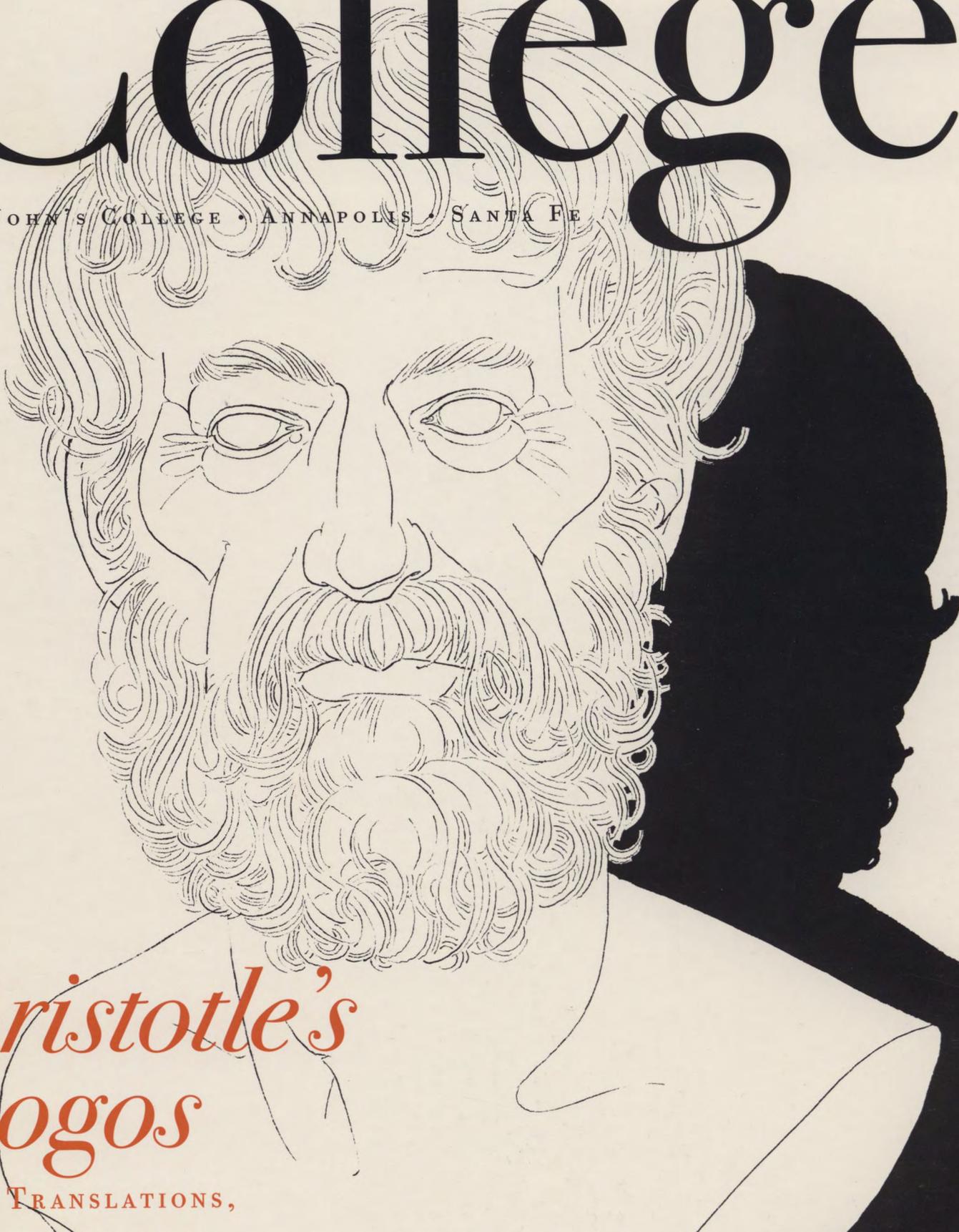


THE College

SPRING 2001

ST. JOHN'S COLLEGE • ANNAPOLIS • SANTA FE



Aristotle's Logos

NEW TRANSLATIONS,
MINUS THE JARGON

ON ARISTOTLE

Aristotle impresses us with both his breadth and his depth. Breadth: he explains why we feel the way we do when we watch a tragedy, he lays out all the possible types of friendship, he explores the foundations of logic and grammar and rhetoric, he marvels at the life cycle of butterflies, he prescribes cures for lethargy, he explains motion and time. Depth: he asks the most fundamental questions about nature, humanity, virtue, causes, thinking – and he makes profound (yet exquisitely simple) pronouncements: “Man is by nature a political animal,” “Man, by nature, desires to know.”

Type in Aristotle’s name on the search engine Altavista and you get 124,235 entries, including “Aristotle and Target Marketing?” as well as scholarly sites and Annapolis tutor Joe Sachs’ translation of *The Physics* on barnesandnoble.com. Aristotle’s writings – in Latin translation – were the “source of the dominant teachings of the European universities” for about five centuries up to 1600; “for the four centuries since then they have been reviled as the source of a rigid and empty dogmatism that stifled any genuine pursuit of knowledge,” according to Sachs in the introduction to his translation. Almost every book of philosophy read on the program alludes to Aristotle, whether to follow him or to divert from his supposed course. For example, Kant, in his preface to the second edition of the *Critique of Pure Reason*, notes: “That logic has already, from the earliest time, proceeded upon this sure path [of a science] is evidenced by the fact that since Aristotle it has not required to retrace a single step...”

Aristotle lived from 384 to 322 B.C. He was the student of Plato, the teacher of Alexander the Great. His dad was a physician, so as a youth he probably was channeled into the kind of studies that would prepare him for a career in medicine. He founded a school in Athens, the Lyceum, where he walked around and lectured; he’s variously described as slight, a dandy of a dresser, and speaking with a lisp. When he wanted to write about politics, he collected information about the government and history of 158 cities. At St. John’s, a lot of time is spent reading and talking about Aristotle, and this is a place where what he actually said is taken seriously.

—BG



ST JOHN'S
College

ANNAPOLIS · SANTA FE

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THE MAGAZINE FOR ALUMNI OF ST. JOHN'S COLLEGE

ANNAPOLIS • SANTA FE

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A CONVERSATION WITH JOHN BALKCOM

Santa Fe's new president talks about his past life as a consultant, his present challenges at the college, and his vision for the future.

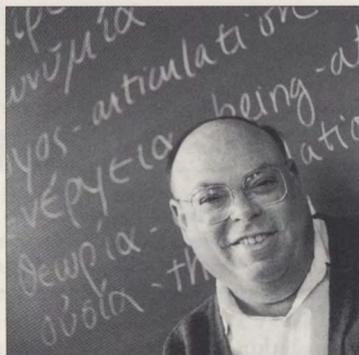


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THE LOGOS ACCORDING TO ARISTOTLE

Annapolis tutor Joe Sachs (A68) has translated four of Aristotle's works. His principle: use ordinary English to capture the freshness of the philosopher's thought.



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THE EDUCATION THAT IS PARENTHOOD

Six Johnnies whose professions focus on children discuss the trials and triumphs of parenting.



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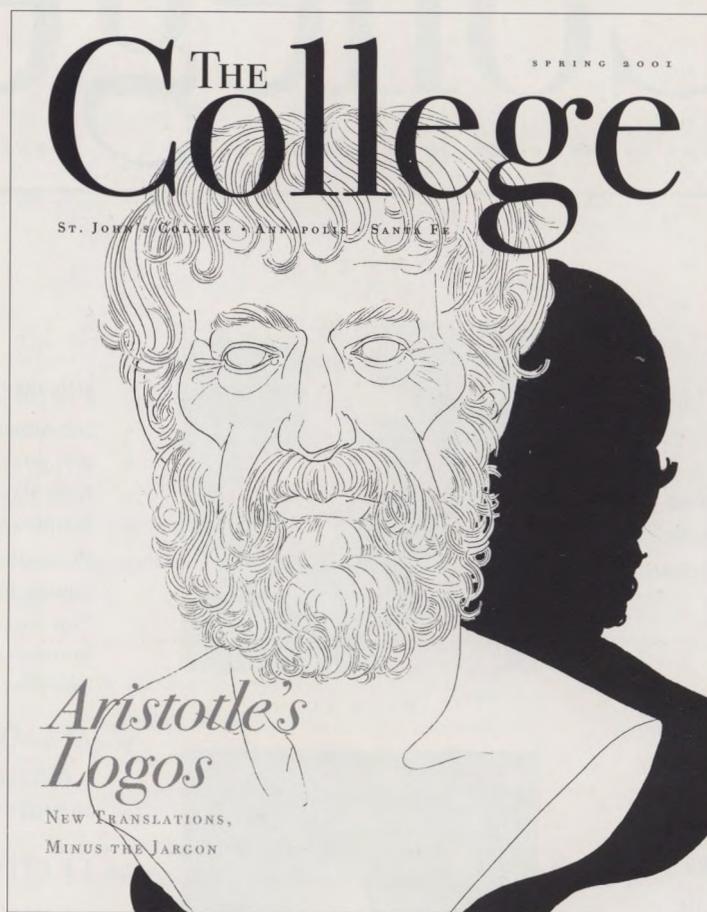
Aristotle: His works pervade the St. John's program. Illustration by David Johnson.

INTRODUCING *THE COLLEGE* In which the editor utters heresy.

Last fall, we bid farewell to *The Reporter*, which had been the St. John's publication for alumni since 1974. We thought the time had come for a new look and a new way of presenting information that befits the many changes at St. John's.

Many changes at St. John's?!? Heresy! Why do I write this? The program remains intact; McDowell Hall still stands; today's Johnnies still have that head-in-the-clouds, not-distracted-by-fashion, young intellectual air about them; Monte Sol still beckons for a solitary climb.

The year I graduated from St. John's is the year Becky Wilson, then public relations director for the college, started *The Reporter*. When I returned to St. John's after 20 years laboring in the publishing world, the college, I found, was overwhelmingly the same. The program, after all, is still what's important; the words that Barr and Buchanan used to describe the college, and the essays in which Jacob Klein explained the basis of liberal education still hold true. Yet there are differences: 1) The college administration is professional and the college is on sound financial ground. 2) The Santa Fe campus has grown to the same size student body as Annapolis, with its own cast of fascinating and committed tutors, an array of student activities that are Johnnie-like yet uniquely southwestern, and a full complement of appropriate buildings. 3) The students are as a whole more studious, and they are better qualified. Sitting in on classes now, I find that almost everyone has prepared, everyone can participate. (In my day, in a good class it might have been half



THE ARTWORK ON THE COVER IS BY DAVID JOHNSON, WHO ALSO DRAWS PORTRAITS FOR THE NEW YORK TIMES BOOK REVIEW. EVERY COVER OF *THE COLLEGE* WILL FEATURE A WRITER FROM THE PROGRAM.

who had done the translation or worked through the proof.) 4) The tutors represent a wider range of ages and backgrounds; they have a variety of interests that they are willing to share with students. 5) Student services are much improved - there is a full-time counselor and a student activities coordinator on staff, and a thriving athletic program. 6) The alumni body as a whole has gotten much larger and much younger - more than 60% from the classes of the 1980s and after. And they have become much more actively involved with the college. 7) A lot of little things, mostly physical: the Woodward Hall library, newly renovated when I was a student, had become shabby and overcrowded and a new library was opened in 1996; there are

new spaces like the Mitchell Gallery and the Conversation Room; the food in the dining hall seems pretty good. I'm sure that if I had been a student in Santa Fe and returned there the changes would have seemed even more striking.

Alumni and others who care about the college should be aware of all this change. They should know how vibrant, funny, endearing, smart, intense, and talented the current students are. They should know how St. John's is governed and how decisions are made. They should be reminded of their shared experiences at these two places - Santa Fe and Annapolis - and their shared experience that is entirely placeless: the reading, study, and discussion of Plato, Sopho-

cles, Descartes, Aquinas, Cervantes, Kant, Hegel, Austen, and the whole gang. That's what this new magazine, *The College*, is all about.

Although the look is new and different to better reflect St. John's today, there are some things about this magazine that we wouldn't want to change from their old and trusty *Reporter* format: class notes, profiles of alumni, college news, campus concerns. You've told us that you want to read about the program, so there will be more stories about the books and the curriculum itself. Johnnie traditions carry on through the decades, but since it's always a new set of students playing croquet or setting up the games at Reality, we plan on telling you what's happening with those. St. John's history is a rich lode - through photos and articles, we hope to connect you with the college's past. We hope to hear from alumni through letters, class notes, and article submissions.

As the name suggests, *The College* is about the one college, St. John's, that exists on two campuses. News from both campuses will be included; students, tutors, and alumni from both campuses will be profiled. Although the actual production will be handled in Annapolis, alumni can feel free to contact the magazine's staff at either campus about *The College*. Let us know what you think.

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TALES FROM THE CRYPT

It's not Hades, land of shades. Although the hallways of Mellon now look nightmarish, fit for endless wandering with no hope of escape, they are in fact being stripped for a useful purpose: the beginning of a \$12.5 million renovation. During spring break, workers took up the worn hall tiles, removed the rain-stained ceilings, and exposed crawl spaces in the south and west wings of Mellon (these wings contain the music rooms, music library, and all lab rooms). Down in the basement – truly the weird and creepy lair of Charon – the storage areas have been emptied of their boxes of admissions propaganda, dusty chandeliers, broken desks, and seminar chairs in need of new seats and rungs. The circa 1958 heating, plumbing, and electrical systems are being exposed and marveled at for their Rube



JOHN BILDAHL

ALWAYS DINGY, THE HALLWAYS OF MELLON LOOK EVEN DARKER NOW THAT THEY HAVE BEEN TORN APART. THE \$12.5 MILLION RENOVATION WILL RESULT IN A BRIGHTER, MORE INVITING SPACE.

Goldbergian nature. “There’s some old machinery down there all right,” says Sid Phipps, superintendent of buildings and grounds.

Plans call for new mechanicals to be installed this summer, and the first series of renovated classrooms should be finished

by Christmas. Work on an addition with tutor offices on the Heating Plant side of the building will commence this summer. Other phases of the project include installing a new roof, spiffing up the auditorium, adding a glassed-in satellite coffee shop in the courtyard, and

Down in the basement – truly the weird and creepy lair of Charon – the storage areas have been emptied...

putting in a new art and pottery studio, darkroom, and conference room. The whole project is due for completion in 2002.

The Hodson Trust has given St. John’s a \$4.5 million challenge grant to complete the Mellon Hall funding. The college has already raised more than \$10 million for the project, leaving less than \$2 million to be raised; the Hodson Trust will match dollar for dollar any donation for the Mellon Hall renovation. ✦

SANTA FE YEARBOOK IN THE WORKS

The completion of the new gym and the installment of John Balkcom as president of the Santa Fe campus have contributed to the creation of an energetic and highly motivated student body in Santa Fe this year. Enthusiasm for extracurricular activities and attendance at school functions is much higher than in recent years. To quote Brendan O’Neill (SF93) in the Student Events Office, “This is the most involved student body I have seen on this campus in a long time.” To tap this creative energy (and also to eliminate one comparison

between Annapolis and Santa Fe) a few members of the sophomore class decided that this year they would create a yearbook. For the past 20 years or so the students on the Annapolis campus have been able to put together an annual yearbook, but it was not something that happened in Santa Fe.

According to Student Activities Director Mark St. John, over the years various groups of students have thought to put one together but didn’t have enough material when press time rolled around. Then last year’s Reality committee recommended to the rising sophomores adding a yearbook to the list of possible fundraisers. While the idea of a yearbook as a fundraiser was soon deemed impractical, the thought of creating one was openly embraced. After a month or so of planning,

“This is the most involved student body I have seen on this campus in a long time.”

BRENDAN O’NEILL
STUDENT EVENTS OFFICE

as well as meeting with the administration and Polity to gain their support, the yearbook staff was ready to go. Notices were posted in the *Ephemera* and *MoonTag* advertising for writers, photographers, and graphic designers – anyone interested in joining the fledgling staff. Not long after ideas about theme and content

were being discussed and assignments handed out. Submissions were collected, although layout work was delayed until the beginning of the second semester in order to upgrade the technological capabilities of the office that is being shared with the *MoonTag*.

The ambitions of this first yearbook are small. We do not hope to rival anyone’s high school yearbook in size, although we certainly hope to match, if not exceed it in quality. While the yearbook has yet to be named (a campus-wide contest is being held to choose a name), the theme for this year is community. The goal of the editor is to have every aspect of the college community represented, not just the undergraduates, so submissions are being sought from tutors and staff alike. ✦

–BY ERIN HANLON, SF03

FEBBIE CLASS TO BE DISCONTINUED

The Instruction Committee on the Annapolis campus has recommended that the January Freshman class be discontinued in Annapolis in five years, with the last class enrolling in 2006. Called the Febbie Class because its members originally came to campus in February, the mid-year freshman class was conceived to help keep the college

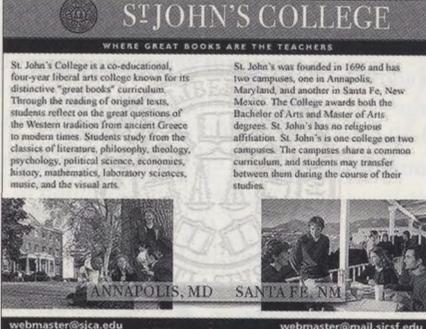
at capacity by compensating for first-semester dropouts. The 20 to 40 students began their freshman year in January, worked through the summer, and joined the rest of the freshman class as sophomores the following fall. Today, admissions to the freshman class are at an all-time high and keeping the class full is no longer a problem. Twenty years ago, many of the Febbies were transfers from other colleges; today most of those who enter in January wanted to come in September, but the class was already full.

