty bickering and the absurd politics of campus life. “The only downfall,” Carter says, “is putting up with absurd politics of national life.”

Carter’s Bradley Fellowship has been extended another year. He is currently writing a book-length version of “No Excuses” on 25 school principals, due out November 15. The Heritage Foundation is presenting a national conference on “No Excuses” and the effective practices of high-performing, high-poverty schools on November 18 and 19. ●

Susan Borden

Alumni Authors...

BURIED TREASURE AND FAMILY GHOSTS

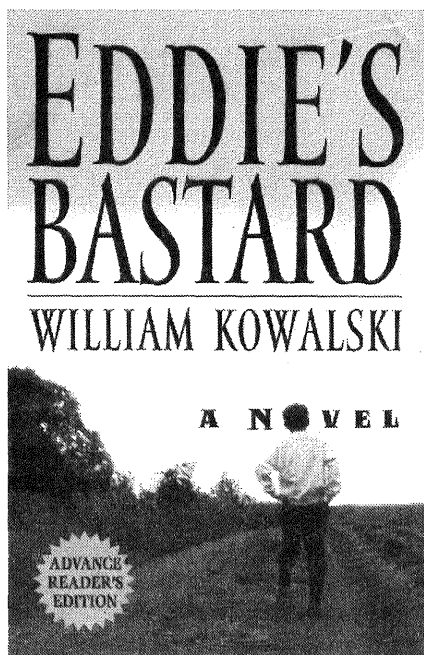
A review of William Kowalski's Eddie's Bastard

Billy Mann is Eddie's bastard: he is the son of Eddie Mann, a pilot killed in Vietnam before Billy's birth. Not only does Billy never know his father, but his mother is also missing, having left him in a basket on his grandfather's doorstep at the age of six weeks. *Eddie's Bastard* chronicles Billy's search for his identity. As an orphan, the identity he seeks is literal—who are his parents, where did he come from? As an introspective young man, he searches for his identity in a metaphorical sense—what made him who he is, what is he destined to become?

Billy looks for his identity among the ghosts of the family farmhouse where he is raised and the stories his grandfather tells him; he sometimes gets a glimpse of it from the people of Mannville, a town named for Billy's once great (and now greatly diminished) family, and he learns something of it from his great-great grandfather's diary.

Throughout the novel, the reader is treated to excerpts from this diary, such as the following, which includes the roughest outline of the novel (which itself offers a rich tale of the present, an imaginative look at the past, and a hazy peek at the future):

The Delphic Oracle urges one to "Know yourself," but how are Americans to know themselves? We have practically no history, and our future, although promising, is hazy. We have only our present, which we are continually creating and recreating. For one to know the self, one must examine the past, and inquire without hesitation into the nature of the people from whom he has sprung.



This way, we can avoid making the same mistakes which were made by our ancestors.

Billy's continually created and recreated present of *Eddie's Bastard* includes his relationship with his grandfather, with the wise and caring Dr. Connor, and with his neighbor and best friend, Annie, the girl he loves. Colorful episodes include an extended stay with the Schumachers, a "loud, Teutonic, and vibrantly healthy" family and visits to Elsie Orfenbacher, a single mother to whom he delivers groceries and from whom he receives an initiation into the physical side of love.

Billy's examined past includes the long-ago-hidden treasure of the Rorys, a Scottish clan that amassed its wealth through the slave trade, and the revelations of Billy's great-great grandfather, who allowed himself to be hailed by Mannville as a

Civil War hero, even though he spent nearly the entire war in jail.

The mistakes of Billy's ancestors are many, ranging from his parents' abandonment and his grandfather's alcoholism to the fratricide associated with the finding of the family fortune and the Fiasco of the Ostriches, in which Billy's grandfather loses that same fortune. Kowalski tells all these stories with a winning combination of pathos and glee.

As for the promising future, Billy envisions it at the end of the book:

Now that I was alone, the sole survivor of hundreds of years, the same thought began to occur to me, and I knew that I wouldn't be the last of the Manns. More would come along, someday. I would take them through the house as Grandpa had taken me, leading them through it by their tiny hands, room by room, telling them the stories of the Manns who'd once inhabited this place and were now long gone in body, but who lingered in spirit and would continue to do so for as long as their names were spoken aloud.

William Kowalski's (SF94) first novel, *Eddie's Bastard*, was published October 1, 1999, by Harper Collins with a first run of 75,000 copies. Foreign rights have been sold in France, Holland, Poland, Germany, Spain, and the U.K. Favorable reviews of the book have appeared in *Booklist*, *Publisher's Weekly*, and the *Library Journal*. Novelist Gail Godwin, author of the bestselling *Evensong*, writes of the book: "A grand debut. *Eddie's Bastard* is a beguiling blend of narrative con brio, human-heartedness, and zany surprises." ●

Susan Borden

The New Modernist in World Architecture

by Richard W. Snibbe and Patricia M. Snibbe

McGraw-Hill; July 1999; \$79.95.

Modernist architect Richard W. Snibbe (A39) and designer Patricia M. Snibbe look at modernist design as a landmark achievement in architectural history. The most recent of only four non-derivative design developments (others are Egyptian, Graeco-Roman, and Gothic), the modern movement is the only one that did not originate as religious expression. The book deals with the period 1965 to 1995 and contains 96 of the most beautiful works by 66 modernist architects from 18 countries. It is illustrated with 200 color photographs. The authors consider five great masters of the movement—Frank Lloyd Wright, Walter Gropius, Le Corbusier, Ludwig Mies van der Rohe, and Alvar Aalto—who influenced design through their works and teachings. They gave voice to the ideas, forms, techniques, and materials of modern aesthetic principles.

The American Civil War and the British Press

by Alfred Grant

McFarland & Company, Inc., Publishers

Alfred Grant (SFGI83) has selected historical and editorial comments from all of Britain's major Civil War-era newspapers and magazines. Sections of the book are devoted to the British press' handling of contentious issues between the North and South, specific battles or personalities, and the portrayal of Lincoln's presidency. The writers for the British press during the mid-Victorian era were masters of the English language, and their reporting included tirades of grand oratory. Their bias toward the South is evident in these selections.

Civil War Book Review

A quarterly journal for new and newly reprinted books about the antebellum, Civil War and Reconstruction. Edited by Morgan Knoll. United States Civil War Center, Louisiana State University.

The *Civil War Book Review*, edited by Morgan Knoll (AGI88), published its first issue in the summer of 1999. It included more than 30 reviews and another 40 annotations by such prominent contributors as C. Vann Woodward, Lewis P. Simpson, and Tony Horwitz. "It's difficult for even the most dedicated Civil War enthusiast to keep up with all the new books coming out," says Knoll. "Our reviewers will point readers towards those containing new research and insights, as well as works achieving literary or photographic excellence."

ALUMNI BOOK COLLECTION

Have you written a book? If so, Santa Fe's Meem Library wants to know. Starting this Fall the Meem Library will actively collect and display alumni publications. Through the years, alumni have generously sent us copies of their books. We have cataloged them and made them available on the shelves. This new project, however, is different. Rather than scattering alumni publications throughout the circulating collection as we have in the past, this new collection will gather them together for a permanent display—a testament to the diverse achievements of our alumni. It is remarkable to see how the same beginning, a common conversation,

has inspired us to pursue such different paths. From Jac Holzman's reflections on the music business, to Robin Chalek Tzannes' zany children's stories, to Martha Jordan's glowing poetry, to Glenda Eoyang's application of the science of chaos and complexity to management practice, alumni books cover a broad spectrum of topics and genres.

Is there a common thread? Perhaps tutor Cary Stickney said it best in his preliminary remarks to an alumni author lecture this past July. To paraphrase: if we look beyond the various author awards and public accolades, and set aside the term "Author" with a capital "A," we see that these writers are engaged in a

common endeavor, they are Johnnies; inquisitive investigators, risk takers, brave explorers of the terra incognita of the blank page.

The Meem Library alumni author collection, which will include works by former students from both campuses, will be on permanent exhibit in the Ault-Evers room. For further information about the alumni book collection, or the faculty book collection—a similar project containing tutors' works—please call Inga M. Waite (SF 87) the College Librarian in Santa Fe at 505-984-6041, send her an email at iwaite@mail.sjcsf.edu or write to her at Meem Library, 1160 Camino Cruz Blanca, Santa Fe, NM 87501-4599. ●



Alumni Association News

FALL 1999 ✱ ST. JOHN'S COLLEGE

✱ Glenda Eoyang (SF76) and Monika Schiavo (A84), communications committee chairs



FALL SEMINARS AND EVENTS

What's Happening in the Chapters

Late fall brings out the desire for seminars in alumni — they see students of every age going to school and they just can't resist getting in some heavy-duty reading and discussing themselves. Here's the schedule for some of the chapters:

Austin: The Austin Chapter held its Annual Meeting and First Annual Annapolis vs. Santa Fe Croquet Match on October 9th. On October 13th, they met for a seminar on Heinrich Kleist's "On the Marionette Theatre." Robert Glick, Vice President of the Santa Fe campus will lead a seminar on "Bartleby, the Scrivener" by Herman Melville on November 13th. The Austin Chapter meets on the 13th of each month. For more information please contact Elizabeth Parton at: 512-685-5238.

Denver: Retired Santa Fe tutor Robert Sacks, led a seminar on "A Commentary on the Book of Genesis." On Saturday, October 23, John Agresto, President of the Santa Fe campus led a seminar on "Alcibiades" from Plutarch's *Lives of the Noble Greeks*. For more information on chapter activities please contact Elizabeth Jenny at: 303-441-3100.