“The change is made possible

by the relative financial health of the college and by substantial growth in the applicant pool for the fall freshman class,” said Dean Harvey Flaumenhaft in explaining the decision. “The reasons for discontinuing the mid-year class are instructional...The regular freshmen get a school year with six more weeks of reflection and conversation together. They also have more time to prepare their essays, and are less likely to suffer a change of tutors between semesters.” The break between the end of the summer semester and the beginning of the sophomore fall

semester is short, and Febbies are often exhausted just as their sophomore year is beginning.

Beginning in January is attractive to some prospective students, for example those who are undecided about college by the spring of their senior year in high school, or those who need to earn more money before beginning college. “Despite its inherent disadvantages, mid-year entrance has given many students access to the benefits of a St. John’s education,” notes Mr. Flaumenhaft. The Santa Fe campus plans to continue to offer the option of enrolling in January. ✦



ST. JOHN'S COLLEGE
WHERE GREAT BOOKS ARE THE TEACHERS

St. John's College is a six-educational, four-year liberal arts college known for its distinctive "great books" curriculum. Through the reading of original texts, students reflect on the great questions of the Western tradition from ancient Greece to modern times. Students study from the classics of literature, philosophy, theology, psychology, political science, economics, history, mathematics, laboratory sciences, music, and the visual arts.

St. John's was founded in 1863 and has two campuses, one in Annapolis, Maryland, and another in Santa Fe, New Mexico. The College awards both the Bachelor of Arts and Master of Arts degrees. St. John's has no religious affiliation. St. John's is one college on two campuses. The campuses share a common curriculum, and students may transfer between them during the course of their studies.

ANNAPOLIS, MD SANTA FE, NM

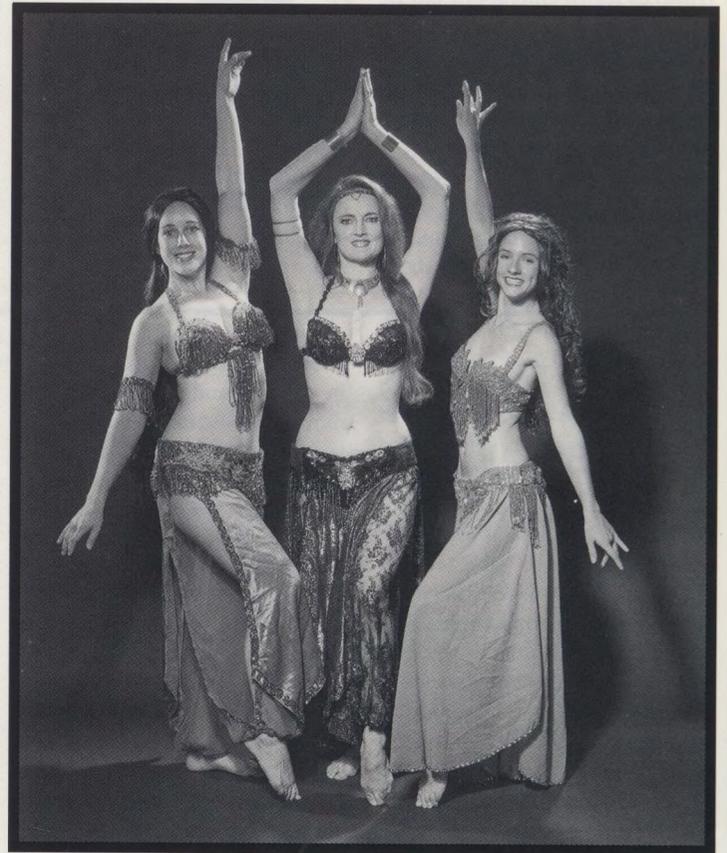
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ascertain how the web could be used to keep them more involved in the college (possibilities being explored include chat rooms, bulletin boards, e-mail for life, and password-protected directories); and third, a site will be “architected” (web people actually use

this word) and then built. Timeline for the project is about a year. The initial telephone surveys of alumni begin this spring.

Like many small colleges, St. John’s struggles with technology issues. On the one hand, the college needs a web site and administrative computing systems that are comparable to those at other schools. On the other hand, being technologically up-to-date doesn’t matter in the context of the program of instruction. But even though the program can function without it, the internet holds huge potential for bringing alumni together in cyberspace and for increasing their involvement with the college. ✦

A FAR CRY FROM ESSAY WRITING



MEGAN MILLER (SFGIOI - LEFT) AND LOGAN WINK (SFOO - RIGHT) STARTED BELLY DANCING TWO YEARS AGO FOR EXERCISE AND FUN. “IT WAS MY WAY TO GET OFF CAMPUS AND RELIEVE STRESS DURING SENIOR ESSAY WRITING,” SAYS WINK. AS THE DUO GOT MORE INVOLVED WITH THE ANCIENT BABYLONIAN DANCE FORM, THEY PROPOSED TO THEIR TEACHER, TANYA KERN (CENTER), THAT THEY PERFORM. THEIR FIRST SHOW WAS AT ST. JOHN’S IN SANTA FE AND THEY RECENTLY FINISHED A THREE-SHOW RUN AT EL FAROL ON CANYON ROAD.

WEB NEWS @SJCA.EDU

The St. John’s College web site is in for a facelift. The college has hired a firm called Generation to help redevelop the sites for the two campuses, to look at ways to unify the sites, to increase functions for alumni, to explore avenues for marketing the Graduate Institute online, and to provide prospective students the kind of information they look for on the web. Generation has lots of experience with higher education clients and will help St. John’s through a three-part process: first, the college will look at internal and external needs and define audiences for its site; second, alumni will be contacted to

THE SPIRIT OF PHILANTHROPIA

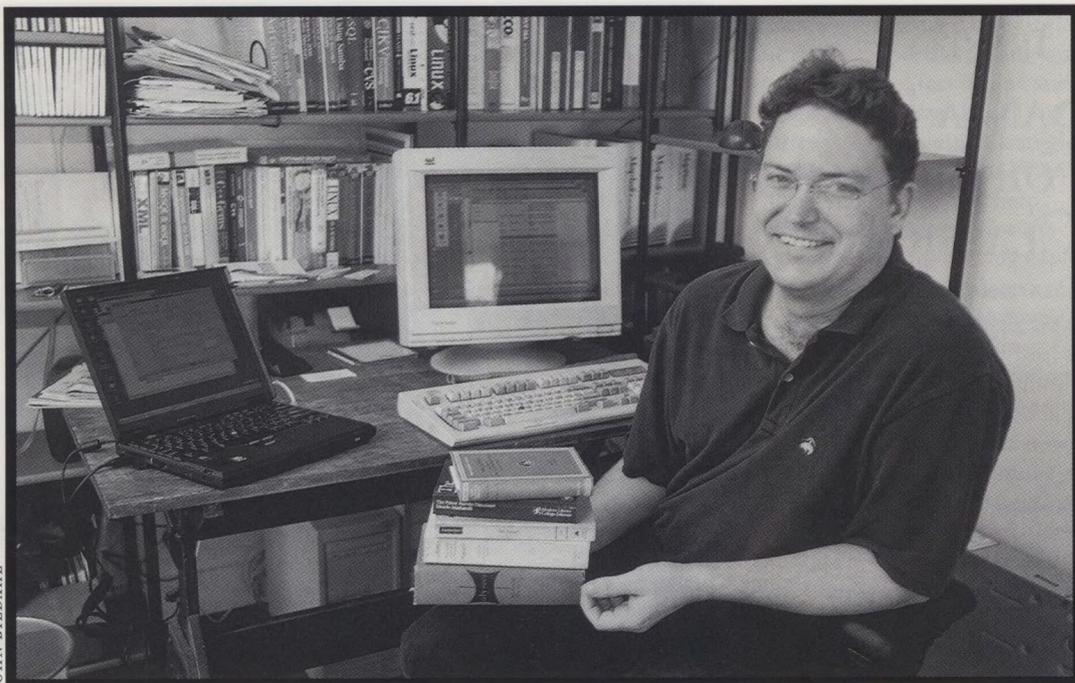
“Knowledge is power,” wrote Francis Bacon. And knowledge is powerful, says Amber Boyd-stun (SF99). Boydstun is chair of the Spirit Committee, part of Philanthropia - the alumni organization dedicated to fundraising for St. John’s.

The knowledge that Boydstun finds powerful is the knowledge she gained while working as a student aide in the advancement office for four years.

There, she learned how the college works. She learned about college finances and fundraising. And she got to know the men and women who have dedicated their professional lives to St. John’s. It made a powerful difference when it came to her decision to donate money to the college.

“I’m not the kind of person who would normally have that team spirit, not the kind who normally donates. But I’m going to be donating every year and I already have in the two years since I graduated,” says Boyd-stun. “Why? Because I have the facts and information that tell me that the college does need my help, that tuition is not enough to pay for the education provided to students.”

Boydstun’s plan is to share this information with current students, and under her leadership the Spirit Committee will meet with all Johnnies at four critical times in their college years: during freshman orientation, at the beginning of senior year, after essay writing, and before graduation. The idea is that seniors are just a step away from being alumni, and it would be a good thing if they could realize how important alumni are to the college from the very beginning. This year, there’s been a reception for seniors at the President’s house in Santa Fe and a series of dinners at the



JOHN BILDAHL

President’s house in Annapolis. “We ask the seniors about their experience at the college, what they would have liked to be different, what they thought was particularly good,” says Annapolis Vice President Jeff Bishop. “They have a chance to ask questions about the administration of the college. We also present our case to them: that St. John’s really needs financial support from alumni after they graduate; that tuition only covers 75% of what it costs to educate each student, and that the rest of the money to run the college must come from contributions. We encourage them to stay connected to the college after they leave. They really seem to appreciate the information and to enjoy the evening.”

“So many people graduate loving the great books and thinking St. John’s as a school is greater than anything else in the world, but they don’t donate. My goal is to encourage spirit - *thumos* - for St. John’s as an institution,” says Boydstun. “I’d like to help them understand that St. John’s the school they love is the same as St. John’s the institution that needs their help.” ❖

TOP TEN OF THE FAVORITE FIVE

The fundraising brochure sent out last fall by the alumni group Philanthropia pictured five Johnnies in the midst of their daily activities - with their five favorite books from the program. The idea was to ask alumni to think about how the books had permeated their consciousness, about how important the St. John’s curriculum is to the intellectual development of the teachers, businesspeople, parents, artists, computer programmers, and whatever else St. John’s alumni become. Along with their checks, many alumni sent in responses to the question: What are your five favorite books from the program?

Here’s the tally of the winners. Many people answered by listing an author (Plato) rather than a book (*The Republic*). There were many books/ authors receiving one vote: Claude Bernard’s *Introduction*

THOMAS BURKE (SF91) POSES IN HIS HOME OFFICE IN BALTIMORE WITH HIS FIVE FAVORITE PROGRAM BOOKS: MONTAIGNE’S *ESSAYS*, LUCRETIUS’ *ON THE NATURE OF THINGS*, *THE PRINCE*, JOYCE’S *ULYSSES*, AND THUCYDIDES.

to the *Study of Experimental Medicine*; Tacitus; Hume; Henry Adams’ *History of the U.S.* In all, alumni named 87 different books or authors. The top ten of the alumni’s five favorites are:

- Plato (*The Republic* was mentioned most often)
- Homer (equal numbers named *The Iliad* and *The Odyssey*)
- Euclid
- The Bible
- Jane Austen - Shakespeare - Aristotle (*The Ethics* was most named) were tied
- Greek drama (Sophocles, Euripedes, and Aeschylus)
- *The Brothers Karamazov* by Dostoevsky
- Kant - *War and Peace* by Tolstoy were tied
- Thucydides
- Dante

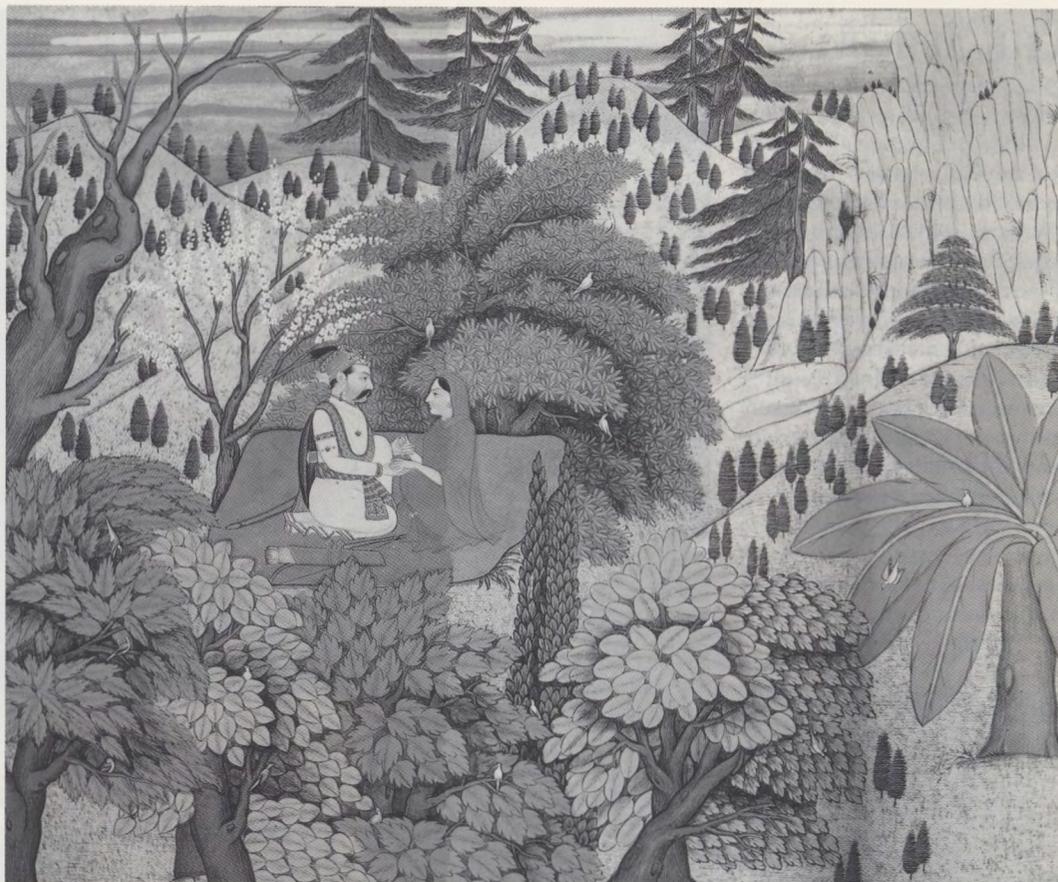
OFF TO SANTA FE FOR SUMMER CLASSICS

Dante and Milton and Eva Brann... Oh My!

Summer Classics, the program that brings book and opera lovers from across the country to Santa Fe, will be held July 15 to August 4. Participants go to seminars in the morning, spend the afternoons on field trips and other southwestern activities, then attend the Santa Fe Opera in the evenings. You can sign up for one, two, or all three weeks (one seminar topic per week), and can either stay on campus or arrange accommodation in Santa Fe. The program is appropriate as an introduction to the college and also for those who've done it before - alumni and those who have participated in community or executive seminars. For more information, check the web site at www.sjcsf.edu/classics/classic.htm, or e-mail classics@mail.sjcsf.edu, or call 505-984-6104.