Northern California: Barry Goldfarb, Santa Fe tutor, led a seminar on Plato's *Republic* on October 9. For more information please contact Don Kaplan at 925-376-8252.

San Diego: The San Diego chapter met on October 17 to discuss Anton Chekhov's *Uncle Vanya*. For more information regarding activities in the San Diego area, please contact Regina and Ken Oberlander at 619-624-0904.

The next meeting of the chapter will be on Sunday, November 14.

Southern California: Santa Fe tutor Matthew Davis, led a seminar on "Pericles' Funeral Oration" from Thucydides' *The Peloponnesian War*, for the newly revitalized Southern California Chapter. Attendance at the seminar was great and the chapter plans on meeting more regularly. The tentative reading for the next seminar is Plato's *Lysis* on November 13. For more information please contact Elizabeth Eastman at 562-426-1934.

New York: On November 10, the chapter will hold a seminar on Seneca's *Medea* at 7 p.m. at the Princeton Club (15 W. 43rd between Fifth and Sixth Avenues). Seminar participants can dine at the club before the seminar (but, like SJC in the olden days, a coat and tie is required - no stipulations listed for women, though). For more information, contact Justin Burke at 212-375-7444 or justin@corbis.com.

Washington, D.C.: The reading for November 10 is Mencius, *Selections*, for a seminar to be led by Annapolis tutor Lijun Gu. The reading for November 24 is the second epilogue from Tolstoy's *War and Peace*. Seminars meet from 7 to 9 p.m. at the Cedar Lane Unitarian Church in Bethesda. For more information, contact Sam Stiles at 301-424-0884 or sstiles@cpcug.org. (Check out the chapter website at www.charm.net/~bfant/johnny/dcmdva.html.)

North Carolina: On November 14, the chapter will meet for a

seminar on Sun Tzu's *The Art of War* at noon in the Little Professor Bookseller in Durham. For more information, contact Susan Eversole at 919-968-4856 or susaneversole@netscape.net. (Check out the chapter websites at www.neighbors.com/1184/ and <http://victorian.fortunecity.com/milton/578/>.)

Philadelphia: The chapter has set a tentative date of November 20 for a seminar on Richard Wright's *Native Son*. The group meets at the Whitmarsh Valley Inn; there's a social hour from 1 to 2 p.m. and the seminar from 2 to 3:30. Contact Jim Schweidel at 215-572-6903.

Annapolis: The Annapolis chapter will meet November 13 to discuss selected stories of Borges, including "The Library of Babel," "Pierre Menard," "Three Versions of Judas," and "The House of Asterion." The seminar meets in the Private Dining Room at the college; Howard Zeiderman will lead. For more information, contact Rebecca Dзамov at 410-263-4291 or dзамov@aol.com.

Chicago: The chapter plans a trip to the Goodman Theater to see *The Odyssey*, directed by Mary Zimmerman, on October 30 at 2 p.m. The next day, October 31, at 2:30 they will have a seminar on *The Odyssey* led by Annapolis tutor Dan Kolb. Seminars are held in the Krensky Conference Room on the second floor of the Spertus Institute on S. Michigan Ave. For more information, contact Amanda Richardson at 847-705-1143.

CHAPTER CONTACTS

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

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505-899-1331

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BOSTON
Ginger Kenney
617-964-4794

CHICAGO
Amanda Fuller
847-705-1143

DALLAS/FORT WORTH
Suzanne Doremus
817-924-7184

DENVER
Janet Dамpeer
303-972-4901

LOS ANGELES
Juan Hovey
805-492-5112

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

NEW YORK
Amy Wuebels
212-681-4585

NORTH CAROLINA
Susan Eversole
919-968-4856

PHILADELPHIA
Jim Schweidel
610-941-0555

PORTLAND
Dale Mortimer
360-882-9058

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Regina Oberlander
619-624-0904

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Alumni Association on a Mission

Did you know that all alumni of St. John's College belong to the Alumni Association? Of course, the Board of the Association would love it if all alumni paid their dues, because it means there is more money to carry out programs with. But even more than paying dues, what the Alumni Association seeks to do is involve Johnnies in the life of the college—to whatever degree they wish: by reading mail that comes from the college, by participating in chapter events like local seminars or parties, by thinking about their tutorials as they clean out their bookcases and come across that copy of Pascal's *Pensees* that hasn't been opened since junior year, by attending Homecoming

or one of the summer alumni programs, by E-mailing a former roommate with the latest news. This Alumni Association newsletter that appears in The Reporter is sponsored by the Association and contains Association news and concerns. The Board would like you to consider this newsletter as a forum for your thoughts about St. John's, and will pose a question in every issue for alumni response.

The mission of the Alumni Association of St. John's College is :

- to provide an active place for alumni in the life of the college;
- to promote the continuing association of alumni with one another; and

- to serve, preserve and advance St. John's College as one community of and for liberal education.

In light of this mission, the Board of the Alumni Association would like to ask alumni to respond to this question: What can the Alumni Association do for you?

You can respond by calling the Alumni Offices in Annapolis, Roberta Gable (A79), at 410-626-2531; or in Santa Fe, Tahmina Shalizi at 505-984-6103, by writing The Reporter, St. John's College, Box 2800, Annapolis, MD 21404; or by E-mailing the (temporary) Alumni Association newsletter editor, Barbara Goyette (A73), at b-goyette@sjca.edu.

Alumni Notes...

1936

Gilbert Crandall writes that he and Col. Tom Smith, retired Superintendent of the Maryland State Police and an alumnus of the class of 1938, were next door neighbors in Islamorada in the Florida Keys this past January. They had been next door neighbors in Annapolis while attending St. John's.

1939

Malcolm Silver reports: "I will be reaching the ripe old age of 82 this year and still have a full-time dental practice. Outside of dentistry, my life is kept busy with lots of things. Unfortunately, I had to leave St. John's after one year and go home to work. I hope to join my class reunion in October."

1942

"**Rat**" **Joe Bray** says that he is "still depriving some doctor's kids of a college education." About his own children, he says one has her masters in social work and the other is a detective and diving instructor.

1948

Peter Davies and his wife Phyllis celebrated their 50th wedding anniversary. **Peter Weiss** and **Gerry Hoxby** were able to celebrate with them, but several other classmates were not because of travel or illness.

1949

"Margie and I now have two grandchildren, parented by our son Jack and his wife Susan," writes **Allan Hoffman**. "Brian is three and Dana arrived May 23, 1999. In June while on vacation in Sweden, we met with **Rick Wicks** (SF68) in Goteberg and with **Miranda McEvilly** (SF92) and **Danilo Marrone** (SF90) in Stockholm."

1950

John Logue, president of the Greater Philadelphia Chapter of the United Nations Association and emeritus professor of political science at Villanova University, contributed an article entitled "Some Thought on Memorial Day 1999" to The Swarthmorean in Swarthmore, Pennsylvania.

Bob Sperber has been diagnosed with Parkinson's. The expenses for in-home care and alternative treatment are exceeding all his available resources. Bob may be reached at 260 Camino Alto, Apt. 12, Mill Valley, CA 99941. (For more information, contact Donald Kaplan, president, Northern California Chapter, at donaldkaplan@worldnet.att.net.

1956

John Chase writes: "On both of my sojourns in Maine (the first as a farmer, the second as a sailor) lack of funds caused an untimely demise of my fortunes (pun intended). Consequently, I have turned to entrepreneurial activities in order to enhance my coffers and so return triumphantly to that magical land where 'Life as it should be' may be most fully realized...I would be most interested in hearing from other alumni who are accomplishing, or have already attained, the only true means to Freedom: Personal Wealth."

1957

Thomas Sigman says he is living in Berkeley, California. "Ring me up. I'm in the phone book."

1961

Douglas Bendall, an Episcopal priest in the diocese of Newark, New Jersey, has founded and is president of an ecumenical and interfaith school of theology. The school's mission is to offer seminary level education to lay persons in an interfaith and pluralistic context. **Lisa Maria Bendall** (SF86) is a doctoral student in Archeology at Cambridge, England. **David Douglas Bendall** (SF90) is a mathematician and is working in the pharmaceutical industry in California. He is married and has two children, Rhiannon and Morgan.

1962

"Chui-ping and I just returned from Taipei, Taiwan (July 25-29, 1999) where I delivered a paper entitled, 'Moral Dilemmas, Human Rights and Jen (Humanity)' to several hundred Chinese philosophers at the 11th International Conference on Chinese Philosophy at Chengchi University," writes **David Schiller**. "The paper, which attempts to demonstrate that not only do human rights (supposedly only available in the West) and societal obligations (supposedly only available in the East) entail each other, but that Confucius had a way of preparing his students to implement them both, was very well-received and I became a regular 'star' for a couple of days. Even the conference's key-note speaker came up to talk with me about questions he had about it. I was warned that this Chinese philosophy 'obsession' of mine would have no end and it seems to have become perfectly true: it just gets more and more fascinating the more I learn. Especially, the more I learn about the Confucius. After viewing a 5am

sunrise on Ah Li Shan (Mountain), we flew off to Bangkok, where the people are still smiling as much as ever, but behind the smiles you can see that they are suffering deeply from the collapse of their economy. We explored the Grand Palace in downtown Bangkok, and to the north, the ancient ruins and the 'floating market' where people come in boats loaded with goodies to sell to the foreign tourists. Back home, I am already coming up with a couple of, I think, interesting ideas for my next paper."