WEEK I, JULY 15-21

- Opera: Donizetti, *Lucia*. Seminars led by William Fulton and Elliott Zuckerman
- Chaucer, *The Canterbury Tales*. Seminars led by Michael Bybee and Caleb Thompson
- Darwin, *The Voyage of the Beagle*. Seminars led by Mark Rollins and Linda Wiener
- Milton, *Paradise Lost*. Seminars led by David Carl and Claudia Honeywell
- Paul Scott, *The Raj Quartet*. Seminars led by Eva Brann and Janet Dougherty
- Thucydides, *Peloponnesian War*. Seminars led by James Carey and Matthew Davis



WEEK II, JULY 22-28

- Opera: Richard Strauss, *The Egyptian Helen* and Mozart, *Mitridate*. Seminars led by William Fulton and Robert Glick.
- Aristotle, *Nichomachean Ethics*. Seminars led by Claudia Honeywell and George Lane
- Dante, *Purgatorio*. Seminars led by Basia Miller and Caleb Thompson
- Dostoevsky, *Demons*. Seminars led by James Carey and Frank Pagano
- Plato's Critique of Rhetoric: *The Ion*, *Gorgias*. Seminars led by Jan Arsenault and Elliott Zuckerman
- Shakespeare, *Richard II* and *Henry IV*. Seminars led by Judith Adam and Warren Winiarski
- Shakespeare, *Pericles* and *Twelfth Night*. Seminars led by William Alba and Krishnan Venkatesh

WEEK III, JULY 29-AUGUST 4

- Opera: Verdi, *Falstaff* and Alban Berg, *Wozzeck*. Seminars led by William Fulton and Robert Glick
- Dante, *Purgatorio*. Seminars led by Cary Stickney and Susan Stickney
- Goethe, *Theory of Colors*. Seminars led by George Lane and Julie Reahard
- The Plays of Kalidasa. Seminars led by Michael Bybee and Michael Wolfe
- The Poetry of Wallace Stevens. Seminars led by James Forkin and Thomas Scally

INDIA IS THE SETTING FOR TWO SUMMER CLASSICS READINGS: *THE RAJ QUARTET* BY PAUL SCOTT AND THE PLAYS OF KALIDASA (ABOVE). TWO SEMINARS WILL READ DANTE'S *PURGATORIO* (BELOW).



ONE COLLEGE – HOW TO MAKE IT REALLY WORK

For 36 years, St. John's struggled with how to administer a college with two campuses that are separated by 1800 miles, a two-hour time difference, at least six hours of travel time, and hundreds of different ways of dealing with both day-to-day and long-term issues. The curriculum has always been the great unifier – and under the direction of the Joint Instruction Committee (composed of tutors on both campuses) it has remained virtually identical in Annapolis and Santa Fe. But administration is another matter.

Over time, tiny management decisions on each campus led to more substantial policy differences. The Board of Visitors and Governors, while acknowledging the importance of a president for each campus, last year re-organized the college's basic administrative structure, creating a Management Committee that includes the presidents and deans of both campuses, who

may bring in other college officers during their discussions. The Committee's purview is certain college-wide functions and its single executive (a chair) handles comprehensive issues without diminishing the responsibilities of the campus presidents and deans for their own operations.

Annapolis president Christopher Nelson is serving as the

“We need to preserve the special sense of community that exists on each campus, and we will not take any action that would threaten that.”

first chair of the Management Committee. “There is a clear spirit of cooperation,” he says. “John Balkcom (the new president in Santa Fe) and I are committed to the notion that with respect to certain issues, college-wide treatment is essential. We need to preserve the special sense of community that exists on each campus, and we will not take any action that would threaten that.”

During its first year, the Management Committee:

- Equalized tutor salaries, which had been less in Santa Fe since 1994-95
- Formulated a plan for equalizing tuition, which had been different on the two campuses
- Worked out a college-wide budget, with separate consideration of capital projects and other issues specific to each campus
- Considered differences in the financial aid policies of the campuses and began to work on making them more consistent
- Re-organized the advancement offices to prevent duplicating all functions on each campus
- Adopted an information technology plan for both campuses, including a joint web site
- Provided for a joint recruitment strategy and new publications for the Graduate Institute
- Prepared a framework for a college-wide strategic plan that considers needs and resources well into the future
- Formulated a way to resolve inconsistent alumni databases on the campuses
- Standardized a host of reporting functions so that college-wide information is available on everything from budget matters to admissions enrollment

During this first year the Management Committee concentrated on resolving differences that had arisen over time. The committee is also beginning to make college-wide policy decisions, for

example; it extended benefits to the domestic partners (same and opposite sex) of faculty and staff.

In the coming year the Committee will complete a strategic plan and needs assessment for the campuses, and will help organize the elements for the college's next fundraising capital campaign. “I anticipate focusing on the need to have comparable faculty staffing, class sizes, and faculty development programs on both campuses,” says Nelson. ❖

ST. JOHN'S IN THE NEWS

An article called “Where Plato Is Your Professor” in the February 2001 issue of *Smithsonian* magazine describes the college's program, the students and classes, and the various extracurricular activities. Also interviewed are several alumni, identified as a building contractor, a lawyer, a biologist, and an editorial assistant. Written by Edwards Park, a retired *Smithsonian* contributor who lives in Annapolis, and photographed by Cameron Davidson, the article focuses on the intellectual atmosphere of St. John's.

St. John's is also featured in a book about investing (yes, the financial kind). *Latticework: The New Investing* by Robert G. Hagstrom (published by Texere) describes an approach to investing that is based on a liberal arts-style understanding, where the interconnections between the important ideas from a number of fields are discovered. Hagstrom, who is a senior vice-president of Legg Mason Focus Capital, talked with alumni in investment fields, who cited the importance of St. John's in their development as “better thinkers.” ❖



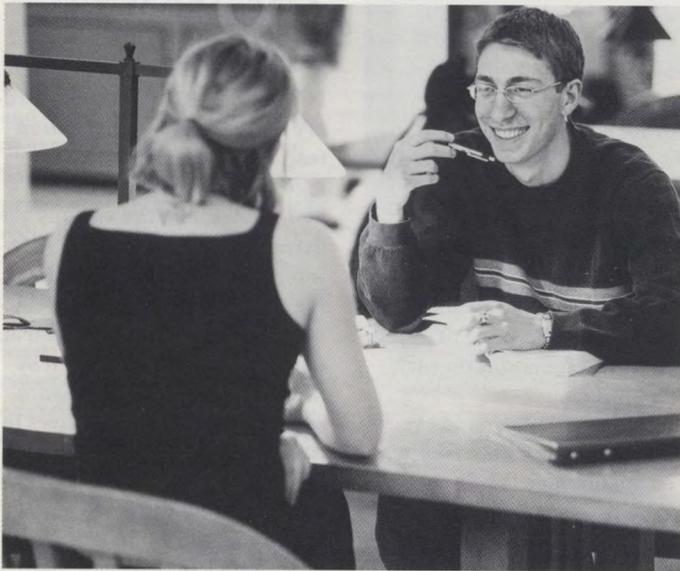
JOHN BELDAHL

CHRIS NELSON, ANNAPOLIS PRESIDENT AND CHAIR OF THE MANAGEMENT COMMITTEE, SAYS, “WE HAVE A LOT OF WORK AHEAD OF US.”

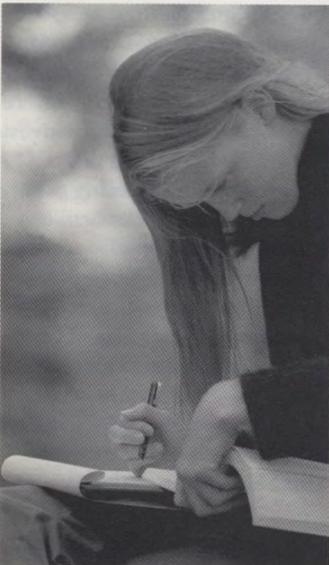
THE FACE OF SJC TODAY

ABOUT THE FRESHMEN WHO ARRIVED IN SANTA FE AND ANNAPOLIS IN SEPTEMBER AND JANUARY:

THERE ARE 319 OF THEM, 167 MEN AND 152 WOMEN. 8 DIDN'T FINISH HIGH SCHOOL (THEY ARE CLASSIFIED "EARLY ENTRANCE") AND 52 ATTENDED ANOTHER COLLEGE BEFORE THEY BAILED OUT, SAW THE LIGHT, AND CAME TO ST. JOHN'S. AGE RANGE IS 16 TO 51. ABOUT 68% RECEIVE FINANCIAL AID. 223 ATTENDED PUBLIC SCHOOLS; 93 ATTENDED INDEPENDENT OR PAROCHIAL SCHOOLS. 60% RANKED IN THE TOP FIFTH OF THEIR CLASS; 4% RANKED IN THE FOURTH FIFTH. 183 RECEIVED NATIONAL MERIT HONORS. ST. JOHN'S DOESN'T REQUIRE SAT SCORES FOR ADMISSION, BUT OF THOSE THAT SUBMITTED SCORES, THE RANGE OF THE MIDDLE 50% VERBAL IS 650 TO 750 AND THE RANGE OF THE MIDDLE 50% MATH IS 580 TO 680. 39 STATES AND 3 FOREIGN COUNTRIES ARE REPRESENTED (HIGHEST NUMBERS ARE 32 FROM CALIFORNIA IN SANTA FE AND 20 FROM MARYLAND IN ANNAPOLIS). ❖



CHRIS QUINN SEG101



GREG WHITESELL

WITHIN A FEW WEEKS, THE FRESHMEN BLENDED IN SO WELL IT WAS HARD TO DISTINGUISH THEM FROM MORE SEASONED JOHNNIES - YOU HAD TO CHECK WHAT THEY WERE READING TO FIND OUT. STUDENTS ARE SHOWN ON THE ANNAPOLIS QUAD (LEFT) AND AT MEEM LIBRARY (ABOVE).

LEO RADITSA

Leo Raditsa, a tutor at the college since 1973, died February 22 in Annapolis after suffering a stroke. He had been ill with myeloma.

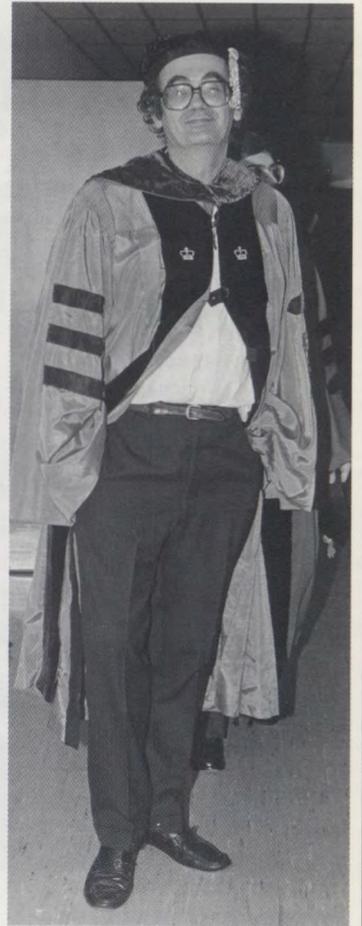
Born in Geneva, Switzerland, in 1936, where his father, Bogdan Raditsa, was a delegate to the League of Nations, Mr. Raditsa came to this country in 1940 when his father joined the Yugoslav Embassy in Washington, D.C.

He graduated from Phillips Exeter Academy and then from Harvard College in 1956. At Harvard he founded and edited *i.e.*, *The Cambridge Review*. The grandson of the noted Italian historian Guglielmo Ferrero, he held two graduate degrees in history from Columbia University: a 1962 master's in medieval history and a 1969 doctorate in ancient history. He was also a University Fellow and a President's Fellow at Columbia. In 1964-65 he held a Fulbright Fellowship at the University of Munich.

After teaching at New York University, Washington Square College, from 1965 to 1973, he joined the faculty of St. John's College. He was the founding editor of *The St. John's Review*. He was affiliated during the 1977-78 academic year with the Hoover Institute on War, Revolution and Peace at Stanford, Calif., as a National Endowment for the Humanities fellow.

Mr. Raditsa was the author of numerous articles and of two books: *Prisoners of a Dream: The South African Mirage*, which he wrote following 1991 when he was a lecturer at the Rand Afrikaans University and at the University of the Witwatersrand, and *Some Sense About Wilhelm Reich*, concerning the controversial psychiatrist. Mr. Raditsa was also a painter whose watercolors were exhibited at galleries in the Annapolis area.

Mr. Raditsa was a member of a distinguished Italian family



LEO RADITSA

and great-grandson of the criminologist Cesare Lombroso; he divided his time between Annapolis and his family home outside Florence. Survivors include his son, Sebastian, and a sister, Basiljka Raditsa, both of New York City. His marriage to Larissa Bonfante of New York City ended in divorce. The family requests that gifts be made to the St. John's College library, P.O. Box 2800, Annapolis, MD 21404.

A memorial service for Mr. Raditsa was held in March. A memoriam will appear in the next issue of *The College*.

CARNIVAL IN FLANDERS

A Pearl Harbor Day memoir.

BY PETER WOLFF, A44

By the time I got to St. John's in the fall of 1940, the New Program was in full swing. A few (less than a dozen) Old Program students still remained. The college got a boost from an article in *Life* magazine that appeared in February of 1940. It spoke glowingly of the Program in a spread of 10 or 12 pages.

I cannot resist a swipe at American journalism: One of the pictures showed a student reading Horace's poems in Latin. A fine picture except that the student shown was an Old Program student; the book he was reading was by an author (Horace) not then being read in the Program; the book was being read in the original Latin instead of in translation, whereas all of the great books authors were and are being read in English.

I took to the college immediately and felt that I had found my intellectual home. I read the books, discussed them and thought of little else. I had little money but I didn't need it: \$26 lasted me through the first semester, as I barely stepped off the campus. I cannot remember what I did in the summer of 1941, but I returned to St. John's in the fall of that year with enthusiasm and threw myself into reading the second year list. It included Virgil, but also St. Augustine's *Confessions* and large parts of St. Thomas Aquinas's *Summa Theologica*.

I had joined a film club that was being formed by a few students. It proposed to show classic movies to those who joined



IN 1942, THE COLLEGE HELD A DANCE TO RAISE MONEY FOR ALLIED WAR RELIEF. IN ATTENDANCE WERE STRINGFELLOW BARR (LEFT) AND ADMIRAL BEARDALL, SUPERINTENDANT OF THE NAVAL ACADEMY.

the club. The movies were obtained from the Museum of Modern Art on a rental basis. Club members were mostly St. John's students but also faculty members and a few faculty from the Naval Academy. I can only remember two films. One was *A*

Nous La Liberté, directed by Jean Renoir; the other, *Carnival in Flanders*, was scheduled for the evening of December 7, 1941. The gymnasium, an old building, had to be prepared for the film showing. So at a little after noon, several of us were setting up the screen and folding chairs for the audience.

At about 1:30 in the afternoon, someone came running into the building and yelled, "The Japanese have attacked Pearl Harbor in Hawaii." For a little while, I did not fully take in what had been said; then we all abandoned our efforts (we were nearly finished anyhow) and repaired to our dormitory rooms to listen to the radio. The film showing did take place in the evening. Not many of the Naval Academy members of the club showed up; those that did for the first time wore their uniforms.

The next day, a radio (these were pre-television days) was brought into the dining hall and at noon we listened to President Roosevelt referring to December 7 as "a day that will live in infamy," regretting the many casualties that had been incurred, and asking the Congress to declare war on Japan.

People of my age and generation all remember what they were doing on December 7, 1941. For younger people, it is just another date. For some of them, November 22, 1963 has a similar significance, but even those who remember President Kennedy's assassination are now growing old. What are the mythic dates for those who are now in their twenties or thirties? The first moon landing? President Nixon's resignation? The fall of the Berlin Wall? ✻

A CONVERSATION WITH JOHN BALKCOM

The new president in Santa Fe begins his tenure Johnnie-style—in a dialogue with students, faculty, and alumni.

ON NOVEMBER 7 JOHN E. BALKCOM became the fifth president of the Santa Fe campus of St. John's College. A fit and athletic 53-year-old with wide interests beyond a career as head of a college, he radiates an affable, energetic personality and addresses the complex challenges of his new job with cheerful confidence. He has enjoyed a close association with the college, having been not only a graduate student in Santa Fe but also a member the Board of Visitors and Governors for five years. In January the president sat down for an interview with James Idema, a Santa Fe writer whose affection for St. John's stems from his participation in the Community Seminar Series.

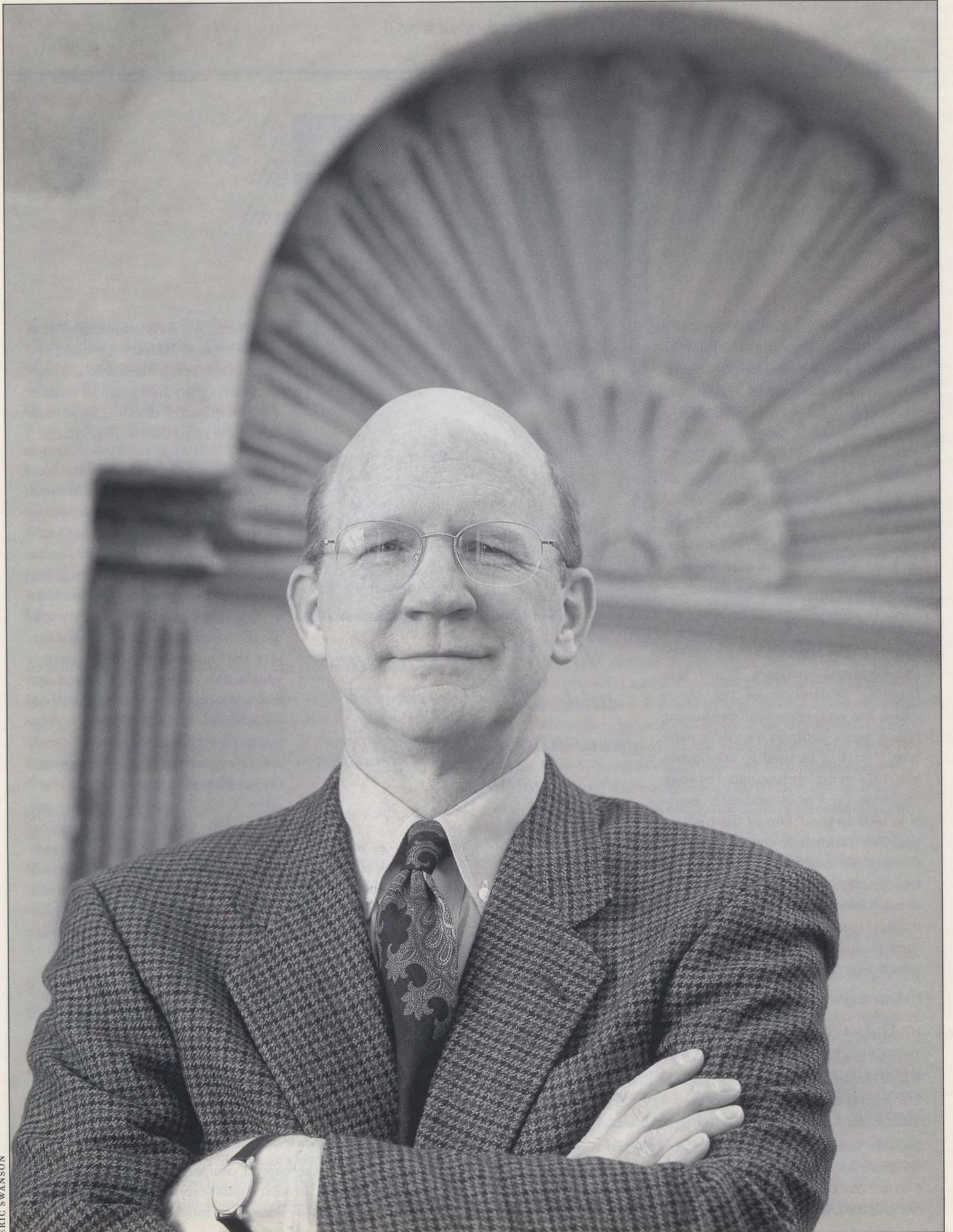
Q: *Your background is an unusual combination of business and academics. Your education includes an AB in philosophy from Princeton, an MBA from the University of Chicago's Graduate School of Business, and a master's degree in liberal arts from St. John's. You have also pursued a career as a business consultant and served as an adjunct professor of economics at Chicago. Is it fair to say that, with this background, your vision for St. John's is practical as well as idealistic?*

JB: I would hope so. Practical in the sense of my aspiring for this program – “this brilliantly conceived small college,” to

quote one of our tutors emeritus, Bill Darkey – to be far more secure financially in the future, to have the ability to deliver this distinctive kind of education, this expensive way of doing an education, and to give that method long economic life through significant improvements in the endowment. This would allow us to maintain a student body of about 450 undergraduate and about 60 graduate students. My feeling is that we could continue to grow somewhat in the graduate program. We have no aspiration to make the undergraduate program 500, 600, 700, but rather to keep it at its current size or smaller, to serve that population well, and to continue to sustain the intimacy that happens at the seminar level between tutors and students. I believe that the seminar table is the locus of the unique value of this program and I want to continue to be able to deliver that close personal attention of our tutors to our students, both in and out of class.

Q: *More to the idealistic point, I've been reading in the local press about the kind of epiphany you experienced in which ethics came unexpectedly into your approach to life, perhaps gaining ascendancy over the business aspect. Can you comment on that?*

JB: One of the primary responsibilities of a partner in a management consulting firm is to sell business, to build new client relationships and to provide services that are both valuable to the client and profitable to the consulting firm. It's a rather weak joke among consultants that when



ERIC SWANSON

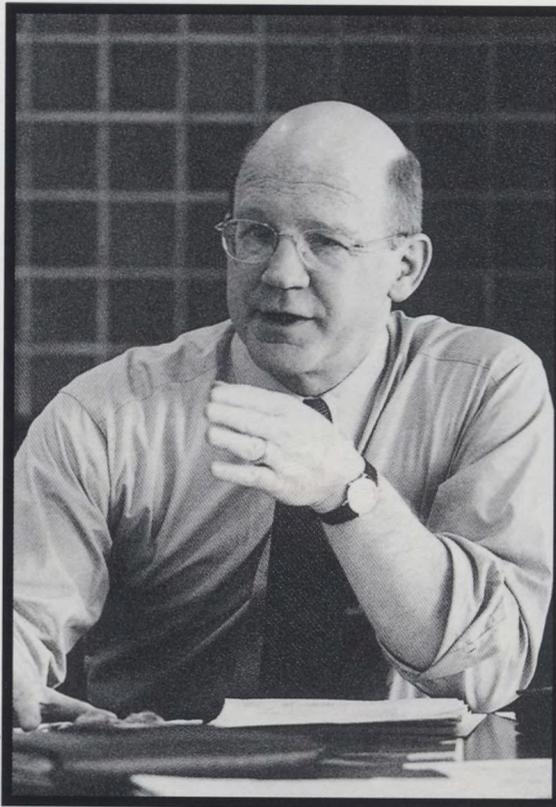
one receives a call from a prospective client asking the question "Do you do X?" the answer is almost always "Why, yes, of course. And, indeed, we are deeply expert in that area. That's our business and we have just the people who can help you." I certainly appreciate the commercial imperative of growing one's business when one is a management consultant, but at times I found it troubling that I was at least stretching the case for my capability or my firm's capability for what we might do to help a client.

In particular, after reading Augustine's *Confessions* for the first time in the Graduate Institute, I had this blinding realization of the three white lies a management consultant tells when a prospective client calls him. "(1) I'm thrilled to hear from you. (2) I'm utterly fascinated by your problem. (3) I'm immediately available to help you." Out of the realization that none of the above is always true and in the process of reading the *Confessions*, I began having much more candid conversations with my clients and prospective clients, asking them background questions and then, with increasing frequency, suggesting that I was not the right person to handle their problem but giving them names and phone numbers of others who might be better qualified to serve them.

Q: *One might think you risked losing clients that way.*

JB: That was the risk I expected at the beginning of those conversations, but I must tell you it brought clients back to me repeatedly, clients who had appreciated my candor. More important for me, my speaking that way proved to be hugely liberating.

Q: *Now you're no longer a consultant but the man in charge. What are some of the major challenges you face in this position. Can we start with the faculty salary disparities between this campus and Annapolis?*



CHRIS QUINN

"I believe the seminar table is the locus of the unique value of this program..."

increases as well. We've also changed the kind of retirement plan for the staff to be similar to that of the faculty. Our health insurance costs, like those of almost every other organization I know, are rising rapidly. And then throw into that the recent spike in natural gas prices, and our fixed costs have gone up tremendously.

Q: *Also a weakening of the economy. Bad timing.*

JB: Bad timing, indeed. But I must say, we're still finding our friends, alumni, and certain foundations quite generous. It's not an easy challenge to raise the money, but they're continuing to be generous with us. Friends of the college are still coming to us with significant gifts. So, in that sense, our timing is quite fortuitous.

Q: *You're going to be able to increase the endowment?*

JB: The board and the capital campaign committee are just beginning to plan for the next capital campaign. But my personal aspiration is to see the endowment move from its current level

JB: Sure. We have eliminated that disparity as of January 1, which, as a board member, I wanted to see happen during my five years of tenure. So I'm pleased that we have now taken the steps that were needed.

Q: *It took a long time.*

JB: It did. It took a long time because of differences in resources available to the two campuses. And it put some added pressure on this campus in terms of balancing our budget going forward. We've had several areas of cost increases in the last two years. First, the increase in salaries for faculty. Fortunately, we've had generous benefactors who have increased our endowment to help us fund the needed increase in faculty salaries. Two years ago my predecessor and his staff did an evaluation of staff compensation and found that it was off the mark quite a bit. So we have had some significant staff compensation

“I found the... issues of the nature of the soul [in the “Phaedrus”]... quite immediate and urgent for every man and woman in the room.”

of just under \$100 million for the whole college to something in excess of \$250 million by the end of this decade. That’s not an easy task. It takes a great deal of work. But I know it can be done. Many other fine liberal arts colleges in a similar period have raised significantly more than that. I think we have the opportunity to present this story to alumni, friends, and foundations and corporations in a way that will be compelling, to improve our endowment substantially. That, by the way, will help with our sustaining and improving the salaries of faculty and staff.



Q: *Will you yourself be taking an active role in fundraising?*

JB: Oh, yes, I already have been. I am traveling some in connection with that task, and Robert Glick, the vice president for advancement, has scheduled me for a minimum of three lunches and two dinners a week with potential donors of various kinds in the Santa Fe area.

Q: *Do you envision physical expansion of the campus, bricks-and-mortar improvements?*

JB: Yes, in a modest way. Again, we are at the maximum student size that we want, so we won’t be growing in that sense. But I would like to add – and again, this is yet to be worked out – another 60 rooms on campus, which would allow us to house up to 75 to 80 percent of our student body.

Q: *That means new dormitories.*

JB: Two new dormitories would be my guess.

Q: *The dormitories are filled up now?*

JB: To the brim. So that’s one physical change – a modest one, I think. A second needed improvement: We have about \$12 million of deferred maintenance on campus buildings and need very much to upgrade the fire protection systems. Thirdly, I’d like to see a project suggested, just as a possibility, by the head of our bookstore of breaking the wall between the bookstore and the coffee shop and combining them into a sitting and

study area that would be more friendly to students. Probably the most notable physical change that a number of us would like to see is an auditorium that would house 600 to 800 at one time. Today we have no single venue within which we can convene the entire college community, meaning faculty, students, and staff.

Q: *Would this replace the Great Hall?*

JB: I hope it would replace the Great Hall. And it would do three impor-

tant things for us: It would give us a venue for convening the entire college community. Second, it would give us a more attractive space for student productions of plays and musical performances. Third, it would give us an opportunity to bring the local community here for events of various kinds, to house musical events and professional performances, and allow the community to become even closer and better acquainted with the college. So, I’d like to see that change. It might be the most noticeable of the changes I would envision in bricks and mortar.

Q: *I was going to ask whether St. John’s alumni, as other college alumni, are generally successful, well off, dependable supporters of St. John’s. Or does the St. John’s program tend to produce scholars who don’t pursue more remunerative careers?*

JB: We produce alums who enter a great variety of careers, from teaching at the secondary school level to advanced academic careers in higher education to authors to producers and directors and screenwriters for movies to proprietors of privately owned businesses to heads of investment management businesses. We have the variety of alums you would find in many other colleges, and a wide range of economic success in that population. It is an alumni body that has the capability of providing great support for the college. During the last capital campaign, we had a participation rate that was quite attractive, compared to our other liberal arts competitors. On an annual basis, the participation rate is modest, but growing rapidly, and we expect to continue to see that grow. We have a new organization of alumni called Philanthropia, and its pur-

“For sure, we could do a better job of reaching a more diverse population.”

pose is to engage the alumni in their support of the college. That holds great promise.

Q: *In the category of other changes and challenges, what about the curriculum?*

JB: My expectation is that the curriculum will change very slowly, if at all. The way that our founding document, the Polity, is written, it assigns to our faculty, to our joint Instruction Committee of the two campuses, and to the deans the responsibility for overseeing the design and content of the curriculum. Our faculty retains to this day a very strong commitment to what was called in 1937 “the New Program.”

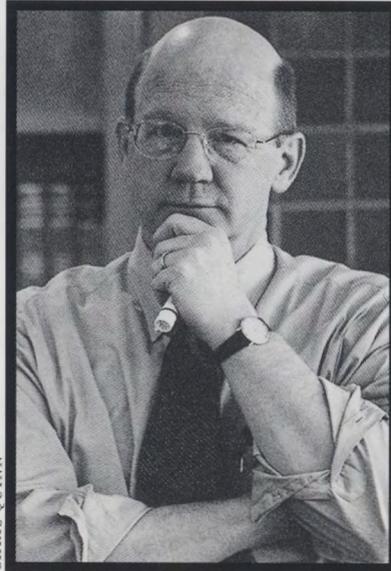
Q: *It’s still the New Program?*

JB: It is still the New Program. And I think that’s a distinguishing characteristic of this college that will change very little. It’ll be a little more of this and a little less of that. Add a Platonic dialogue here and two fewer essays of Montaigne there, or whatever. These things go through careful consideration and debate at our faculty meetings and in our Instruction Committee meetings. By design, they change very slowly.

Q: *Surely you must run into people who say, “I just read a great new book. Why don’t you include that?” That is an interesting question, I think. What does make a great book?*

JB: Well, I’ve just been re-reading the two opening essays, one by Mortimer Adler and one by the former president of the University of Chicago, Robert Maynard Hutchins, for the original editions of the Great Books, as they were published by Encyclopedia Britannica, and there are a few ideas that I found quite intriguing. One of them is the notion that a great book is highly re-readable. That is, it deserves to be read, not once, and maybe not even twice or three times. Every time I read the *Iliad* – and I’ve read it four or five times in the last five years – I find half a dozen things that strike me as, “How could I possibly have missed this?” The *Iliad* and the *Odyssey* and the Platonic Dialogues and the works of Aristotle – there are many others, of course, with this character.

For me, personally, I re-read the poetry of Yeats weekly and



CHRIS QUINN

enjoy it newly every time. So, one aspect of a great book is the re-readability. A second aspect of “greatness” is the connectedness, the pervasiveness, of the ideas of these texts in our culture. When I read a new piece of fiction that somebody says is a really great book, I frequently find it enjoyable reading. However, I’m not likely to read it again because it’s not terribly re-readable. But it may have three or four ideas in it that came out of Plato or out of Aristotle, whose ideas remain pervasive.

Q: *I think one of the reasons people ask you that perhaps frivolous question is that it’s such a long time between Aristotle’s day and today.*

JB: But the program comes to the 19th and 20th centuries. We certainly talk about Kant, Hume, Hegel, Nietzsche, Kierkegaard, and Yeats. And the sciences, from Galileo to Newton all the way forward to Einstein. There are a few Community Seminars, I believe, with Richard Feynman’s writings, in them. So we have, in some of our courses, very contemporary authors.

Q: *Not just dead white guys.*

JB: I’ve certainly heard that charge. No, I think they’re quite alive. In my last preceptorial in the graduate program, we had seven graduate students and six undergraduates reading Plato’s *Phaedrus*. It has to do with rhetoric, with erotic love and with the nature of the soul and with poetry. And I found the issues of how one expresses oneself in writing or in speaking, the issues of the nature of the soul, the issues of the nature of erotic love, quite immediate and urgent for every man and woman in the room. And not at all stale by virtue of having been written by a “dead white guy.”

Q: *That naturally leads to the question of women. And I know you expressed interest in that and the fact that your wife and daughters sometimes bug you to pay more attention to the female gender.*

JB: Two things I should mention in that connection. In one of my very early classes in the Summer Classics, one of the tutors

“I think of the students as the first group I am responsible for serving.”

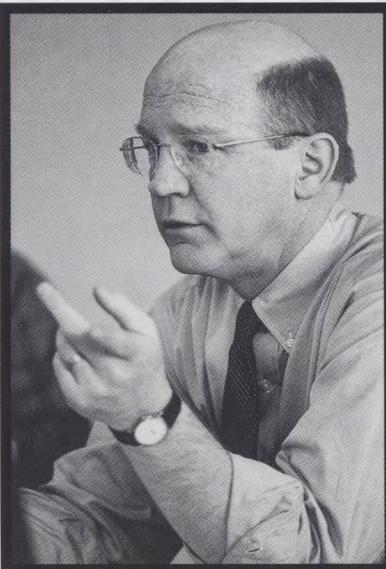
put me onto the text *The Book of the City of Ladies* by Christine de Pizan, which is quite a remarkable story of court life in the 15th or 16th century from a woman’s point of view. And I’ve mentioned as well that we have had a preceptorial in the Graduate Institute on the work of Toni Morrison.

Q: *I want to ask you about the relationship between St. John’s College and the city of Santa Fe. Do you sense an affinity between this comparatively new (1964) institution and this ancient (1610) city?*

JB: Yes. In the last 20 years many adult learners, if I could use that phrase, have moved into Santa Fe. These are men and women who may have retired or may be in the process of winding down their full-time professions, and who are seeking an opportunity to look with some seriousness into matters of the quality of life and whether or not the soul is in fact perpetual. And to examine, to stop and look back on what they’ve done in the last 30 or 40 or 50 years of their lives and reflect on them in a thoughtful way. We draw many such men and women to us through our Community Seminars, through our Summer Classics, even through our Graduate Institute. So, I think that’s part of the affinity with this town.