1963

Paul Coleman Cochran is the new rector of the Episcopal Church of St. Jude in Wantagh, New York.

Marcia E. Herman-Giddens says, "I enjoy getting *The Reporter* and wish more of my classmates sent in items for the Alumni Notes so I could see what they are doing. I am now working for myself as a child maltreatment consultant and teaching and conducting research when I am not in the garden or playing with my 4 grandchildren. I have a new address and E-mail - 1450 Russell Chapel Road, Pittsboro, NC 27312, 919-542-5573, meherman@mind-spring.com."

1966

Ian Harris writes: "During the summer of 1998 in Durban, South Africa, I was selected executive secretary of the Peace Education Commission of the International Peace Research Associates. I have just published a book, *Peacebuilding for Adolescents: Strategies for Educators and Community Leaders* (New York: Peter Lang, 1999).

1967

"After spending almost 30 years in California, I moved to Paris three years ago," E-mails **Phil Wood**. "Together with a bookdealer from San Francisco I opened a second-hand bookstore on the Left Bank in October 1997. The name of the store is the San Francisco Book Company and it is located at 17 Rue Monsieur-le-Prince in the 6th Arrondissement. I've also recently remarried, so it looks like the move to France is permanent."

1968

"After 25 years at the University of New South Wales in Sydney I have recently moved to a rural setting to become Dean of the Faculty of Arts at the University of New England in Armidale, NSW," reports **William R. Albury** (A). "As in many other countries, these are not easy times

for the humanities or higher education generally in Australia. But it is an engaging and worthwhile challenge to keep the values of liberal education alive under such circumstances."

1969

Daniel Cleavinger (SF) says: "I've just returned from the 1999 reunion weekend in Santa Fe. Attending this event was one of the nicest things I've done for myself this year. My advice to all alums: Come to your reunions and enjoy! Get there!"

Byron Wall (A) writes that his son, Alexander, is starting as a freshman at St. John's in Annapolis this fall.

Linda Torcaso Bernstein and **Mark Bernstein** (both A) live in Philadelphia. Mark is still a judge in the Court of Common Pleas. He has enjoyed the Executive Seminars with Chris Nelson the past two years. Linda is still an administrative law judge with the Social Security Administration. They are both active in the local Unitarian Church. They go to art films from time to time with **Frances Burns** (A69).

1970

Dr. Edward Macierowski (A) addressed the World Congress on the Philosophy of Mulla Sadra in Tehran, Iran on May 25, 1999. His topic was the unity of being in the Essence in God according to Avicenna, St. Thomas Aquinas, and Mulla Sadra. Professor Macierowski presented a copy of his new book, "Thomas Aquinas' Earliest Treatment of the Divine Essence" and a copy of the Benedictine College Catalogue to the Director of the Congress Ayatollah Seyyed Mohammad Khamenei at an audience with several other English-speaking participants.

1971

George Elias (A) reports that his oldest daughter just enrolled as a freshman at the University of California, Berkeley ("not yet ready for St. John's") and his youngest daughter just started kindergarten. His wife is working on a novel about the NationsBank buyout of Bank of America. And he is starting to study Greek again.

Cliff Martin (A) says that his biggest thing since St. John's (apparently not considering his Penn State PhD in physics to be large) is that he was one of the founders of the company that has become Visx - the corneal surgery business. He's also been the VP of engineering for a semiconductor lithography company, and has written some novels, but alas has not seen them published. Currently, he's a systems con-

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sultant. He and wife Karen Zimmer (A74) live in Norwalk, Connecticut, and have two sons, Ross, 13, and Ian, 8. Karen has been working happily as a doula for the past four years, helping new mothers cope with nursing, and keeping their households from falling apart.

1972

"As a senior manager with KPMG, LLP, I have had the opportunity to hire a number of consultants, but never a St. John's Graduate until recently," writes **Ray Beodecker** (A). "I am happy to report that **Sean Stickle** (A95) has come to work for KPMG and we are currently assisting the Real Estate Assessment Center of the Department of Housing and Urban Development in building a national database of properties involved in public housing assistance programs."

From **Dana Netherton** (A): This summer we moved to our new home in St. Louis, where I will open a new company of my own. I will be doing Reliability Centered Maintenance (RCM) - the same field in which I have worked for American Management Systems for about 10 years now-but now "in association with Aladon Ltd". I'll be moving from a company that helped the military invent RCM, 30 years ago, to an international network of consulting firms that has continued to improve its methods and that now offers arguably the best RCM training and consulting in the world. The name of the company is TBD at this point. The move to St Louis was an easy decision, once I decided to liberate myself from AMS. We know that St Louis is a great place to raise children. Especially one 3-yr-old who has declared that when *he* grows up *he's* going to be a *baseball* player! (as he fiercely waves a plastic recorder in the air like a baseball bat) (he probably has better control of his pitches than a good proportion of the Cardinal bullpen this season ..)

1974

Roger Burk (A) is now working as a senior program engineer with the Aerospace Corporation, a not-for-profit research and development company that supports the Air Force and other government agencies. "In my spare time I'm an adjunct professor with Virginia Tech; I teach an evening class at their Northern Virginia campus. Wife Robin (A72) raises show dogs-English Cocker Spaniels."

Jay Gottlieb (A), an energy and natural resources economist, has been named by Gov. George Pataki

to the Board of Director of the New York State Energy Research and Development Authority. He develops financial instruments for energy markets and will serve in the Economist Seat on the Board. Jay is a senior manager in the Research Department of the New York Mercantile Exchange where his prime interest centers on commodity markets for coal, emissions allowances and other energy issues including natural gas and petroleum. He has contributed chapters on coal futures to two books on energy risk management and often presents his work to forums of coal producers and utilities management around the world. In addition to his St. John's degree, he holds a BS in Environment Planning from Western Washington University's Huxley College of Environmental Studies and an MBA from Stanford University. He is pursuing his doctorate in economics and also studies Jewish law and ethics.

1973

Bill McClay (A) writes: "We've moved to Tennessee so that I could accept an appointment as the SunTrust Bank Chair of Excellence in Humanities at the University of Tennessee at Chattanooga. We are living in a house on Signal Mountain, and having a great time homeschooling our kids in this beautiful setting. It's a big change, especially after 12 years at Tulane in New Orleans, a city that is largely below sea level. It seemed the right time for a little elevation."

1975

Seth Ginsburg (A) has a communications research business in Plano, in the Dallas metroplex. "I work out of my home (to the enthusiastic approval of my canine friends) which is great. My clients include a variety of advertising agencies (E.G., DDB Needham, Ogilvy & Mather) and corporations (e.g., GTE, Frito Lay). My work primarily consists of designing surveys and moderating focus groups (which are a lot like seminars except that the 'texts' we discuss tend to be positioning statements or commercials instead of the Great Books). The name of the business is Sethburg Communications. By the way, in the course of my business dealings I have had the good fortune to meet with another moderator and fellow member of the SJC family, Pam Carter. Small world!"

Oriana Rodman (SF) sends word of Patrick Finnegan (SF) who is living in Santa Fe and has started a new venture called "Living Histories" after 25 years of working in the film business. Using audio and video, he is producing family and in-

dividual portraits, like a photo album come to life. His E-mail address is finnmen@earthlink.net.

Dale Mortimer (A) reports: "In addition to maintaining a full-time outpatient private practice in child and adolescent psychiatry/general adult psychiatry, occasionally submitting (and having published) articles on psychopharmacology topics in medical journals, giving medical presentations to the community (the latest to junior high schools students on the medical consequences of gunshot wounds), being the de facto president of the unchartered Portland area alumni association, and being husband and father, I have recently taken a part-time position as a principal investigator for new psychiatric medication clinical trials. I hope to schedule a series of local seminars starting late this fall on recent attempts by the psychiatric community to more accurately describe the relationship of mind to brain. Anyone interested? E-mail me at mortimer@spiritone.com."

Nancy M.P. King (A) was promoted on July 1 to Professor of Social Medicine and began a sabbatical to examine benefits in human subjects research.

Elizabeth Bassan (A) writes: "I live and work in the Washington, D.C. area. My husband, Tony Pryor, and I have three kids, Madeleine, 14; Rebecca, 11; and Benjamin, 2 1/2. I manage a global health project for Save the Children and my husband works for USAID. We both juggle travel to lots of exotic-read developing country destinations with a very rewarding family life and community ties."

1976

The **Stabler-Talty family** [**Linda** (SF) and **Peter** (SF82)] is settling into Southampton, New York, even while Peter's architectural work takes him around the United States and Europe. With Alexandria almost 11 and sister Seton almost 6, it's an interesting life (whew). We welcome any SJC visitors to re-establish our connections and continue our conversations. We've had the great fortune to keep close at hand with **Kathleen Flynn** (SFGI79) in Connecticut, and **Temple Wright** (A75) in Washington, D.C., but would enjoy hearing from others.

1977

Lauren Baillard (SF) has recently been designated as a Dislocated Worker Specialist working with federal funds under the broad new Workforce Investment Act. She's a seven-plus year employee of the Mayor's Training Center, a divi-

sion of the Lexington, Kentucky, Urban County Government. "My job involves career counseling and job search assistance primarily to adults who've lost their jobs due to downsizing. I invite E-mail from former classmates and anyone in my field of work: LAURENB@LFUCG.com."

1978

Fred Bohrer (A) says that he has become a tenured professor of art history at Hood College and has organized an exhibit of 19th-century Iranian photography, entitled "Antoin Sevruguin and the Persian Image" which will go on display in the Smithsonian's A.M. Sackler Gallery starting in late November, through May 2000. There will also be a book to accompany the exhibit.