Q: *Santa Fe has a notoriously poor public education system itself. Many of these people you refer to are part-time residents, and, as you say, are retired, and they can afford to stop and reflect on their lives. One would wish that somehow this opportunity could be made available to people who have not had that privilege.*

JB: Let me say that we make all of our admissions decisions at the undergraduate and at the graduate level on a needs blind basis. I’ve heard more than once some passing comment about this elite program in which rich white folks come and study the dead white guys. But approximately 70 percent of our students currently receive financial aid of one kind or another, so we welcome a very wide variety of students. And for sure, we could do a better job of reaching a more diverse population. We are working on that. The biggest question about every per-



CHRIS QUINN

son we consider as a potential student is that person’s seriousness about and capability for studying in this particular way, reading a text slowly and discussing it at length with colleagues in a classroom.

Q: *Tell me about your meetings with students.*

JB: My meetings with students are what I call “town hall meetings.” I regard the agenda as belonging to the students.

Q: *You call the students customers, your “primary customers.”*

JB: I think of them as the first group whom I am responsible for serving. They’re here, they are living here, they have entrusted themselves and their education to us. I feel responsible to them. So in that sense they are

my primary customer. And so, once every four to six weeks I want to have a town hall meeting, invite any and all students who would like to come, and discuss what they would like to discuss. I don’t always have the answer, but I’m willing to take a question and tell them I’ll get back to them.

Q: *I’ve about exhausted my question list unless you sense an omission in what we’ve covered that you’d like to add to this informal accounting to St. John’s alumni.*

JB: My added message would be that, whereas I regard the students as my primary customers, if I can say that, I think of the alumni as a very close second. And it’s helpful to me – I’ve already heard from quite a number of alumni by e-mail and have received feedback on communications I’ve sent them, on publications we’ve put out as a college as well as articles that have been published elsewhere about the campus.

Q: *Well received?*

JB: Very well received. We have listened to suggestions for improvements, too. This is a very thoughtful alumni body and I have a great deal to learn from them. Dialogue is the hallmark of this school. It is vital that we continue to have a rich dialogue with the alumni, as well as the students and faculty. ✦

THE *LOGOS* ACCORDING TO ARISTOTLE

Tutor Joe Sachs thinks the key to understanding Aristotle lies in ordinary speech – whether it’s Greek or English.

BY BARBARA GOYETTE, A73

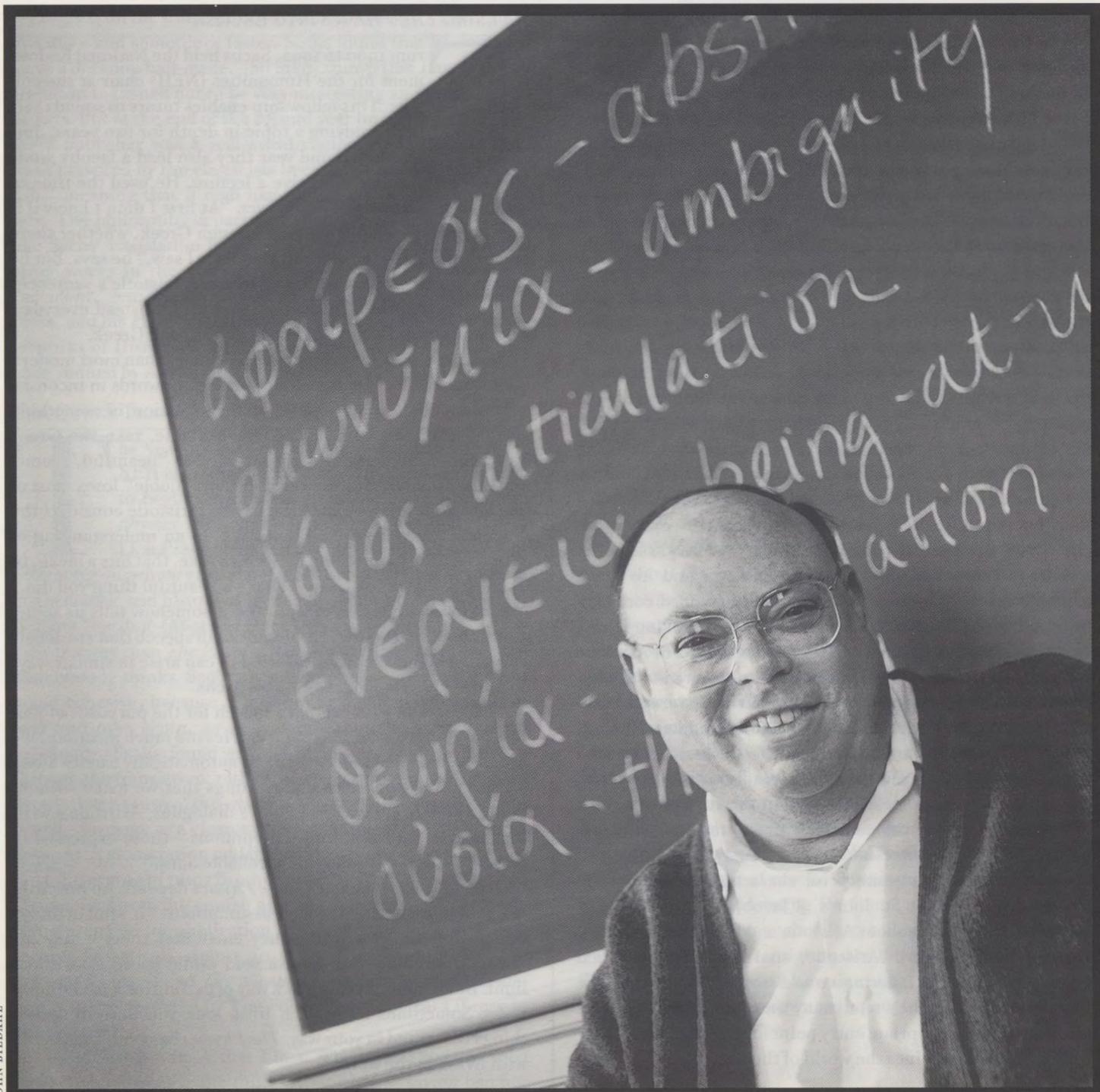
NO SURPRISE: JOE SACHS, AN ALUMNUS who graduated in 1968 and became a tutor in Annapolis in 1975, first encountered Aristotle in his freshman seminar, which was led by Bob Bart and Debbie Traynor. Slightly surprising: He found a kind of joy in reading and studying Aristotle that was a deepening of the delight he experienced while reading Plato. His favorite book was *The Physics*. “There were two things that happened,” he says. “I realized that what I thought of as science and philosophy didn’t have to be distinct. And then I realized that the world didn’t have to be thought of the way I’d been taught in high school. *The Physics* denies things I had assumed about space, time, body, cause, and explanation.” Downright surprising: Sachs has spent a good part of the past ten years translating four works of Aristotle: *The Physics*, *The Metaphysics*, *On the Soul*, and *The Nicomachean Ethics*. The first two have been published, the others have found publishers and will appear in print soon.

Considering that Aristotle is probably the philosopher who most permeates Western thought – from his tutelage of Alexander the Great, to the adoption of his Latinized vocabulary as the very speech of philosophy for hundreds of years, to the easy acceptance of the nickname “The Big Aristotle” by basketball’s superstar Shaquille O’Neal – why

would there be need for more translations? Because the translations out there are inadequate, says Sachs. The problem with the translations dates to the 16th and 17th centuries when scholarly work that had previously been available only in Latin began to appear in modern languages. The Latin versions of Aristotle established a vocabulary that carried over into the modern languages, a vocabulary that included such familiar philosophic staples as “accident,” “substance,” “essence,” “actuality,” and “privation.” Not only did the Latinized versions of these words become a jargon, but that jargon disguised much of what is important in Aristotle, Sachs thinks. “The twists and turns of the tradition that got lost from view led to mistakes and misunderstandings of Aristotle,” he says.

Here’s an example of how the words used in the scholarly tradition don’t really capture the Greek: The phrase *kata sumbebekos* became, in Latin translations of Aristotle, *per accidens*, and then in scholastic English the Latin word’s descendent, “accidental.” “The Latin is a good translation for the Greek, and the English is cognate with the Latin,” says Sachs. “But the original Greek meaning doesn’t come through when you make *kata sumbebekos* into ‘accidental.’” He renders *kata sumbebekos* as “incidental” rather than “accidental.” In his Glossary to *The Physics*, he explains, “The word ‘accidental’ is appropriate to some, but not all incidental things; it is not accidental that the housebuilder is a flute player, but it is incidental. To any

*“The twists and turns of the tradition
that got lost from view led to mistakes
and misunderstandings of Aristotle.”*



JOHN BILDAHL

*“Like Plato’s dialogues, Aristotle’s
writings lead us on from untested opinions
– those expressed in ordinary speech –
toward more reliable ones.”*

thing, an infinity of incidental attributes belongs, and this opens the door to chance (196 b).”

Nineteenth and 20th century English translations of Aristotle include those found in the Loeb editions and in the huge beige McKeon edition that Johnnies of the 1970s and 1980s relied on. Loeb translations are loose by design. McKeon’s edition contained parts of a series of Oxford translations made early in the 20th century. Some were very graceful, but they relied entirely on the Latinized vocabulary carried over from the earlier translations. Beginning in the 1960s, Hippocrates Apostle produced a set of translations that attempted to standardize Aristotle’s vocabulary in English – Apostle always used the same English word for each Greek term, but he still relied on the adopted Latinized words. During the course of many years’ worth of classes, study groups, and advising sessions, Sachs found himself having to say to students “it doesn’t really mean that” about many of the words they were wrestling with. He would give long explanations of each such word, and wish there were some better way to translate it.

Behind Sachs’ resolve to try to render Aristotle into English more effectively lies a deeper reason than being discontent with the use of the fossilized Latin vocabulary. Aristotle looks at ordinary speech and the thought behind it, and he “puts together the most ordinary words in unaccustomed combinations. Since the combinations are jarring, our thinking always has to be at work,” says Sachs. Here’s the paradox of Aristotle for us today: He’s at the same time the most referred-to thinker whose ideas form the very foundation of all Western philosophy, from Locke, Kant and Hegel to Whitehead and Husserl, and yet – according to Sachs – he’s the freshest because he makes us examine the most simple assumptions about our lives and what they might mean. Getting to the root of this fresh quality of Aristotle’s work was Sachs’ aim in translating the theoretical books with the resources of “ordinary English.”

Certainly this is an enterprise characteristic of how the Greeks are treated at St. John’s. “[Jacob] Klein is the main source of my thinking about Aristotle and Plato,” notes Sachs. He cites Klein’s essay “Aristotle, an Introduction” (which appears in *Jacob Klein: Lectures and Essays*, St. John’s College Press) as something he’s read many times. But Sachs calls his translations an appropriate entry point for any educated reader – not just Johnnies – into the world of the ancients.

TURNING *THE PHYSICS* INTO ENGLISH

From 1990 to 1992, Sachs held the National Endowment for the Humanities (NEH) chair at the college. This fellowship enables tutors to spend their time studying a topic in depth for two years; during the second year they also lead a faculty study group on their topic and give a lecture. He used the time to begin a translation of *The Physics*. “At first I didn’t know if it was practical – whether I knew enough Greek, whether there were solutions to the difficult problems I saw,” he says. But he began to work with the aim of making Aristotle’s sentences real by getting rid of the jargon and using instead everyday, common words that exist in both English and Greek.

“Aristotle respects ordinary speech more than most modern philosophers do. We use a lot of important words in inconsistent ways. For Aristotle that is an indication of something deeply true,” explains Sachs. For example, take the Greek word *kalon*. Sometimes it is translated as “beautiful,” sometimes as “noble.” But the English word “noble” loses most of the vividness and power of the Greek. Aristotle considers the linguistic usage as a clue that leads to an understanding of moral virtue as something for its own sake, that hits a mean. In English we might also say, “That’s a beautiful thing you did.” We all know what that means, and it somehow tells us something about that action. “Ambiguities in speech that are deeply revealing about the thing referred to can arise in similar ways in more than one language,” says Sachs.

“The trouble with ordinary speech for the purposes of philosophy,” says Sachs, “is that it carries too much meaning. We are so accustomed to its use that it automatically carries along all sorts of assumptions about things that we make without being aware of them...Like Plato’s dialogues, Aristotle’s writings lead us on from untested opinions – those expressed in ordinary speech – toward more reliable ones.”

Getting something out of *The Physics* depends on how willing people are to let go of their assumptions. “It’s full of things that people laugh at when they encounter them – take his notion that bodies falling in a void would speed up without limit. But reading Aristotle is a way of getting back to the questions. Sometimes to get that fresh look you have to uproot things that stand in your way. *The Physics* has everything to do with living in the world.”

*“The argument is on the way
somewhere and things are changing.
Things get revised.”*

Progress on the translation was sometimes slow – a sentence in a day – and sometimes faster. Sachs found that he couldn’t leave a decision half-made. “So many things that I hadn’t paid attention to turned out to be very interesting and important,” he says. But at the end of the second year he had a draft. Finding a publisher was a real-world challenge. His translation wasn’t favored by the classicists because “it wasn’t good English,” meaning that it read like philosophy instead of literature. The philosophy departments, on the other hand, didn’t like Sachs’ translation because it wasn’t consistent with the other works in the tradition – no “substance,” “essence,” “accident,” etc. Sachs wound up using Rutgers University Press, and his *Physics* appeared in 1998 as part of their “Masterworks of Discovery: Guided Studies of Great Texts in Science” edited by Annapolis tutor Harvey Flaumenhaft.

THE OTHER TRANSLATIONS

The year following his second spent holding the NEH chair, Sachs had a sabbatical, which he used to begin working on a translation of *The Metaphysics*. That book was published in 1999 by Green Lion Press, an independent publishing house concentrating on primary texts in the history of science, history of mathematics, and history of ideas and run by St. John’s alumni William Donahue (A67) and Dana Densmore (A65).

Even more than *The Physics*, *The Metaphysics* has been misunderstood, thinks Sachs. It’s commonly criticized as not being cohesive, because it appears to make new beginnings over and over again, as well as covering the same ground repeatedly. Sachs found an underlying order as he worked through the translation; rather than becoming so enmeshed in details that a sense of the whole is obscured, the opposite happened – he came to a clearer understanding of the differences between demonstration and dialectic.

At the urging of tutor Brother Robert, Sachs also translated *On the Soul* over the course of a few summers; it’s currently being prepared for publication by Green Lion. And, during a second sabbatical, almost 10 years after working on *The Physics*, he translated *The Nicomachean Ethics*. That translation is being prepared by The Focus Philosophical Library in Massachusetts.

“*The Ethics* is a book that I love. The translations seemed good enough because the things Aristotle was saying had not

been obscured by technical jargon the same way they had been in the theoretical works. But there were enough ways that I thought those translations fell short that I decided to try doing my own,” says Sachs. All of the books reflect the basic aims of recapturing the original focus of Aristotle’s thinking.

WHAT’S ARISTOTLE DOING?

What has Sachs learned about Aristotle after spending so much time with him? Not a few St. John’s students and alumni have trouble reading Aristotle because of his style – it’s so densely packed, the sentences are opaque, and it lacks the drama of the dialogues, the step-by-step explications of Kant, or the perverse poetry of Nietzsche. Sachs doesn’t exactly buy the commonly accepted story that Aristotle’s writings are transcriptions of lecture notes. “I think they may have begun as lecture notes, but they got written down and polished,” he says. He compares the method to that described frequently in Plato’s dialogues, when a character says “I heard this from so and so, and then I wrote it down and checked it with the source.”

“I think you can feel the movement in the classroom,” says Sachs about the writings. “An objection outlined is something someone brought up in one of the classes. Or there might be a joke about the educated person being pale – that would refer to someone in the room. A lot of the things we puzzle about would have been obvious to Aristotle’s listeners.” The movement of the arguments is dialectical – that’s the structure that prevails in *The Physics*, *The Metaphysics*, and even in *The Ethics*. “The argument is on the way somewhere and things are changing. Things get revised,” says Sachs. This flowing structure to the works is another reason the accepted notion of Aristotle laying down the law or offering a series of set answers is so wrong. “Instead, I find it a record of careful thinking,” says Sachs.

Aristotle’s record of careful thinking is something that has kept Sachs busy translating for about 10 years. Although he says the efforts never turned into a chore, he’s finished with translating, at least translating Aristotle and at least for now. But the thoughts are still alive for him: “Every time I pick up one of his books or sit down with people to talk about Aristotle, I find new things.” ❀

THE EDUCATION THAT IS PARENTHOOD

From birth to the empty nest, raising a child means learning to deal with each new challenge.

BY SUSAN BORDEN, A87

FOR ALL WE LEARN FROM THE GREAT BOOKS, they don't seem to answer parenthood's most pressing questions: What did Penelope do to make Telemachos sleep through the night? Would attachment parenting have saved Oedipus? If Desdemona and Juliet had been allowed to try "group dating," could tragedy have been averted? Pediatric rheumatologist Jim Jarvis (A75) agrees that there are limits to the insights on parenting to be gained at St. John's. "Will studying Apollonius make you a better parent?" he asks. "I don't think so."