Robert Perry E-mails: "It has been several years since I have contacted the Alumni news. I'm still a Professor of Physics at The Ohio State University in Columbus, Ohio. I served as Vice Chair of the department for two years to pay my dues, and have just finished a one year sabbatical based in Columbus (due to graduate students and family). I've managed to run nine marathons, one under three hours, which is an excellent way to manage a midlife crisis. My daughter Jessica is 13, and is introducing us to the joys of raising a teenager. My son Alex is 7, and my wife Kathleen Squillace continues to work as a consultant in oncology. We had a great time at our class reunion last year and look forward to the 2003 reunion."

1979

Jeff McElroy (SF) writes that he and Enrique Noguera and happy to announce that they have completed the adoption of their four-year-old son, Raul Antonio Noguera McElroy.

Kevin Stacey (A) says: "I have temporarily (?) stopped practicing law and am fully employed in administering our home LAN, and as head geek for www.216websolutions.com, a web page design company."

1981

Karl Stukenberg (SF) and his wife, Chris Mayhall, had their first child, a baby boy, on April 5. He was 8 pounds, 2 ounces, and is named John Mayhall Stukenberg.

Marion Sharp (A) is married to **Noel Blyler** (A), who has recently assumed the Director of Admissions position at Charles Wright Academy in Tacoma, Washington. They have two daughters, Susan (7) and Meg (2). "I'm hoping that at some point we will be able to buy a house here - I'm weighing the pros and cons of

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work (full-time, part-time) vs more schooling and juggling anything like that with childcare!" says Marion.

Daniel Van Doren (A) reports: "My wife, Susan, and I live in White Plains, a suburb of New York City. Our son, Benjamin (5) is finished nursery school in May and is in the tee-ball Little League. His brother, Ross (2), keeps us on our toes. He's learning words and phrases at a fast clip and has mastered the word 'No' quite well. Through my work in a boutique real estate firm (family owned-mine) I am active in a business group that is studying light-rail alternatives for the New York City area."

Emi Sarah Geiger writes that she is still living in the only mixed Jewish/Arab neighborhood in Jerusalem, "enjoying life and keeping very busy raising our four children (ages 6, 4 1/2, 3, and 1 1/2), working as a translator, editor, and gymnastics teacher. We hike a lot, travel when we can, and welcome visitors. E-mail us at Boazl@cc.huji.ac.il or sarah@idi.org.il."

Julia Jenson (SF) says, "I continue to struggle with what has been labeled schizo-affective disorder, a combination of a thought disorder (schizo) and a mood disorder (affective, or affect). I received my BA from Thomas Edison State College of New Jersey in 1997 in a combination of math, physics, and computer science, and hope to return to school this fall for a teaching certificate to teach remedial math. Right now I am coordinating a social group for mentally ill adults and directing a children's choir. I would love to hear from people."

1982

Kelly A. Genova (SF) has joined the firm of Civerlo, Gralow & Hill as a workers' compensation group attorney. She will maintain her private practice in Downtown Albuquerque, New Mexico while working with Civerlo, Gralow & Hill.

"After several years in Costa Rica, I am back in the U.S.," writes Lynn Gumert (A). "In December I completed my DM in Composition from Indiana University. My new address is 1839 Green St., #306, Harrisburg, PA 17102."

1983

An update from **William Hill (A)**: "I'm alive and well, practicing business law at big firm in Miami.

I'm married to a beautiful and brilliant woman who hails from North Dakota and Seattle, and who is a lawyer as well. We have two babies, Allegra (just two) and Ethan (6 months). Have visited with Mitch Buroker (SF84) in L.A. recently, and

gotten a nice letter from Jack Armstrong (A83). Would love to hear from any St. John's friends. My E-mail is whill@steelhector.com.

Liz Waldner (A) is now the Director of Creative Writing at Cornell College in Mount Vernon, Iowa. Her "most St. Johnsish title found a home - won the Iowa Prize for Poetry (coincidence!); the University of Iowa Press will publish *A Point is That Which Has No Part* in March 2000."

1984

Fr. Bruce Wren (SF) is presently the rector at the Legion of Christ's Novitiate in Cornwall, Ontario, where he is in charge of the formation of 18 young men preparing for the priesthood in the Catholic Church. He sends word that he recently read Dostoyevsky's *Demons*. "I send hello's to Spence, Benson, Pope, Swanke, and the gang."

Tracy Mendham (A) writes: "I have at long last returned to school. I began Vermont College's MFA in writing program this summer. The enthusiasm and thoughtfulness of the students there reminds me of my first days at St. John's. I still work at the School of Visual Arts in New York and continue to live in Brooklyn with my partner of nine years, Dana Chenier. I'd love to hear from any old friends at tmendham@adm.schoolofvisualarts.edu, especially since I may not make it to the reunion this fall."

1985

Janice Cantwell (AGI) writes; "I am working as a volunteer receptionist, information consultant at both the Annapolis and Anne Arundel Visitors' Center and the Anne Arundel Medical Center, Clatanoff Pavilion. Please introduce yourself, if you stop by when I'm on duty."

A note from Alex Huemer (A): "For those who did not see me on Jeopardy (back in January 26-27), I am alive and well. I am working this year as a Visiting Lecturer in Economics at the University of World Economy and Diplomacy in Tashkent, Uzbekistan. I am also teaching a Distance Learning class in Southern California via the internet, and hopefully will get some pictures of this place posted to my Web site sometime soon. If anyone is in the area (or just wants to drop me an E-mail) they can best reach me at my current E-mail address: huemera@ufn.net."

Liza Hyatt (SF) reports: "My little girl, Maggie, my husband and I have moved. (New address: 10333 Indian Lake Blvd. N. Dr., Indianapolis, IN 46236 phone: 317-823-6603).

Maggie will be two in August and is already eagerly befriending the garter snakes, great blue heron, deer and owls we live among. We welcome human visitors as well and the sight of a St. John's friend on my doorstep, or a letter in my mailbox, would bring tears to my eyes. Poetry is what remains essential to me from my own sips from the Great Books geyser of St. John's. My first chapbook, called *Seasons of the Star-Planted Garden*, self-published and illustrated with color reproductions of my artwork, is hot off the press. Call or write if you'd like to purchase a copy.

Cindy Bradley Sharp and **Gilbert Kyle Sharp** (both SF) are living in Frisco, Texas. "It has been a long time since we have heard from anyone," writes Cindy. "We hope you are all happy and healthy and doing well. For those of you who haven't heard from us, we now have three children, all boys. Noah, age 7, will be in first grade this year. John, age 3 1/2, adores cats and trains and his big brother Noah. Ben, age 13 months, thinks his big brothers are pretty special too. If you haven't guessed by now - I stay home with them (and the dogs!) and spend my time doing laundry! We would love to hear from you - drop us a note or stop by."

1986

Tom O'Dowd (SF) has opened NorthStar Naturals, a vitamin and herb shop specializing in fun stuff like organic coffee and aloha shirts. "I'm boasting the largest free herbal/nutritional library and computer research center open to the public in the NW Rockies," he says. Tom lives in Helena, Montana with son Quinn, 8. His E-mail address is todowd6352@aol.com.

Ed Weiss (A) reports: "After being side-tracked in various fields of employment, I am finally doing full-time what I wanted to do when I came out to California - I am working as a freelance trombone-player around L.A. and, of course, Hollywood, playing in a Latin dance band, various swing and jazz bands, pit orchestras, etc., etc. I love what I do."

Mit Wanzer (SF) has thrown in the tipi and cut his hair with amazing results (not sequential): He is the happy father of Emily Joelle Wanzer, born to his wife Marcy on April 12; they are residing in Littleton, Massachusetts, surrounded by pine trees; Mit recently completed a Master's of Education with Antioch New England Graduate School. This prepared him for his first year as a sixth grade science teacher at a middle school in Stow, Mass.

Larry O'Flahavan (A) is a Holly-

wood boy! After a few years producing commercials, he's started his own production company, "See Spot Run."

1987

Chris Howell (A) and Sabrina (A88) welcomed their third child, Beatrice Katrina Anais Howell, in July. She joins Zeb and Calida.

"I am living at the farthest reaches of Southern Maryland enjoying the osprey and sunsets on the mighty wide rivers here," writes Clare Fisher McGrath Merkle (AGI).

"After a 10 year career in the now-depressed commercial real estate appraisal field, I settled in as a part-time grants researcher to spend the better part of days in freelance writing and studies as a secular Carmelite, unintentionally exploring the evangelical counsel of poverty. Am learning HTML by working on a virtual house of prayer web site while reading into Edith Stein and up on Maryland history. My daughter, Kate, is a soon-to-graduate 'post-modern' dancer/choreographer at NYU. Her latest oeuvre was 'Agnosia' which explored the theme of alienation in the lives of NYC subway commuters."

Mary Helen McMurran (SF) received her Ph.D. from New York University in November of 1998. She will begin teaching at the University of Chicago in the fall of 1999.

Marshall and Robin Miller (SF), with daughters Hilary (10) and Kiara (4) continue to be happily settled in Moraga, California, a town which happens to be home to St. Mary's College whose Great Books Program was influenced by St. John's.

Sarah Steel (AGI) began an internship this September with the Liz Lerman Dance Exchange, which she says is "an exceptional opportunity to nourish my skills in integrated dance. My involvement in dog training classes will result in adoption of a service dog, who will probably become a dancing dog. Let the dance begin!"

1988

Rick Craven (A) is working for Motorola as an operations analyst after graduating from the University of Tennessee with an MBA in supply chain management. His wife Debbie completed a degree in microbiology. They welcome news from classmates; their E-mail address is rcraven@ameritech.net.

Joe Carr (AGI) has been doing great with commissioned art work, and has packed his van to finally get out of Annapolis and become an itinerant artist.

CLARIFICATION: It was incorrectly stated in a previous issue of *The Reporter* that Claudia Probst Stack (A) was married this summer.

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In fact, she married Joe Stack last summer.

1989

"After 21 years of teaching secondary school math and science, I have decided that it's time for a new career," writes **Beverly Angel** (SFGI). "I'll be starting law school at the University of Texas this fall."

Raymond Gifford (A) was appointed Chairman of the Colorado Public Utilities Commission this July.

Daniel (AGI) and **Deborah** (AGI90) **Reinke** have a new daughter, Mariah Elizabeth, born May 12. She has an older sister, Makela, who is 5, and a brother, David, who is 3.

George Turner (A) just finished his first year as a Deputy District Attorney in lovely Orange County, California. "Abril and I bought a house in Tustin, moved in in July, and are overjoyed and exhausted. There's plenty of room (but not much furniture), and guests are always welcome."

1990

Dariush and **Lisa Liske Doorandish** (both A) are living in the village of Eggleston, Virginia, along the New River, with daughter Miriam, age 5. Daree is a potter, gardener, and tutor (presently reading literature and philosophy with home-schoolers). Lisa teaches cello at Washington and Lee University, plays in Emrys Ensemble (a flute-cello-piano trio) with Chester Burke (A74) and Katherine Boyes, is associate principal cellist in the Roanoke Symphony and principal cellist with Opera Roanoke, manages and contracts the orchestra for Opera Roanoke, and runs a Suzuki cello studio (Community Cello Works). They share care for Miriam, who also plays cello, takes dance classes, and is a homeschooler.

Seth Bagan (SF) writes that he is kept busy cactus farming in Tacoma, Washington.

1991

Cynthia Gavioli (A) is now a sales assistant at A.G. Edwards & Sons, Inc., and will soon be registered.

Jeanine Bramwell (SFGI) received her Master's degree from Adams State College in Alamosa, Colorado, in community counseling in the summer of 1998; in the spring of 1999 she became a nationally certified counselor (NBCC).

In May, **Ines Azcarate** (A) graduated from the University of Maryland, Baltimore campus, nursing school, and received her RN license this summer. In May 2000 she will marry one Robert Kolen (not an alum), a freshly minted Hopkins MD/PhD.

Jeanene McAmis (A) E-mails: "At Christmas, I returned from a year and a half in Indonesia (Ujung Pandang, on the island of Sulawesi) - economic tailspin, riots in the streets: your usual trip abroad. Actually it's a wonderful place and it was a very interesting time to be there. I was the academic director for a school there, then spent about four months traveling around Java, Bali, Lombok, etc. Then I returned to Tennessee to teach (ESL) for about 8 months close to my family. Now I'm off again - this time to the north of Italy - and I hope my arrival will not result in similar repercussions for the country. I'd love to hear from people! E-mail me at jeaneen@hotmail.com."

From **Chris Newman** (A): "I just wanted to let people know that we're settled in Pasadena, California, and would love to hear from any classmates who pass through. Home phone is 626-396-9551, and chambers (where I'm more likely to be found at virtually any hour) is 626-583-7904."

Marco Valente (SF95) and **Tracy Talbow** (SF'91) report: "We married August 13, 1992. We have two sons, Luca Gabriele born July 10, 1994 and Noah Raffaele born July 8, 1996. After roaming the country following Marco's career as a professional dancer for five years, we have given up the life and settled in Tucson. Both of us have gone back to school to learn all the high-tech stuff we keep hearing about. Well, after St. John's and midwifery and massage therapy and ballet and parenthood and various other endeavors, maybe with semiconductors we can finally get a job. Our boys are beauties and growing fast. Luca is starting kindergarten, and Noah preschool, in a lovely Montessori school. They are also benefiting from having grandparents nearby for the first time, as are we. Our family is doing well but feels incomplete without all our old friends. We would love to hear from all our long-lost loves."

1992

"I love my job as a statistical programmer for a women's HIV study at Johns Hopkins," says **Lorie Benning**. "I love my new house in Baltimore City. Sarah is going into third grade. She played lacrosse last spring, but she hasn't started rowing yet. Life is good!"

Elyette Block (SF) is living in Amsterdam and would love to hear news of old friends who'll be coming through the area. She can be reached by E-mail at elyette@hotmail.com.

Dianne Cowan (A) is now in

Boston. Her E-mail address was misprinted in the last *Reporter*. The correct address is dianneec@pciwiiz.com.

"I have made my long anticipated move back to the Boston, MA-area after nearly three years in Houston, TX," writes **Curtis Hyatt** (SF), curtishyatt@yahoo.com. "I am starting a new job as a North American oil market analyst with an energy consulting firm. Previously, I was an editor with a London-based publisher of energy news and information. In the past few years, I have had some great opportunities to travel, especially in Africa. I even got as far as the end of the earth, Timbuktu!"

Michael J. Deutsch (SF) was recently promoted to assistant vice president at Waddell & Associates, Inc. in Memphis, Tenn. Previously, Deutsch served as a senior associate with Waddell & Associates, a provider of investment and financial counsel. Prior to joining Waddell & Associates in 1994, Deutsch was dean of admissions and head lacrosse coach at Christians Brothers High School in Memphis. In 1995, Deutsch's lacrosse team won the Tennessee State Championship. In his spare time, Deutsch volunteers for the St. Patrick Center in Memphis and is currently training for his first triathlon on July 31.

Erin Hanisee (SF) sends word via E-mail: "I have been back and forth between Santa Fe and other locations since graduating, the latest being Washington D.C. where my husband, Andrew Smith, works as an environmental and natural resources attorney with the United States Department of Justice. Thankfully, we will be returning to the area permanently and living mostly in our house in De Vargas Heights and sometimes in Denver where the DOJ has a field office."

I have been teaching elementary school after receiving my second degree in elementary education, but I am now taking a break to raise our new baby girl, Mason Moore Smith, who was born on December 27th. Mason is delightful - a happy, squealing, chubby (the thighs are full of rolls), spoiled (in a good way) baby. Motherhood is tremendous! Who would ever know that such unconditional love and heartfelt joy could possibly exist?

I do not plan to go back to teaching (although sometimes I miss it) until our children are school age. Having worked with children from all walks of life, I have seen the differences between those raised at home and those raised in childcare facilities from three months of age and I feel very strongly about my decision to raise my own. Besides, the

truth is that time with Mason is going by so fast, I wouldn't want to miss any of it."

"I moved to Chicago after graduation and spent my time doing all sorts of things in order to figure out what my life's calling is," writes **Laura Knight** (A). "I've lobbied for the environment, tended bar, working in real estate (document recording, title searching, etc.) and ended up at an accounting firm. Through all this, I concluded that corporate America is not for me and am pursuing a career in teaching. I have been accepted to a Master's Program for math education at De Paul University and will begin attending classes in the fall. I welcome any comments from Johnnies in the teaching field (especially the high school level) as well as any news from my fellow '92 graduates in Annapolis and Santa Fe."

Erika McConnell (A) is going to graduate school in western Massachusetts to study urban planning and landscape design. "It will be nice to be closer to family and friends for a couple of years, but I plan to return to Anchorage once I finish school," she says.

Boaz Roth (AGI) reports: "My March wedding to Jane Ballard was a true SJC event. **Ken Colston** (AGI89) was my best man and my brother **Gil** (AGI95) carried my talis to the Hupah. In attendance were former Johnnies **Helen Colston** (A82), **Sarita Cargas** (A89), **Jen Dilworth** and **Jerry Januzewski** (AGI92). The reception following the traditional Jewish ceremony owed a bit to the swing parties at SJC save for the hoisted chairs and other acts of revelry. I hope to have a virtual wedding album on-line one of these days; keep your eyes peeled."

1993

Laura Anne Stuart (A) just started a new part-time job working with teen girls who are part of the HIV peer education program at the Malden YWCA. She also works full-time at the Massachusetts Department of Education, where she coordinated national conferences focused on school-based HIV prevention programs. She is really enjoying life in the Boston area, and can be reached at ambiva@hotmail.com.

Timothy Maher (SF) received his JD from the University of Minnesota School of Law.

Scott Capehart (SF), his partner Laura, and their son Lavran (almost 5 now) live in Seattle. Scott is slowly building his career as an actor having completed his graduate degree at the University of Washington last year. In the meantime he is teaching piano and doing promo-

Alumni Notes...

tional work for an exciting young company called TruMusic. He recently finished a promotional documentary on the TruMusic Method.

Ben Power (A) is a student at the University of Limerick in Ireland—he has completed a master's in plainchant (medieval music) and is now working on a master's in traditional Irish music performance (he plays the flute).

1994

Ketil Freeman is a land use planner for the city of Seattle Department of Construction and Land Use.

Nathan Humphrey (A) writes: "After serving as a chaplain at Johns Hopkins Hospital in Baltimore this summer, I am now the chaplain and religion teacher at the Washington Episcopal School, an independent day school, K-8. My new E-mail is NJHumphrey@hotmail.com."