He suggests more intimate sources for learning how to raise children. "You learn from your parents, you learn from your children, and you learn from your heart, if you leave your heart open and attentive to all the wonderful things your child is trying to teach you," he says. And that, he explains, is where St. John's comes in.

"St. John's prepares your heart to be open," he says. "I remember tutors Michael Littleton and Elliott Zuckerman teaching me that it's okay to love something because it's beautiful. I remember seeing the look on Michael Littleton's face when he was listening to Beethoven's Eroica Symphony. I realized that I was watching not only a man who found this piece of music intellectually satisfying but who, in the very core of his heart, found it beautiful. If you let it, your St. John's education can prepare your heart for accepting the incredible beauty and mystery of childhood."

Granted, Piaget and Montessori are not on the St. John's reading list. And there's no manual for raising children that

provides an answer for every troubling situation. But in this inaugural issue of *The College*, six alumni who work with parents and children offer their insights into the education that is parenthood.

I • CONVOCATION

Birth

Parenting studies - like college studies - begin with a sudden immersion into a completely different kind of life. For both experiences, it's a change you've been waiting for for months, mainly with excitement, but also with anxiety. You pack your bag, climb into the car, and the adventure begins. One key difference: when you're heading for college, it's just butterflies in your stomach. One similarity: you're beginning a new life with a journey into the unknown.

Midwife Lauren Sutton-Borgilt (SF86) says that, because she works mainly with home births, the couples she works with have a high sense of responsibility. But, she says, taking responsibility can be confused with taking control, and when it comes to childbirth, control is an illusion. "One of the biggest jobs in preparing for birth is accepting what it means to deal with uncertainty. You don't always get to choose how things are going to come out. You can choose the little things, like to stay home or to have the baby in water, but birth doesn't always give you your choice. Parenting doesn't always give you your choice either," says Sutton-Borgilt. "Parenting plunges us into an unknown over which there is no control and pregnancy is definitely a first step into this realm of the unknown."



"GOD CREATING ADAM"
FROM CHARTRES CATHEDRAL

II • FRESHMAN YEAR

First year of life

Sure you studied virtue at St. John's, but these days you're modeling good behavior at home. Of course you read about beauty during college, but parenthood leaves you marveling at your baby's perfect features. And while love was once a subject for discussion and contemplation, it's now something that overtakes you every day. Like freshman year, early parenthood fascinates us with its subject matter. But there's a lot to learn and a world of adjustments to make.

"There's no bigger transition in the world than becoming a parent," says pediatrician Melissa Sedlis (A73). "No matter how old you are, you're just someone else's child until you become a parent yourself. There's a great divide you cross.

"Everyone has watched a child misbehave, seen how the parent handles it, and thought, 'I'll do it so much better. My child will never go to McDonald's. My child will never want sugar cereals.' There are a lot of illusions that parents have to lose. What we often have in our minds during pregnancy is an idealized version of what our child will be like. We try to fit the child into our idea of what the child should be."

Pediatrician Linda Friehling (SF71) warns parents not to impose such ideas onto their children. "Children have

*"If you let it, your
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JIM JARVIS [A75]

their own temperaments, their own way of dealing with the world," she says. "The best a

parent can do is help them learn how to make good judgments and accept themselves with whatever limitations and strengths they have."

Friehling offers a Johnnie-like approach to child-raising: "Just like tutors are not professors but are there to guide students in dialogue, I see parents as guiding their children in a dialogue. From the time the child is six months old, parents should set up a dialogue to help the child figure out this world on his or her own. By the time they are adolescents, children are very much participants in the dialogue and they don't have the same kind of rebel-

lion issues as children whose parents set themselves up as arbitrary authorities."

III • SOPHOMORE YEAR

Toddler and preschool years

More than any other year, sophomore year seems to focus on a single book: the Bible. Parents of toddlers and preschoolers, their faith tested by temper tantrums and toilet training, can find themselves haunting bookstores' parenting sections, praying for a divinely inspired source of wisdom. Some find a favorite - a parenting "Bible." Among

"I sometimes have to remind parents that the age at which you first eat green beans is not on the application for Harvard."

MELISSA SEDLIS [A73]

today's most popular are T. Berry Brazleton's *Touchpoints*, Penelope Leach's *Your Baby and Child*, Arlene Eisenberg's *What to Expect the Toddler Years*, and Dr. Spock's *Baby and Child Care*.

Steve Berkowitz (A81), associate professor in child and adolescent psychiatry at Yale Medical School, says he likes some, but not all, of these works. "Throw Brazleton out the window," he says. "He's a nice guy but all too easy." Berkowitz says that Brazleton's "let it happen naturally" approach is too hands-off for most parents and children. "For instance, toilet training," says Berkowitz. "I don't think you just sit there and tell a kid 'you can potty train whenever you're ready.' I don't think you have to demand it when they're 18 months old, but at 3 years, when they're not potty trained, you can say 'we want this, you have to do it, it's what kids your age do.'" Berkowitz thinks parents should be more directive than Brazleton advises. "I don't think young children want a million choices," he says. "They want comfort, nurturing, direction. They want you to make choices for them. That's what parents do."

While he's not so crazy about Brazleton, Berkowitz does like Penelope Leach. "I think she's great and has a lot to offer," he says. "Like anybody else, there are things I disagree with her about, like her strong stance against daycare. Studies show that good daycare is very good for children, there's just very little of it."

What is good daycare? Berkowitz points to the daycare centers affiliated with Yale. "They have very low child/staff ratios, highly trained staff who are well paid and have the benefits of being in an academic environment, and parents who have the



AN ICON OF PARENTAL AFFECTION - A MADONNA AND CHILD

means and interest to support good daycare."

But what about intellectual enrichment? Wouldn't a top-notch daycare offer children a head start in the academic world? Berkowitz doesn't think so. "You can get your kid to read earlier, to know the capitals earlier, to do math earlier, but what has been demonstrated is that it all evens out in the end," he says. "The important factors in preschool are the social and nurturing elements. While formalized, rigid education in reading, writing, and arithmetic is becoming more popular, this might be at the cost of something very important to children: the use of their imaginations, working things through, and learning and understanding through play and imagination."

Sedlis says that this rush to academics is particularly a problem in New York City, where she lives and practices. "Children

begin to apply to nursery schools at the age of one or two. They go on a round of interviews and many of them get rejected. There's enormous anxiety over this and parents believe if you don't get into the right nursery school, you won't get into the right ongoing school, then the right college, and then the right job. I sometimes have to remind parents that the age at which you first eat green beans is not on the application for Harvard."

IV • ENABLING

Are you fit to continue?

It's the end of your sophomore year. You go to your mailbox and find a letter from the dean. You're either in or out. But as a parent, it's not that simple. There are many points in a child's life when you find yourself scrutinizing your perform-

JOHNNIES RECOMMEND...

great books on parenting

Touchpoints: Your Child's Emotional and Behavioral Development by T. Berry Brazelton

Toddlers and Parents: A Declaration of Independence by T. Berry Brazelton

Infants and Mothers: Differences in Development by T. Berry Brazelton

The First Twelve Months of Life by Frank Caplan and Theresa Caplan

How To Talk So Your Child Will Listen, and Listen So Your Child Will Talk by Adele Faber

The Magic Years by Selma H. Fraiberg

First Feelings: Milestones in the Emotional Development of Your Baby and Child by Stanley Greenspan

The Course of Life by Stanley Greenspan

Your Baby and Child: From Birth to Age Five by Penelope Leach

Punished by Rewards by Alfie Kohn

The Emotional Life of the Toddler by Alicia F. Lieberman

The Interpersonal World of the Infant: A View from Psychoanalysis and Developmental Psychology by Daniel N. Stern

1,2,3 ... The Toddler Years: A Practical Guide for Parents & Caregivers by Irene Van De Zande

ance, uncertain if you're really qualified to proceed. And like tutors at an enabling meeting, there are plenty of people who seem ready and willing to judge your fitness as a parent. Certainly you can ignore onlookers at the grocery store when your child is having a tantrum. But what about your mother, your spouse, your adolescent who screams "I hate you," your in-laws, or your child's pediatrician or teacher?

When daycare director Karen Shavin's (A72) son was diagnosed with a learning disorder at age three, she was devastated by his prognosis. "They told me he would never go to college and never have friends. And they said that all his problems were related to an over-protective mother."

Shavin says that, being in the child development field herself, she tried to follow the advice of the experts she periodically consulted. However, she saw that even professionals don't agree and noticed they can fall into the trap of giving one-sided advice, influenced more by their training than by the needs of the child. "I needed to hear the experts' recommendations," she says. "But then I needed to analyze what they said to see if their method really applied to my child's needs." Shavin recommends that parents in similar situations learn as much as they can from professionals, but then think about what they know about their child and be willing to do what the child needs, regardless of anyone's advice.

This approach worked well for her son, who has made great progress despite a significant auditory processing disability. "He's 18 now, just finished his first semester of college, got all As, and has a steady girlfriend," she reports. "When he makes friends, they're friends for life."

V • JUNIOR YEAR

Elementary school

During junior year, you read Hume and Rousseau. As the parent of a schoolage child, a visit to the playground reminds you that life can still be nasty, brutish, and short. The temptation to tighten control is strong as your child learns to negotiate the social contracts of the school yard, soccer team, and scouts. But even as the outside world claims more and more of your child's time and interest, the experts agree: it's time to loosen your grip. "Most of my peers from St. John's will remember that I'm a rabid baseball fan," says Jarvis. "And yet I know that my son's favorite sport is not baseball. He's a good player, but he's not as excited

as he is about soccer. One of my most important jobs as a parent is to share his excitement about soccer and not push baseball on him. "When we lived back east we saw parents trying to live vicariously through their children through their academic and artistic endeavors. In Oklahoma, it's through football and cheerleading. I call it child abuse by sports."

"Some parents wrongly view their children's accomplishments as their own," says Friebling. "That's where distance becomes necessary. You're there as an enabler. You can neither reap the accolades nor accept the blame for what happens to your children as they move through school. There's a difference between encouraging and pushing."

VI • SENIOR YEAR

Adolescence

It's not unusual to be intimidated by senior seminar readings. What is this phenomenology, this theory of parallels, this *Beauté* that Baudelaire seems so taken with? Fortunately, a second reading and some careful reflection often reveal that

“The adolescent is like Socrates, asking the tough questions, forcing parents to examine themselves and how they’ve lived their lives.”

LINDA FRIEHLING (SF71)

these are the questions of freshman, sophomore, and junior years dressed up in fancy clothes. So too with adolescence.

“Parents of adolescents constantly pull their hair out, forgetting that they are struggling with the same issues with their children at 14 as they were with their children at 3,” says Berkowitz. “The difference is that you can’t pick up a 14-year-old and say no.”

Parents can find themselves regretting this difference when it comes to issues like sex. “Sexuality exists from very early on, but adolescents are actually able to do something about it that they couldn’t do when they were 3,” Berkowitz says. He adds that this is more troubling to parents of girls. “It’s an issue of biology. Boys don’t get pregnant.”

In her practice, Sedlis offers adolescents a safe place to talk about sex, drugs, and alcohol. And she gives them at least one important piece of information. “With older teenagers, I’ll say, ‘have you ever heard of the morning after pill?’ They look at me like I have two heads,” she says. “But every four to six months, a girl will come to me for this, a girl you would think of as a good girl, who is a good girl, who has made a mistake.” While Sedlis encourages teens in such difficult situations to leave the lines of communication with their parents open, she says that there are some things a child needs to keep private.

Fortunately, the world of teenagers isn’t all about risky behaviors. Friehling is energized by the intellectual and moral challenges teens constantly pose. “Adolescents are wonderful because they are thinking, idealistic, and energetic. They keep you on your toes and don’t take any nonsense,” she says. “The adolescent is like Socrates, asking the tough questions, forcing parents to examine themselves and how they’ve lived their lives. You have to back up what you say and give reasonable arguments. They’re not going to take things at face value; they’re going to question everything.”



SIBLING INTERACTION DEPICTED BY REMBRANDT

VII • GRADUATION

Empty nest

Like commencement, the empty nest is both a beginning and an end. “It’s wonderful and painful, letting go,” says Friehling. “When my first child was in the middle of college I was cleaning out a room in the basement where a lot of the toys were. I kept going up to him and saying, ‘Mattie, do you want this any more? What about this? Is this important to you?’ He was very gentle, but finally he said, ‘Mom, do you think I’m going to play with any of my toys again?’ I had a tear in my eye because I realized no, I suppose he’s not.”

Friehling says that, while the vision of a grown child can provoke tears, it can also bring joy to a parent: “If you let yourself enjoy each phase, you can look back at it with pleasure.” ❖

STEVE BERKOWITZ (A81) is an assistant professor in child and adolescent psychiatry at Yale University’s School of Medicine as well as the medical director of the New Haven Child Development-Community Policing Program and the Yale Child Study Center Intensive Home-based Child and Adolescent Psychiatric Services. He is also the psychiatric consultant to the National Center for Children Exposed to Violence. He is the father of two daughters.

LINDA FRIEHLING (SF71) is a pediatrician and the mother of three sons. She lives in Great Falls, Virginia.

JIM JARVIS (A75) is director of pediatric rheumatology at the Children’s Hospital of Oklahoma, Oklahoma City, and a clinical associate professor of pediatrics at the Oklahoma University Health Sciences Center. He is the father of two daughters and one son.

MELISSA SEDLIS (A73) is a pediatrician in private practice in New York City. She and her husband, Steven Sedlis (A73), have three daughters.

KAREN SHAVIN (A72) is the executive director of Bright Beginnings, an infant-toddler and preschool Head Start program for homeless children in Washington, D.C. She and her husband, Jeff Crabtree (A72), are the parents of one daughter and two sons.

LAUREN SUTTON-BORGILT (SF86) is a midwife and the mother of two daughters. She lives in Ashland, Oregon.

CHORAL KALEIDOSCOPE

BY SUSAN BORDEN, A87

The Great Hall of McDowell has seen many sights in the past 200 years: the schooling of Francis Scott Key in 1796, a ball honoring General Lafayette in 1824, and the treatment of Civil War casualties in 1863 and 1864. In recent years, it has been the site of college registration, Febbie convocation, and G.I. commencement. It has hosted coffee houses, rock parties, and waltz parties. Plays have been staged and freshman choruses have sung within its walls. And one chilly afternoon this past February, it was the setting for a spectacle rich and strange.

Odysseus," says David. "When they have finished their performance with Demodocus of the tale of Ares and Aphrodite, two youths are singled out to make a solo display of their gymnastic prowess, throwing and catching a ball in mid-air."

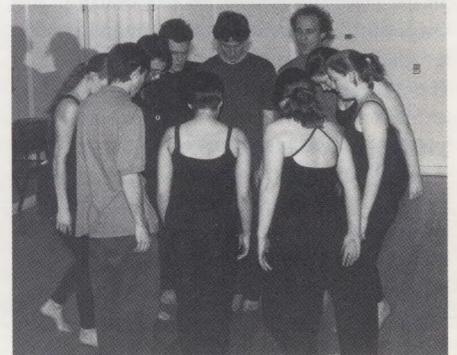
Following Plato's formulation, David's group began with a bardic rendition of the opening of Homer's Catalogue of Ships with the singer in the middle (like Demodocus) circled by dancers. Then two of the students, Johann du Hoffman (A04) and Danae Marshall (A03), performed a carefully choreographed gymnastic dance. Next, Sarah Frost (A04) gave a solo performance of a short Sappho poem, and finally the group presented a full choral



SARA WILSON, A03

Annapolis tutor Amirthanayagam David (A86) and Miriam Rother, a choreographer from Switzerland (and mother of sophomore Noam Gedalof), led eleven students in a two-week workshop reconstructing a Greek chorus. When the group presented a "workshop-performance" in the Great Hall, about 150 students and tutors showed up to watch.

David explained that the first part of their presentation was a reconstruction of a gymnastics lesson described by Plato in the *Laws*. "It is likely not a coincidence that the two types of dancing Plato prescribes, one imitating the language of the Muse, the other more gymnastic and athletic, correspond to the two types Alcibiades has his Phaeacian youths display for



DRAWING INSPIRATION FROM THE FIGURES ON ANCIENT GREEK VASES, AMIRTHANAYAGAM DAVID (CENTER, LEFT PHOTO) LEADS STUDENTS IN A RECREATION OF A CHORAL DANCE.

rendition of the "Ode to Man" from *Antigone*. A key to the reconstruction was David's theory of Greek prosody, which allowed the dancers to know where to stress their words.