William Kowalski (SF) writes: "I deeply regretted that previous travel commitments prohibited me from attending the fifth-year reunion of Santa Fe's class of 1994. I have been traveling a great deal lately, including Australia, Ireland, England, France, and Canada, and an additional trip to New Mexico was unfortunately too much for me to handle. I am pleased to report that my first novel, *Eddie's Bastard*, will be released in early September of this year by HarperCollins. Needless to say I am delighted at the unexpected success of my first literary effort. My second effort is still "in the womb," so to speak. I think it's safe to say it's about half done, and it too will be published by HarperCollins, probably some time in late 2000 or early 2001. After that one is finished I plan on taking some time off and doing even more traveling.

Who knows? Perhaps I will even take up pig farming."

Sarah M. Coburn (SF) is currently in her first year of Medical school at UNM in Albuquerque.

1995

Ashley Fischer (SF) is currently avoiding comprehensives and thesis work at the University of Dallas by teaching full-time at Christ the King School in Dallas. New E-mail is amfischer73@juno.com.

Susan Rzucidlo (A) is now attending the University of Bridgeport School of Naturopathic Medicine. She and Brian McGuire are living in Connecticut about 15 miles from New Haven. Brian is a computer check processor and he is also a part-time law student at Quinnipiac College, School of Law. "We would love to get in touch with any of our lost friends (they know who they are)," says Susan. "We also invite any student or alumni interested in Naturopathic Medicine to contact us. Our E-mail address is susanz@worldnet.att.com."

Zena Hitz (A) is studying ancient and contemporary philosophy at Princeton University.

Marine 2nd Lt. **Michael Gaffney** (A) recently reported for duty with the 2nd Battalion, 10th Marines at Camp Lejeune, North Carolina.

Phillip Katz (SF) reports: "I recently earned my Master's from U.W.-Milwaukee School of Architecture and Urban Planning. I won two research competitions: a vital signs case study competition from the University of California-Berkeley. 'Let There be Light': A Quantitative and Qualitative Analysis of Natural Daylighting in Modern and Pre-Modern Architecture; and a research award

for thesis research into the history, culture, revolution, and tradition of sacred Jewish architecture. I was married in Jerusalem in January to Anat David of Israel and Venice, Italy. She earned her doctorate from Universitario de-Architectura a Venezia - Italia. I am working at Kahler Slater Architects in Milwaukee, where I have served as an intern for two years."

Nedalina Dineva (A) and **Milen Dyoulgerov** (AGI96) were married in Bulgaria in August of last year. Nedalina reports that married life is not much different from the last 14 years of unsanctioned communion. "We are still living in Annapolis and growing more and more fond of it. I spend my days reading books and managing an editorial office; Milen is finishing his Ph.D. in marine policy. We plan to grow up soon."

1996

Lenka Rosolova (A) is living in her home country, the Czech Republic, working in a big international advertising agency in Prague. She would love to hear from any Johnnies via E-mail: Lenka_Rosolova@bssaprague.cmail.

Scott Field (SFCI) is still married and is now doing improv comedy with Improv Boston and stand-up at any open-mike club.

Amy (Norman) Morgan (A) and her husband Bill departed for Mongolia in August. After a month of training in the capital city of Ulaanbataar they settled in to teach English for a year in an outer province of the country.

Leslie Norton (AGI) is beginning her third year of teaching at Loyola High School in Baltimore. "I have been teaching social studies, computers, and French, but starting this year I will only be teaching French."

Steve Pearson (SF) reports: "Having decided that the MFA in Theatre Design required more artistic training than we received in the visual arts tutorial, I switched to the Master's program in Comparative Literature here at the University of Georgia. I must be doing something right, because in my first semester I had two papers accepted for conferences: in March I presented 'Senecan Violence in Hrotsvit's Plays' at the Conference of the Medieval Association of the Pacific, and in October I will present 'Astronomy and Order in The Arabian Nights' at the Conference of the Society for Literature and Science. (I'm so happy that

reading Ptolemy paid off!) I am currently refreshing my Greek in order to study - finally!!! - Aristophanes in the spring, in preparation for my thesis comparing the satires of Academia in Aristophanes, Moliere, and Ionesco. Then I'd like to focus more on the history of science as reflected in dramatic literature. If anyone knows of anyone already working in this area, please let me know! And I apologize to all my classmates for being such a blankety-blank our senior year... you guys are the best!"

Kate Mulder (SF) and **Geoff Maturen** (SF) were married in June in Ann Arbor, Michigan. Geoff is a graduate student in the classics department and Kate is in medical school at the University of Michigan. They have two adopted feline children.

1997

Howard Sauertieg (A) has completed his first year at Dickinson Law School at Penn State University.

Mary Dietsch (SF) is pursuing an MA in secondary education mathematics at Hunter College in New York on a full tuition scholarship. She will be teaching math at a NYC public high school in the fall.

Colin Fox (SF) writes: "I'm currently working as an Editorial Assistant for Warner Books in New York City. I get paid (barely) to read all the time, but I must admit, it's a far cry from all the reading I paid to do at SJC."

Geoffrey Green (SF) says, "I'm back in New York, Brooklyn, and would love to hear from any of my former classmates whenever they're in the city."

Genevieve Goodrow (A) has one more year of law school at the University of Virginia. "Summer jobs slaving away in litigation firms, Dallas and New York, have me thinking I need to become a permanent student!"

Rebecca Michael (A) has just taken on corporate and foundation giving at the Washington Ballet in D.C. her E-mail is reveccam@washingtonballet.org.

1998

Alexandra Mudd (A) returned from India in early March. She's doing victim advocacy for girls incarcerated in San Francisco's juvenile hall through the District Attorney's office. "I'm heading in the direction of graduate studies though as of yet I've not decided upon a program."

CALLING ALL ALUMNI!

The Reporter wants to hear from you! Call us, write us, E-mail us!

Let your classmates know what you're doing!

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Alumni Notes on the Web: Read *Alumni Notes* and contact *The Reporter* at: www.sjca.edu/advance/alumni.html

OBITUARIES

Robert Biern

Dr. Robert Biern, an Annapolis cardiologist who was a friend and supporter of St. John's College, died August 7. Dr. Biern served as college physician during the early 1970s and continued his relationship with the college by leading the Friends of St. John's portion of the Campaign for our Fourth Century; by serving as president of the board of the Friends; and by serving on the board of the Mitchell Gallery Committee. He liked to attend concerts and seminars and with his wife, Mary Kay, was frequently seen on campus. In May, he was made an honorary member of the class of 1998 by the St. John's College Alumni Association.

Born in Huntington, West Virginia, he was the son of a doctor. After graduating from Phillips Academy, he received his undergraduate degree from Princeton University and his medical degree from Johns Hopkins University School of Medicine. His internship and residency were at the University of Virginia Hospital and the University of Cincinnati; he also was a lieutenant commander in the Navy for two years before returning to Johns Hopkins Hospital for a cardiology fellowship. In Annapolis, he was responsible, along with a group of other physicians, for opening the coronary care unit, for which he served as director for 17 years.

Dr. Biern is survived by his wife, Mary Catherine, and by two daughters. A memorial service was held in the Great Hall on August 10.

James F. Campbell

James F. Campbell (Class of 1932), an executive of Campbell Coal Company and a retired oil company executive and former U.S. Ambassador, died in July.

Mr. Campbell was born in Lonaconing, Maryland. After graduating from St. John's in 1932, he studied at the George Washington University School of Law. He also studied at the Naval War College in Newport, Rhode Island. During World War II, he was a Naval officer serving in both the Atlantic and Pacific theaters.

He served as chairman of the board and managing director of Esso Standard Oil South Africa, and as an executive with the company in Havana, Puerto Rico, Panama, and Santiago. After his retirement from Esso in 1970 he was appointed Ambassador to El Salvador by Richard Nixon. Mr. Campbell was active in many civic, business, and international organizations. He is survived by his wife, Mary Frances, two daughters, a son and three grandchildren.

Richard Kennington

Richard Kennington, a retired professor of philosophy at Catholic University of America whose area of specialty was political philosophy and the works of Francis Bacon and Rene Descartes, died September 10 in Annapolis. Mr. Kennington also taught at St. John's from 1962-1964, and later was a visiting tutor in the Graduate Institute.

Born in Worcester, Massachusetts, he spent part of his childhood in China with his missionary parents. He was an economics graduate of the University of California at Berkeley and a political philosophy student at the University of Chicago's Committee on Social Thought. He studied at the Sorbonne in 1954 and 1955 and received a doctorate in philosophy from the New School for Social Research in 1966.

He began his teaching career in 1960, when he joined the faculty of Pennsylvania State University, where he taught for 15 years. He was a visiting professor at Georgetown, Cornell, and Boston College as well. He taught at Catholic University from 1975 to 1991.

At a memorial service held in the Great Hall on September 15, friends and former students played music and read selections from the Book of Job, Wallace Stevens, Winston

Churchill, and others of his favorite authors. Those participating included Thomas Kronsberg, A77; tutor George Russell; tutor Katherine Heines, SF82; and tutor Chester Burke, A74. Tutor Frank Hunt represented the Santa Fe campus.

Mr. Kennington is survived by his wife, tutor Pamela Kraus; by a daughter from a former marriage, Ellinor Michel; and by two brothers and three sisters.

David Steve Shaffer

David Steve Shaffer (SFGI93) died June 19 of a rare form of cancer, in Denver. He was 31. As captain of the tennis team at East High School, Shaffer was ranked in the top 30 in the country among players under 18. "He liked to tell that story that the last time he played Andre Agassi, he beat him," said Larry Loeb, former director of the Denver Tennis Club. "Of course, Devin was 12 and Andre was 9, but he beat him."

Shaffer graduated from the University of Pennsylvania with a degree in economics and then earned a master's degree from St. John's in Santa Fe. As he devoured the classics, he also studied languages, honing his fluency in Spanish while earning a working knowledge of French, Russian, and Hebrew. "He loved to learn, loved academics," his mother said. "He once said that the

perfect life would be as a professor." In 1992, Shaffer joined the Peace Corps, teaching English in Turkmenistan, a former Soviet republic. While there, he also was on the support staff and research team for the International Monetary Fund. He returned home in 1993 to begin studying law at the University of Denver, where he also coached varsity tennis.

While battling the disease, Shaffer served as a law clerk for U.S. District Judge Robert McWilliams in the 10th Circuit Court of Appeals. He began studying for the bar exam, hoping to teach at the college level.

In 1988, Shaffer began a letter to his grandfather with a quote from Alfred Lord Tennyson

"though much is taken, much abides, and though

We are not now that strength which in old days

Moved earth and heaven; that which we are, we are;

One equal tempter of heroic hearts, Made weak by time and fate, but strong in will

To strive, to seek, to find and not to yield."

To contribute to an at-risk youth tennis scholarship in Devin Shaffer's name, send donations to the Devin S. Shaffer Memorial Fund, c/o Colorado Youth Tennis Foundation, 1911 S. Parker Road, No. 101, Denver, CO 80231

Jane Tolbert

Jane Tolbert, widow of tutor and admissions director James Tolbert, died September 6 in Annapolis. A native of Texas, she moved to Annapolis in 1953. She graduated from the University of Texas and earned a master's degree in social work from Smith College. She worked in the library at St. John's and then resumed her career as a social worker, when she worked for the Anne Arundel County Department of Social Services, Shepherd Pratt Hospital, and the Linwood Children's Center. After she retired, she worked for Arundel Hospice and Upjohn Health Services. She was active with St. Anne's Church in Annapolis. Mr. Tolbert died in 1988. Mrs. Tolbert is survived by two daughters and two grandchildren.

NOTED:

- Donald H. Brightball, Class of 1940
- Anne Browning Byers, A77
- Kevin Conduff, SF79
- Laurence R. Josephs, Class of 1944
- The Rev. Ernest Carl Lyon, Class of 1934
- Lloyd F. Taylor, Class of 1939



Michael Rodriguez, director of Financial Aid in Santa Fe, was featured in the Fall 98 issue of the *Reporter* for his art which was part of the Faculty/Staff Art Show. His icon, "Santo Nino de Athocha" or Holy Child of Atocha, 16" x 20", won First Place in the Folk Art, Traditional Division, at the New Mexico State Fair Hispanic Arts Exhibition.

Campus Life...

WHAT I DID ON MY SUMMER VACATION

They could have scooped ice cream at Storm Brothers or waited tables at Chick 'n Ruth's, but these Annapolis Johnnies sought a little more adventure in their summer employment.

MOSQUITOES IN MALI

While most of us spent the summer swatting mosquitoes, senior Melissa Coleman spent ten weeks catching and dissecting them as part of a malaria research project in Mali, West Africa. Her work in Mali was part of a joint venture between the NIH and the University of Maryland Medical School, designed to interest students in tropical medicine. The bulk of her summer was spent doing an independent project involving malaria and pregnant women. Coleman explains that her project had two aspects: one involving molecular biology and the other epidemiological.

"Pregnant mothers are a lot more susceptible to violent attacks of malaria because the parasites that cause the disease hide out in the placenta," explains Coleman. "The parasite that causes malaria has three different mutations. We wanted to know if it was the same parasite in the mothers' peripheral blood and in the blood of the placenta."

"On the epidemiological side," she said, "we wanted to see if there was any association between pregnant women infected with the parasite and low birth weight, anemia, and premature birth."

To perform the study, Coleman had to learn quickly many techniques she had never before attempted, such as finger pricks for getting blood, collecting blood from the placenta, doing thick smears (a technique for making microscope slides of blood), and testing blood for anemia.

"I had to learn a lot of things on the fly, which was very difficult, and at times I thought 'what am I doing here? This is crazy.' But the doctors I worked with were so helpful and nice I was able to learn the stuff."

Coleman especially appreciated the help of two Malian doctors who helped to facilitate communication between her, the midwives, and the delivering mothers. "My French isn't that great and my Bambara certainly isn't so good," she says.

SISYPHEAN SUMMER

Senior Galen Nuttall spent the summer attending autopsies, watching babies being born, and riding in

an ambulance, as part of a nine-week internship with the emergency department of Bellevue hospital in New York City. The internship included rotations in pediatric and adult urgent care, the emergency ward, occupational and physical therapy, the psychiatric ward, labor and delivery, and the operating room.

After a week-long orientation in which he learned CPR and first aid, Nuttall and about forty other college students found themselves transporting patients, getting x-rays, talking to patients, and watching more medical procedures than most of us will see in a lifetime—while trying not to cringe. "It was hard to watch doctors do some of the tests," he said. "There was one where they had to put a needle in an artery, and it hurts a lot even if they do it well. It's difficult to see people in pain and not to actively commiserate with them. But we wore red coats so that

the patients knew we were part of the hospital—we needed to look like we were in total control. After a while I learned to stand there, even while the patients were screaming."

Nuttall says that a large part of the orientation was geared towards sensitizing the summer interns toward life in a public hospital. "Their motto was 'no one turned away,' so there were a lot of homeless and disenfranchised people," he says.

Unlike many summer internships, which are geared to promote careers in the sponsoring field, some of the doctors and residents who worked with the students were candid about the difficulties of a career in medicine, particularly in a public hospital. "One doctor compared being in the ER to a Sisyphian task," Nuttall recalls. "You see the same homeless or disenfranchised people every time. People who are taking medication for heart problems are still drinking or taking methadone. One patient was given a blood thinner for

his heart, and I saw him the next day on the street with a liquor bottle in his hand. I knew he would be back in the hospital in a few days."

WHERE THE ACTION IS

Following world events on CNN will never be enough for senior Vada Mossavat, who spent the summer in Kosovo and Macedonia taking photographs and serving as a relief worker. In June she flew with Will VanSant (A98) to Skopje, Macedonia, with no job or contacts, only a vague plan and an outgoing personality.

Once in Skopje, the pair hung around the Grand Hotel hoping to find a reporter who could be of some assistance to "two young kids wanting to string," she says, referring to the practice of working as a stringer, or freelancer, for news organizations.

After only two days, they hooked up with Michael Williamson of the Washington Post, who took them under his wing and gave them transportation in and out of Kosovo every day for a week. At the same time, the pair was trying to get work with an aid organization they had learned of through a man they met in the Skopje airport who worked with the International Rescue Committee.

Ten days after their arrival, the jobs came through and they moved to Prizren in the German sector of Kosovo. There they worked with a shelter program for six weeks, coordinating the delivery of mattresses, blankets, tents, hygiene kits, and detergents.

Back in Annapolis, Mossavat says she is not cut out for aid work. "The thing I learned was that need and want are the ugliest things in the entire world," she says. "There's nothing worse than having to look at a grown man in the face who has just tried to steal twelve mattresses from you or having someone knock on your door at seven thirty in the morning saying that they need tents that you know you can't give them."

She is, however, ready and eager to begin her career in photojournalism. "I want to be a champion of truth and justice in the world and photojournalism is how I want to do it, especially being a war correspondent" she says. In addition to her trip to Kosovo, Mossavat spent a week taking photos in Bosnia in 1998. Her next stop after graduation? Sierra Leone. ●

Su3an Borden



Melissa Coleman at the health center where she worked in Bandiagra, Mali.



(above) Vada Mossavat, who spent the summer in Kosovo, took this photo (right) of a young Kosovar girl watching a fire set to a Serb-owned house in downtown Prizren.



Campus Life...

PART-TIME STUDENT WITH FULL-TIME COMMITMENT

Jean Draganza, SF???

Jean Draganza is, at one and the same time, both extraordinary and normal. She is normal in the respect that Jean is one of any number of students at St. John's who could be interviewed, all for their exciting ideas and interests. I have learned, however, through my friendship with Jean, that she is unique in her perspective on life, in her undying passion for each new day, and in the contributions she has made to St. John's - both great and small - that are particular to her talents.

Jean spent several years exploring a wide range of experiences life has to offer before arriving at St. John's as a freshman. Out of high school, she went to Argentina as an exchange student. She then attended a California State school and dropped out after her first year, still searching for what she wanted to do. Over the next years, she worked in Northern California and Canada doing fire fighting work, clearing streams, building houses, running chainsaws, and doing any number of other physical labor jobs. She took classes at a community college, worked in every odd job you could imagine, and spent her time looking at colleges. Oddly enough, for most of her life she was convinced that she couldn't do math or science. Yet, in her search Jean focused on schools that offer a strong math department.

Jean found out about St. John's through a cousin who had met and been impressed with a St. John's alum. When she received the catalogue in the mail, she says, "I was just blown away." She was especially excited about the math and science curriculum in junior year, and unlike most freshmen who come to St. John's with the Greeks on their minds, Jean arrived looking forward to junior year.

But then of course Jean read Plato, and as she says, "Plato spoke to me." She loved the freshman year program, and she decided to turn her attention to the freshman lab material. It is somewhat ironic that she felt she had not truly understood freshman lab the first time around as she would later become a freshman Lab Assistant, a position she has held for two years, in addition to being the Lab Assistant for two January freshmen tutorials this summer. Jean has done the second semester of freshmen Lab five times. This academic year she will serve as the Head Freshman Lab Assistant.