Since the main floor of the Great Hall was packed, many onlookers saw the performance from the second floor balcony. From on high, the movement of the dancers looked like the jewels in a kaleidoscope moving through a set of complicated but orderly symmetrical patterns. ✦

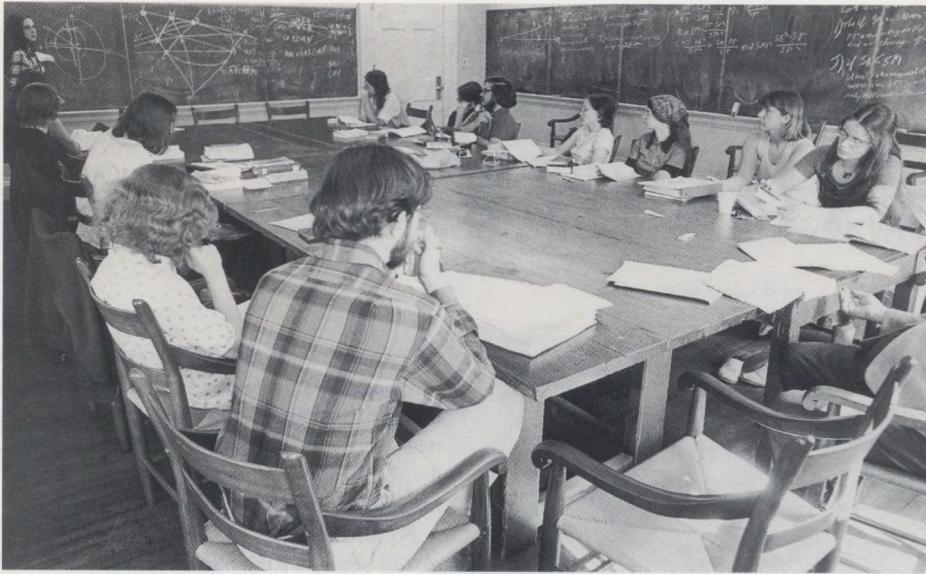


PHOTO RECOLLECTIONS

For the record, the picture accompanying the month of March in the 2001 “Founders & Foundations” calendar is Brother Robert’s freshman (not sophomore) geometry class in the fall of 1973. Since we aren’t wearing heavy jackets (and Lauren has her shoes off) it must be early in the semester and we’re all sweating. Sweating because we’ve each been given a proposition to demonstrate; judging by the models on the table we’re proving the existence of the regular solids. I had to prove the existence of the cube. Sara Anastaplo did the dodecahedron (better her than me) That’s Leslie Gombiner at the blackboard. Clockwise from Leslie are Carolyn Wade, Sara Anastaplo, Paul Kneisl, Janis Popowitz, Louis Eckler, Jean Murdock, Lauren Ballard, Brother Robert, Michael Levine, Eric Salem, Charlie Borders, Rick Smith (I think) and Elizabeth Hennessy. I seem to remember Ann Browning and Pam Lobdell in this class also. Once I hit Pam in the face with a snowball thrown from the fire escape right next to this room (three stories up...do the physics) and she didn’t cry even though she wanted to. Don’t think I’ve forgotten that I owe you, Pam!

— PAUL KNEISL, A76

I enjoyed receiving the new “Founders & Foundations” calendar, poring over the pictures, and reliving memories. Regarding memories, I had dinner with John Strange (SF69) and his wife, Carol, recently. John pulled out the calendar to run by

me an impression he had about the photograph on the back cover. John and I concurred that the picture of six students sitting on the stairs is not from 1970, but from 1965-66. The students are from the Santa Fe class of 1969, in order, clockwise, beginning on the left: Robert Rosenwald, Karen Jurgensen (feet), Helen Smith (with cigarette in hand), Jim Pipes (next to the rail), Ted Propeck (at the bottom of the picture), and Jim Walker (in the center). My hunch is the photo was taken by Carl Bostek, SF68, who took a number of pictures around campus during that period.

If someone out there has a different “perspective” I would certainly welcome correction. But, as John noted, some shoes you never forget!

— JOE REYNOLDS, SF69



TWO PHOTOS FROM THE “FOUNDERS & FOUNDATIONS” CALENDAR INSPIRED RECOLLECTIONS; THE FRESHMAN MATH CLASS (ABOVE) AND THE STAIRWELL STUDY GROUP (LEFT).

Editor’s Note: Thanks to those who wrote in with information about the photos in the calendar. We were hoping that the photos would elicit memories and waited for the e-mails and letters to come in telling us who was pictured in each shot. We weren’t sure about the date of the staircase photo (hence the “ca. 1970”). But we are sure about the photographer because his name is stamped on the back of the photo: Marion Warren, an Annapolis artist who took many photos of the college—on both campuses—from the late 1950s through the mid-1970s.

E-ZINE PROPOSAL

As profound as most of the content of *The Reporter* may be, isn’t it about time to move away from consuming the natural resources of our planet, i.e. trees, for the manufacture of paper, and energy to print and to disseminate it by mail? Isn’t it time to put *The Reporter* on-line and distribute it as an E-zine?

At the very least, let alumni choose the printed version or the web version. If some tidbit inspired by divine madness tickles the fancy of an E-alum, he or she can print it, or save it on a diskette. There needn’t be concern over losing E-articles. If a magnetic pulse occurs in the manner in which is predicted, there will be neither college nor alumni left to lament the loss.

— WILLIAM MALLOY, SF77

Editor’s Note: Currently we put the Class Notes—the most popular feature—from The Reporter (and now from The College) on the St. John’s web site (www.sjca.edu — click on “Alumni”). We plan to include articles, letters, and other sections of The College on the redeveloped St. John’s web site in the future.

SEMINAR DYNAMICS

To the tutors – Consider whether this is a fair description of what happens in seminar: Jane is making a point. The instant her mouth shuts, John launches in on his own topic. Or he may not even wait for Jane to stop, or he may have to drown out several others who are equally ready to jump in. John makes his point, and the instant he stops, somebody else jumps in without the slightest pause. In my experience, this was how it went two nights a week for four years. But in order to be ready to start talking as soon as Jane stopped, John must have ceased listening to Jane and begun formulating his answer long before she was finished. Some or most of what Jane said, John didn't hear, because he was busy composing his own speech. The result is not a discussion, but a series of monologues. The opening question is a jumping-off point, and forgotten by 8:05. Those students who plan their own speeches instead of listening are rewarded with air time; those unfortunately who can't help listening and trying to understand what's being said never get a word in.

Yes, I was one of those. But I'm not writing to complain. I love St. John's. A lot of the best of what I am I got at St. John's. Even the seminar was valuable to me, although I wasn't very valuable to it. I got a lot of good thinking done in there.

I'm writing to talk about teaching listening. When I was a student I heard that the tutors keep to the background in seminar because their job is not to teach what the books say, but to help students find it for themselves. But because you're not in seminar to teach the correct interpretation of the book doesn't mean you're not there to teach. In the seminar setting, you are in the perfect position to teach listening – an important part of learning, maybe the most important. Imagine this alternate scenario: John gets halfway through his speech and you, the tutor, interrupt: "John, how does this relate to Jane's point? Are you agreeing or disagreeing?" With a few such words interjected, you would completely change the nature of the seminar. If you were to consistently enforce relevance, the students would have no choice but to listen before talking. We would be in a real discussion. We would be forced to take each other seriously, to really come to grips with the

fine points of what the other person is trying to say. After two hours of that careful listening, two nights a week for four years, we would graduate with a life skill as important as anything the college can give. And on the way we probably would learn a lot more about the books.

– JACK ARMSTRONG, A83

IN DEFENSE OF A TELESCOPE MAKER

I find Duncan North's expressed disdain for "pansy philosophers" and telescope makers shocking. Although Galileo was not mentioned by name in the article "The Tao of Duncan" (*The Reporter*, Fall/Winter 2000), he was clearly implied by Mr. North's reference to telescope makers. How can anyone say Galileo did not live his philosophy! For goodness' sake, he stood trial before the Inquisition for it! For what? For believing that revealing the truths about the natural world could only benefit mankind and give greater glory to God. Galileo walked a precarious line, balancing on one side his incredible insight and vision, and on the other the salvation of his soul. Although the Church at the time felt that he lost his balance in favor of his own vision, Galileo maintained his innocence until his death, denying that he had violated the tenets of the Church.

Galileo believed that the workings of the universe could be explained, especially with the aid of mathematics, in terms that could be comprehended by the human mind. These might not reflect the means God used to accomplish these phenomena, but they are no less useful for man's purposes. In so doing he replaced otiose theorizing about causes with quantitative observation of phenomena, and essentially created modern science. His emphasis of the practical application and value of science set Galileo apart from most philosophers of his time. He was interested in the physical world, from telescopes and the moons of Jupiter, to the laws of falling bodies and the creation of the pendulum clock. His vision was startlingly clear, his mind was never idle, even through his frequent illnesses. And how can anyone in this modern day and age deny the results of his efforts? We may be concerned with *limiting* the scope of modern science, but we certainly cannot do *without* it!

Perhaps most important to remember, yet also most difficult to comprehend given the conflict between his insight and intellect and his treatment by the Church, Galileo was a believing Catholic. Not just paying lip service to those more powerful than he, but a believer in Holy Scripture and the preciousness of his soul. Believing that unveiling the truths about the natural world could only give greater glory to God, he published his *Dialogues*, incurring scientific jealousy and the wrath of Pope Urban VIII. Tried, convicted, and imprisoned (under house arrest) by the Court of the Inquisition, Galileo thought that his works would no longer be valued and his reputation would be forever stained. Yet, in the wretchedness of his confinement, at a time when most of us would be bitter or frightened or at best cautiously unproductive, Galileo wrote *Two New Sciences*. Galileo *lived* his philosophy literally until he died.

– JANETTE FISCHER, SF85

REMEMBERING ROBERT BART

For me, the most memorable character in my time at St. John's was Robert Bart; we might grieve his passing, but delight in the full life and years he had.

I have always thought of myself as an "Athenian;" no Spartan naked-on-the-ground sleeping for me. But Bart could outdo me: once, during a counseling session with him, I mentioned that I always needed cold water on the face first thing in the morning. "How can you DO that?" was his astonished reply. What a dear softie!

– JERRY MILHOLLAN, A58

The College 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: The College Magazine, St. John's College, Box 2800, Annapolis, MD 21404 or *The College Magazine*, Public Relations Office, St. John's College, 1160 Camino Cruz Blanca, Santa Fe, NM 87501.

Letters can also be sent via e-mail to: b-goyette@sjca.edu, or via the form for letters on the web site at www.sjca.edu – click on "Alumni," then on "Contact The College Magazine."

1938

With the birth of Grace Townsend Mullaney, **FRANCIS TOWNSEND, JR.** now has nine grandchildren.

1939

At age 83, **MALCOLM SILVER** is in his 58th year of practicing dentistry.

1947

JOHN BRUNN has retired, but is still taking classes at the Fromm Institute in San Francisco. "A Johnnie never graduates!" he writes.

1951

TOM WILLIAMS writes: "This past July I moved after 43 years in the same apartment. What to do with some 2,000 books? I gave my favorite, Euclid's *Elements*, to my grandson who has a real feel for mathematics, sold some, threw away some, and boxed others for donation. Others, mostly from St. John's, I took with me to our new address, and will feel at home with them in their new bookcases. They are indeed old friends - and the reason I went to St. John's."

1959

BARBARA TOWER is still living in downtown Annapolis and still in real estate. Her children, Elizabeth, John, and Alex, all live locally. She has eight grandchildren, including triplets.

1962

LENKE VIETORISZ reports that she and her cousin's son, Richard Repasy, have put out a book useful and handy for those learning Hungarian: *A Guide to Hungarian Verbs* (525 pages, including conjugations of 300+ verbs), which may be viewed (and acquired) at access1.net/lenkev.

BRUCE LANSKY's publishing company, Meadowbrook Press just published *If Pigs Could Fly*, his seventh book of children's poetry and his "70th, 80th, or 90th book overall - I forget," he writes. "I'm a publish-

er as well as an author of books in five or six different genres. Twenty to thirty times a year, I amuse myself by visiting schools around the country to perform my stand-up comedy/poetry assemblies and workshops. I also speak at conferences for reading teachers and librarians, where I show them how to make learning a lot more appealing and fun for their students. (Amazingly, I get paid for this missionary work.)" Bruce's books have sold more than 12 million copies overall. More of his poetry as well as poetry lessons and contests to enter for kids 6 to 13 can be found on gigglepoetry.com.

DAVID SCHILLER recently delivered papers on Confucius at four conferences.

1964

JEREMY LEVEN is prepping in Paris, Prague, and Italy for a film on the theft of the Mona Lisa in the 1920s. He'll be directing stars Robin Williams and Antonio Banderas from his own script.

"I have taken the Harvard Negotiation Course and now, though still/always a student, I am giving workshops on this ever-useful skill," writes **CECILY SHARP-WHITEHILL**.

CALVIN BYLES (who now uses the name Leif Smith) co-owns a research and training business with his wife, Pat Wagner, in Denver. "I run a think tank with mostly technology, business, and research clients - individuals who care about exploring new ideas (check out the web site at www.pattern.com)," he says.

1966

Penn State Press has published *Postfoundational Phenomenology: Husserlian Reflections on Presence and Embodiment* by **JAMES R. MENSCH**. Mensch teaches philosophy at St. Francis Xavier University.

1967

CLARK LOBENSTINE writes: "The InterFaith Conference's 21st Annual Interfaith Concert at Washington Cathedral featured a world premiere of the five-part setting of an ancient Hebrew text, as well as

songs, chant, or dance from the Baha'i, Hindu, Islamic, Jewish, Latter-day Saints, Protestant, Roman Catholic, and such faith communities. I've directed the InterFaith Conference since 1979, just after it was founded. Learn more about its work at www.interfaith-metrodc.org or 202-234-6300."

1968

During a sabbatical from teaching, **BART KAPLAN** (A) spent seven months cruising the Caribbean in a 32-foot sailboat. He visited Cuba twice. His wife and two daughters visited him in the Bahamas several times.

CHARLES WATSON's (A) eldest son is now NPR correspondent to West Africa after a two-year stint as producer for CNN in Moscow. "Our baby is looking at colleges with Russian languages and marine biology," he writes.

DONALD J. SCHELL and **MARILYNN (WILLS) SCOTT** (both SF) report that their daughter, Patience Alexandra Schell, was married in September to Arturo Costillo. "The wedding guests included almost 10% of the class of '68," they write. Their daughter is a research fellow and lecturer at University of London; her Oxford DPhil is in Latin American history.

1970

EDWARD MACIEROWSKI (A) reports that his latest publication, which came out in October, is his English translation of Henri de Lubac's "Medieval Exegesis, Volume 2: The Four Senses of Scripture."

HUDI PODOLSKY (SF) writes: "I am the executive director of the Coalition of Essential Schools - a great mission and a great team to work with. Bringing some of the wisdom of the St. John's design to public schools - small schools and depth over breadth. Having a blast!"

KEN JOSEPH (A) was the subject of a column in the *Pittsburgh Post-Gazette*. Brian O'Neill reported on Joseph's circumnavigation of Allegheny County (Penn.) by bus, lightheartedly comparing his accomplishment to that of Magellan. Joseph dates his love of public

transportation to when he was 11 and his parents sent him and a friend downtown with specific instructions about which streetcar to take. "Of course," he says, "we didn't take that one. We saw another and said 'Let's see where it goes.' It was really a feeling of freedom."

1971

GEORGE ELIAS (A) writes that his wife, Deborah Nikkel, has finished her 40-chapter novel based on the takeover of Bank of America. His oldest daughter, Ingrid, will be studying in India this summer and fall as part of her undergrad work at UC Berkeley.

1972

SUSANN W. ROGSDALE (SF) reports: "After 27 years in technology, we left it all behind and moved to the beach to pursue our first love - books. We have a small used and rare bookstore in Cannon Beach, www.jupiterbooks.com. Our son is pursuing the liberal arts at Reed (the next best choice) although currently taking a break doing technical support - the job experience!"

EVAN DUDIK (A) has been spending his time since last June publicizing his new book, *Strategic Renaissance: New Thinking and Innovative Tools for Creating Great Corporate Strategies... Using Insights from History and Science*, which was published by the American Management Association. He claims major business schools and consulting firms are mired in the Middle Ages and says it is one of the few recent business books that starts with an *auto de fe*. "Jay Leno hasn't called yet," says Evan, "but I've given 4 radio interviews, several print interviews, and had a number of speaking engagements. The book has made a steady climb up Amazon.com's charts from their 1,437,936th to their 8,913th most popular, but who's counting. Harry Potter watch out."

ALVIN ARONSON (A) submits this report about himself: "He has been writing a comedy for many years called *Dr. Feelgood*, based on the life of the famous Dr. Max Jacobson, who treated John F. Kennedy for his back problems. Jacobson was later disbarred by the American Medical

LISA SIMEONE: OUR WOMAN AT NPR

By ROBERTA GABLE, A78

It's not just the voice. But the voice is unmistakable: rich, intimate, memorable – and intelligent, but neither wiseacre nor world-weary. Perfect for National Public Radio (NPR), which has suited Lisa Simeone (A)79 just fine: recently she became the host of NPR's *Weekend All Things Considered*.