Being a lab assistant allows Jean to experience the excitement of Freshman year each fall. "I get to enjoy the new people coming in and becoming a part of grappling with all these questions," she says. "The

best part is seeing the freshmen evolve into listening members of the same discussion." Jean says she is able to see the layers of pre-conceived ideas fall away replaced by a sense of wonder, prior "facts" becoming questionable.

Jean has the rare ability to balance her views of beauty and function in her thoughts about science. During this interview, she described a particular lab exercise the freshmen perform early in the first semester. The students read a piece of writing



by Annie Dillard entitled "On Seeing," and then they go to the meadow behind St. John's - you know, the one behind the water tower, remember? Each student picks a piece of land to observe, usually just a small space about the size of a square foot, and the students watch their respective plots of land for most of the class period. Then the students reassemble and share their observations. Most students take notes and sketch pictures, and all have something interesting to say when their observations are finished.

"Since it's a plot of land the students haven't seen before and haven't read about, it's *simply* a practice in seeing what's there," she explains. And for Jean, what was there was an incredible experience. "It's amazing how difficult it is to see what's there," she says. "There's probably an infinite amount of things that are there on that square of land that we take for granted."

When Jean did this lab for the first time, she picked her plot of land because there was a nice rock to sit on while she watched the ground. Her plot of land included a crippled ant making his way across the rocky terrain. Old, slow, minus one antenna, and missing one leg, the ant had to compensate for his handicap by climbing up and over rocks in a par-

ticular way. He dealt with his injury because there was nothing else to do, and he lived out a large portion of his short life unaware that Jean was watching every detail of his movement. Appropriately, she named him Nestor Ant, and she became absorbed in watching his struggles. "I lost myself," she says. "I remember being in awe of the fact that even a crippled insect could learn to deal with it and live on."

Jean has many great stories, but the story of Nestor Ant caught my attention. Not only because Jean has the strength of spirit to feel humbled by such a small creature, but because the idea of Jean sitting on that rock and looking at that ant is a perfect description of her. She is certainly one to stop and smell the flowers, and I envy her ability to savor life to its fullest. She made the decision after her freshman year that she wanted to attend St. John's part-time, a decision the administration approved, and she

has not regretted that decision since.

Concerned that she was not getting as much out of the books and classes as she could be, Jean wanted to have the time to better understand each reading and each author before moving on to the next. After taking a full load freshman year, Jean completed the sophomore curriculum in two years, took the junior math and lab classes last year, and is now studying the junior language and seminar curriculum. Although she has not yet decided whether to continue as a part-time student through her senior year or to try to complete all the senior courses at once, she is very excited about the upcoming material. And the senior Essay? She thinks she wants to write on the first two chapters of Genesis, depicting the two creation stories. "If there's one universe," Jean asks me, "then why do we need two creations?"

It is only for special circumstances that the school will allow a student to reduce their course load to part-time, but in Jean's case it seems to have worked out well. "I feel that because I'm part-time I've been able to have a different learning dynamic," she says. "I've learned from more people than I would have going full time, and I love having access to so many fresh perspectives." Between her own classes and those for which

she has served as a Lab Assistant, Jean has had tutorials or seminars with more than 20 tutors. She has also had the opportunity to share her learning with many more students than she would have if she had followed one class along for four years.

Jean's part-time schedule translates into six or seven years at St. John's, but it also affords her some luxuries during her time there. For one, she has time to bike to and from school as often as possible (certainly not a short distance). Last year she rode her bike an average of 100 miles each week in training for the Santa Fe Century Race. She trained well, and was confident in her ability to participate in the race, but when she awoke on the morning of the race she decided not to go. "You didn't go?" I said at this point. "What do you mean you didn't go? You trained all that time and you didn't go?" And Jean looked at me peacefully and told me that on the morning of the race she simply didn't feel right. "I felt like I was doing the race just to prove something," she said. "I didn't want it to be about proving something. It should be about something else." That's just like Jean, to teach me a wonderful lesson through subtle example.

Jean's schedule allows her to tutor students at the Santa Fe Community College, an experience she truly enjoys. She also plans on taking a course in Calculus and Physics at the Community College in order to better absorb the material she read last year in Junior Math and Lab. "There's something about just doing problems that helps me with the concepts," she says. "Part of the fun of math is that it's about puzzles and that it's in its own world. Math is pure mental creation."

About attending St. John's part-time, Jean says, "I'm really grateful that the administration has allowed me to do this for myself." She believes that St. John's is much more than a school; it is an encompassing education. "I've found a way to incorporate my whole being in St. John's," she says, "and maybe part of that is being able to go half time. Instead of the books completely overwhelming me as I rush through to finish, I can stop and ponder the ideas. I have the time to assimilate in the moment." Indeed, as all alumni would probably agree, there are enough ideas explored through the Great Books curriculum that a student could take ten years to complete through the program and still need more time to study. It seems Jean certainly has the right idea. ●

Amber Boydstun (SF99)

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Over the past nine years, dozens of students from Alaska have enrolled on the Santa Fe campus at St. John's. The Last Frontier, as the state is known, has welcomed St. John's alumni in return. Most recently, Max Gruner (SFGI99 in Eastern Classics), and Joshua Pagliasotti (SF99), began teaching at Atheneum, a private school in Anchorage founded by Lydia Ossorgin (SF77) and Kevin Holthaus (SF83).

St. John's College is central to the founders of Atheneum. Lydia Ossorgin is the daughter of Michael Ossorgin, who was a tutor on both campuses. Ms. Ossorgin's two brothers (Michael Ossorgin [SF79] and Nicholas Ossorgin [SF85]) are Jonnies. She and her husband, Holthaus, founded Atheneum in 1994. Their son, Mike Santillanes, is a current student in Santa Fe and their other children are considering attending St. John's as well.

Atheneum developed from the Alaska Paideia Project, a program for public school reform that brought Great Books seminars into public classrooms. After graduating, Holthaus co-founded the Alaska Paideia Project with Ken Zegan, a teacher from the Steller School in

Anchorage. The Project implemented Socratic seminar programs in classrooms beginning in 1987. Ms. Ossorgin was hired by the project in 1991.

After funding for Paideia was cut in 1994, Anchorage continued to be exposed to seminar education goals when Atheneum, a direct elaboration of the Paideia Project by Holthaus and Ossorgin, opened its doors in 1995.

Over the years, Atheneum has continued to be a private institution that supports and develops the public education curriculum. Atheneum offers community seminars and teacher training through graduate courses on classic texts and in course development. The school has admitted approximately 100 students for this year's 7th-12th grade program. It will graduate its first class of seniors this spring.



Photo by Lydia Ossorgin
John and Cathy Agresto at Ressurrection Bay, Alaska.

Similar to the experience St. John's offers, Atheneum students develop a personal stake in knowing the structure of a proof or argument. However, Atheneum uses classic texts from around the world in an emerging curriculum instead of one that is fixed.

Ms. Ossorgin described the highlight of Atheneum's 1998-99 academic year as the visit of Eva Brann, tutor and former dean in Annapolis. Ms. Brann co-led seminars for students and alumni, visited tutorials, and lectured at the University of

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CONTEMPORARY OBSTACLES TO LEO STRAUSS'S EXPERIMENT:

*Is a return to classical political philosophy possible today?
Conference Commemorates the 100th Anniversary of Leo Strauss's Birth*

ST. JOHN'S COLLEGE, SANTA FE • NOVEMBER 12 AND 13, 1999



This fall, the Santa Fe campus presents a conference commemorating the 100th anniversary of the birth of Leo Strauss entitled "Contemporary Obstacles to Leo Strauss's experiment: Is a return to classical political philosophy possible today?" Modern philosophy and modern political life pose serious obstacles to any attempt to return to classical political philosophy, for the insights and achievements of modern liberalism, modern natural science, historicism and modern social science would seem in one way or another to

make such a return either impossible or undesirable. The conference will address Strauss's response to these obstacles, as well as the question on Strauss and contemporary political life.

Reservations are required and seating is limited. To register, please contact Maggie Magalnick at 505-984-6106.

FRIDAY, NOVEMBER 12TH

9 a.m.-9:45 a.m.

Opening Remarks

Thomas L. Pangle, University of Toronto

10 a.m.-12 noon

Panel I: The Challenge of Modern Liberalism

Moderator - John Agresto, St. John's College

Wilson Carey McWilliams, Rutgers University

Steven J. Kautz, Emory University

12:15 p.m.-1:15 p.m.

Lunch

1:30 p.m.-3:30 p.m.

Panel II: The Challenge of Modern Social Science

Moderator - David Levine, St. John's College

Nasser Behnegar, Boston College

James W. Ceaser, University of Virginia

4 p.m.-6 p.m.

Panel III: The Challenge of Modern Natural Science

Moderator - James Carey, St. John's College

David Bolotin, St. John's College

Richard Hassing, The Catholic University of America

SATURDAY, NOVEMBER 13TH

9:30 a.m.-11:30 a.m.

Panel IV: The Challenge of Historicism

Moderator - Josh Kates, St. John's College

Werner Dannhauser, Michigan State University

James H. Nichols, Jr., Claremont McKenna College

11:45 a.m.-1 p.m.

Lunch

1:30 p.m.-3:30 p.m.

Panel V: Strauss and Political Life Today

Moderator - Abram Shulsky, Rand Corporation

Hillel Fradkin, American Enterprise Institute

William Galston, University of Maryland

4 p.m.-5 p.m.

Closing Remarks

Christopher Bruell, Boston College