Simeone's post-St. John's radio odyssey began with a focus on classical music. She had first discovered her passion for it while a student (at one point early in her enthusiasm rushing down to the music library to ask Liz Bolotin, then the music librarian, if she had "anything by Brandenburg" on hand); then, after graduation, she volunteered at the ten-watt station at Anne Arundel Community College near Annapolis for three hours a week, the lone voice of classical in a sea of rock. She landed a job at WBJC, the classical station in Baltimore, in 1983, stayed there for a year and a half, then moved over to WETA in D.C., a larger, more important station, but a helluva commute from Baltimore. Two years was about enough of that, and she quit, not sure of the future, but meanwhile tiny WJHU in Baltimore was about to upgrade from its humble status as a ten-watt station to something more substantial. Simeone became part of the original professional team, and stayed at WJHU (which, like WBJC and WETA, was an NPR affiliate) for ten years, from 1986 to 1996, hosting the afternoon classical music program.

That's a lot of classical music, even for an aficionado. She made things more interesting for herself (and, as it turned out, for her audience) by running short interviews right before *All Things Considered*, the NPR evening news show. Her first interviews were with people having to do with music, and were four minutes long; gradually she extended the interview segment to 10, then 30, then 60 minutes, and the interviews to any topics that interested her, from music to health to science to social issues. She did the whole thing herself, editing, producing, and cutting the tape for the segments.

In 1996, burnt out, she left WJHU to go freelance. She joined AFTRA, the American Federation of Radio and Television Artists, and worked doing voiceovers and narration



LISA SIMEONE

"I didn't want to talk about just music. I wanted to talk about a lot of stuff."

both on-camera and off. She also enrolled in the Writing Seminars at Johns Hopkins University, getting an MA in non-fiction writing in 1997. But public radio was far from finished with her.

The NPR documentary show *Soundprint* was looking for a new host in 1997, and they called Simeone to see if she was interested. She was, especially since it was a regular gig, but not full-time. She hosted the program for the next three and half years, produced three documentaries herself, and also filled in as the perennial guest host of NPR's *Performance Today*. ("I was always leaving, and every time I did they threw a champagne party.") She turned down an offer to become the permanent host of the program, because she wasn't interested in re-niching herself back into classical music. "I didn't want to talk about just music. I wanted to talk about a lot of stuff!" She had that

opportunity when she began filling in occasionally for Liane Hansen on *Weekend Edition Sunday*.

Then one day *Weekend All Things Considered* (WATC) gave her a call. They wanted to know if Simeone was interested in auditioning for the host job. "I told them, 'No! I'm not working weekends!'" But they finally persuaded her to audition, and she got the job. Her first show was October 14, 2000.

Most NPR affiliates air WATC Saturday and Sunday evenings, from 5:00 until 6:00 (and most NPR listeners will be chagrined to learn that, in-house, "WATC" is pronounced to rhyme with "Yahtzee").

Simeone's show ranges from hard news to cultural pieces, from the ephemeral to the substantial, from soup to nuts, giving her the opportunity to talk, as she wished, about a lot of stuff. And although the ideas about what stories to do on the show come from her daily meetings with the producers and editors, Simeone's preferences are influential. "This job is a generalist's dream," she says, "and I became a more thoughtful, well-read generalist thanks to St. John's....I loved St. John's, and the truth is there isn't a day that goes by that I don't thank my lucky stars that I went there, or that I don't call upon what I learned there. Just this morning I did an interview with the two translators of a new edition of *Anna Karenina*—what could be more St. Johnnie than that?!"

Remembering her one-woman interview show on WJHU, where she was interviewer, editor, and producer, Simeone revels in the luxury of not having to cut her own tape. She reads, she looks at books and CDs, she writes up questions, she conducts interviews, she writes introductions and leads, and she loves it when it's live rather than on tape. Early on in her WATC career she started her show at 5:00 one fateful Sunday, when Katherine Harris was expected to certify the presidential vote count in Florida. She stayed on the air live until 10:00. The producer saved her some cold pizza.

Working at National Public Radio is a pleasure for Simeone. "I love the environment – I spend my time with creative, interesting people, with rich lives, who are bursting with ideas." Sounds like a talking college, with fewer books and more microphones. ❀

Association for his unorthodox practices, and this play is in defense of his methods. Archie Smith, the 82-year-old brother of the late Win-free Smith, has been an actor for 20 years with the Denver Repertory Company. He is going to stage a reading of the play in Denver the week of February 15. Alvin has many claims to fame: he was stage manager for Kennedy's last birthday party at the Waldorf Astoria in 1963, when Audrey Hepburn sang 'Happy Birthday.' He had a talk with Louis Armstrong that night and told him how much he admired him, to which Armstrong replied, 'Thank you, Pops.' He shook hands with Marilyn Monroe, had lunch with James Dean, acted with Geraldine Page, and was once put down brilliantly by the late Jacob Klein (who was quite right)."

1973

PETER ELLISON (A) is now Dean of the Graduate School of Arts and Sciences at Harvard University. His new book, *On Fertile Ground*, was due to be published by Harvard University Press in March.

1974

2000 marked a year of big changes for **ROGER BURK**, USAF ret., (A) and **ROBIN KOWALCHUK BURK (A72)**. In July Roger left his position as a senior consultant/analyst with the Aerospace Corp. and joined the faculty of the U.S. Military Academy (West Point). He now teaches optimization and decision theory within the Systems Engineering department, drawing on his doctoral degree in operations research and his experience in the use of computer models and decision analysis to guide the selection and evaluation of complex national security systems. In addition to teaching, he mentors junior faculty, assistant-coaches the crew and fencing teams, consults, and continues research activities.

Accepting the position entailed a move to a few rural acres in the mid-Hudson Valley, where Robin keeps busy raising and training champion show dogs (English Cocker Spaniels, a hunting breed). She reports that the sight of an outstanding dog standing with unself-conscious grace or moving with perfect intensity through the fields

takes her breath entirely away. Indoors, her weaving studio houses several looms and a not-yet-big-enough stash of linen, cotton and woolen yarns. She says that dogs and weaving provide some solace to the right hemisphere of her brain, sadly neglected during 25+ years in the computer industry, during which time she also perpetrated several technical books on unsuspecting Amazon.com customers. In her spare time and on the principle that her MBA should probably be put to some use even if there wasn't a single right-brain course in the whole degree program, Robin continues to consult to companies trying to figure out how to use all this new Internet stuff in their businesses.

1975

KRISTIN R. LUCAS (SF) is working in downtown Houston in the IT department of an energy commodities trading company. Her older son is a junior at Carnegie Mellon University and her younger son is a high school senior.

1976

PETER CLARK (A) writes that he's still alive and well, living in Ranchester, Wyoming. "Not the end of the world, but close enough to see it."

1977

CAROL HIGSHAW (SF) has left the academic world and moved back to the Washington D.C. area, where she's working as a researcher and writer.

WILLIAM MALLOY (SF) writes: "Although discussing ideas found in books and films can be very satisfying, I have found something at the other end of the spectrum of activity to be very wonderful as well. Since late 1999, I have been a volunteer at a children's hospital in Houston. One evening a week, I work giving respites to parents, by talking/playing with older children, or holding/rocking infants. On Saturday afternoons, I hold, rock, or just comfort premature babies. They are not just 'smaller newborns.' Since preemies 'aren't supposed to be here yet,' they have many

extraordinarily different wants and needs, and they let you know it. Since I never did/will father a child, this work is very satisfying to me, and a shock to the nurses, since many babies who don't stop crying for relatives, never cry when 'Uncle Bill' holds them. I recommend volunteerism for any and all. Children and youths can contribute as well. Find something that is energizing, and 'just do it.'"

1978

CAROLINE (CHARLIE) ALLEN (A) writes: "My occupations in life since graduation have been music (both classical and rock), software engineering, and writing, pretty much in that order. I got married in 1990 to Christophe (Kokou) Dossou, a master drummer from Togo whom I met while I was living in Germany and touring with various bands. I co-own a small but sophisticated studio (24 tracks digital, 30 tracks HDR) called Dos Gatos in Los Angeles with my business part-

ner, also my bass player. Like me, he works a lot in software, particularly digital signal processing. We have a band called BushTaxi which has one independent CD out and is about to release a second. Apart from that I've played on about five records/CDs for other bands, and have credits on a number of movies (for writing special effects code) - the one I'm most proud of is *James and the Giant Peach*, for which I was Sony's CG software supervisor. Lately I've been focussing more on biotech and digital audio than on computer graphics. I can't help think of Mr. Golding when I consider my own dislike of telephones, but I'm very good with e-mail (it is, after all, one of the bases of my coding life since about 1986) and would love to hear from folks. My e-mail address is caro@nwc.net."

DIANE LAMOREUX CIBA (A) has finished her course work for a PhD in marketing at the University of Connecticut. She is currently teaching and has the research and dissertation writing ahead of her.

QUANTUM LEAPS

EVAN CANTER (A81) writes: "When reading the last issue of *The Reporter*, I was reminded of a moment in my first day of junior French with Mr. Littleton. He was leading us in reading the first paragraph of Baudelaire's 'Recueillement': 'Soi sage, o ma douleur, et tiens-toi plus tranquille...' We could hear the Freshman Chorus singing 'white sands and gray sands, who'll buy my white sands.' Mr. Littleton, who had been our Freshman Chorus tutor two years before, told a story. He was visiting Switzerland when he learned a local song about the change of seasons and the level of the snowcaps in the mountains. 'When the snow caps go up, I can roll up my shirtsleeves' or something like that. He said it was remarkable to him because it showed that you can see time. He said sitting in that room with us as juniors, listening to the song we sang as freshmen wafted up the staircase of McDowell, showed him that he could hear time, as well. We sat stunned, astounded at this quantum leap.

"And now, reading *The Reporter* each time I have discovered a new phenomenon. I start with the class notes from the present graduating class and turn backward to find the news of my classmates, the class of 1981. And each year our class recedes farther and farther. It is as if we are retrograding into the past, soon to take our place next to the hero generations of the college. And so now as I turn page after page, I know I can feel time, as well.

"My wife Ellen, five-year-old Talia, new baby Emma, and I live in Chicago. I am now a course developer for Unext.com, an online graduate and executive education university. I have been a lawyer, elementary school teacher, school administrator, and web developer." ❖

MICHAEL CIBA (A) continues as pastor of Mill Plain Union Church in Waterbury, Conn., and is enrolled in a spiritual formation program with the Shalem Institute in Washington, D.C. Their daughter Rachel is a junior at UConn, majoring in anthropology. Their son Daniel is a freshman at Adelphi University in Garden City, N.Y., majoring in drama and dance. Connecticut is the twelfth place they've lived since they were married, and it seems to agree with them. Anyone who remembers them is welcome to contact Michael at RevCiba@aol.com or Diane at DiCiba@aol.com.

1979

GREGORY R. COWELL (SF) writes: "With my second child on the way I thought I would send in an update of my life, not having done so since I drove away 21 years ago. My wife Jeannine and I have been married for eight years. We have two future St. John's candidates at our house: our daughter Cathryn is three and a half, and we are expecting a son in the next month. I have been practicing medicine for 16 years and currently I am the medical director of a medium-size emergency room in Illinois. Music is my passion, but I have yet to figure out how to make a living as a musician. My e-mail is gcowell@aol.com. Regards to all, but especially to old E and F dormers who might be reading."

1980

News from **TONY WATERS (A)**: "I live in Auburn, Calif. My wife, Dagmar Waters, and I have two children, aged 12 and 9. I am currently an assistant professor of sociology at California State University, Chico, and recently published a book, *Bureaucratizing the Good Samaritan: the Limitations of Humanitarian Relief Operations* (Westview 2001). It is in part based on my work in the Rwanda Relief operation in Tanzania, in 1994-6. In terms of teaching responsibilities, I do the crime classes (criminology and juvenile delinquency), population, ethnic relations, and 'macro-sociology' in general."

1981

"I was married to the lovely Sherry-Ann Jhingai in June 2000," writes **JOSHUA BERLOW (SF)**. "Sherry convinced me to move back east from Santa Fe, where I had been living. We were married in St. Thomas, in the U.S. Virgin Islands, where Sherry has a lot of friends and family. The wedding took place on the famed North Side of St. Thomas, in a very dramatic villa (Villa LeMcAi) overlooking the sea. My best man was **ERIC QUINN (A82)**. Sherry is originally from Trinidad, in the south Caribbean, so after the wedding it was off to her home village of Cumuto in Trinidad. I've never seen anyplace so lush and green! What seemed like the entire village turned out for a wedding party held in our honor. We are in the process of buying a house in Baltimore, and will be moved there by the time the magazine comes out. Anyone interested can check out my web site at www.joshuaberlow.com They can purchase my newly-published book *Insanity Factory: A Psychiatric Memoir* on the web site, as well as view various articles, and some papers written for classes at St. John's."

JOE ROACH (A) e-mails: "My wife **BJ (SISSON) (A)** and I dropped off our daughter Katie at St. John's - Katie matriculated with the new January Freshmen class. Our two other children, Molly (15) and Nicholas (11) helped move Katie in. After Nicholas was introduced to Peter Kalkavage (who was a freshman tutor when I was a freshman), he asked me, 'Was he your college roommate?' The cruelty of children."

"I am in my sixth year as a staff member at The New School in Newark, Del., which is a democratic (or liberty-based) school. **MELANIE (JACO) HINER (A80)** asked me to give her some help when she opened the school in the fall of 1995. At that point we had 7 students - now we have over 50. Nick and Molly have been at the school since the opening."

1982

NATHAN ROSEN (A) and his wife Roberta Babbitt announce the birth of Brina Tamar Rosen on July 11. "Yes, that's six children, for those who are keeping score," he notes. His production of *The Crucible* ran

in November in Columbia, Md. "E-mail me at Nhrosen@aol.com for any good reason," he says.

1983

After 13 years in the practice of law, **MICHAEL HENRY (A)** recently opened his own law office in center city Philadelphia. He has been married for 13 years and is living in Media, Penn. His wife Lorie and he have three children: Michael, age 11, Devin, age 10, and Daniel, age 7. "We are actively involved in our parish and children's school, St. Mary Magdalen," Michael writes. "My practice consists mainly of civil trial work and immigration. I have organized a Lawyer's Retreat group under the auspices of the Cathedral Ministries for the Diocese of Camden, N.J. We meet four or five times a year to discuss faith issues and the practice of law. I would love to hear from old classmates and other alumni." Michael's address is 1 Gordon Drive/Media, Pa. 19063.

ROBIN B.G. LAYLIN (SF) and his wife, Laura, report the birth of their daughter, Catherine, on June 26, 2000.

While **SCOTT FITZPATRICK (A)** does do freelance web design, as reported in the fall issue of *The Reporter*, he has also been the Principal Site Architect for Computer Sciences Corporation for several years. He has designed all the classified intranet sites for the Ballistic Missile Defense Organization and is now currently creating the web sites and the Director/Flash interactive CD ROM demo disks for CSC's electronic knowledge management group. "In other words," he writes, in reference to our omission, "I do have a full time job."

DARREL MOELLENDORF (A) writes: "Last year, in my 40th year, my wife - Bonnie Friedmann - and I became parents for the first time. Our son's name is Marino Arnold Friedmann. I am still living in South Africa, and teaching philosophy at the University of the Witwatersrand. My book, *Cosmopolitan Justice*, will be published this year. And I'd love to hear from old friends. My e-mail address is ro3dar@muse.wits.ac.za."

A note from **WILLIAM HILL (A)** says: "I'm alive and well, practicing busi-

ness law at a 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. E-mail at whill@steelhector.com."

1984

ALUTHA JAMANCAR (BRAD WESTGAARD) (SF) says that he's reached three milestones this past year: "I celebrated my six-year wedding anniversary with Daniela Chiappella, a native of Northern Italy; I changed careers from print to web publishing; and I changed my name from Brad Westgaard to Alutha Jamancar. Drop me a line at alutha@alutha.com or stop by my homepage at www.alutha.com. I'd love to hear from old classmates, especially my freshman core group! Visitors to our home in Silicon Valley are welcome, but had best not have any cat allergies!"

DAVID WALWORTH (A) has finally gotten his yacht design business up and running: Walworth Yacht Designs, P.O. Box 3792, Kingshill VI 00851.

KAREN TOURIAN (A) completed her first Century (100 mile) bike ride on Labor Day.

PETER GREEN (A) writes: "Still in Prague, though probably not for much longer. Spent a week in August sailing in Croatia with **JASON WALSH (A85)**. Then found myself in Belgrade in October to cover the demise of Slobodan Milosevic. Arrived in New York in time to experience the unending madness of Election 2000."

CONNIE BATES (A) writes: "My husband and I are proud to announce the birth of our first child, Dean Calvin Calloway, on November 16, 2000."

1985

BONNIE BISHOP STARK (SF) is finishing her third year of a nurse-midwifery program at Case Western University in Cleveland, Ohio. She will complete the program next year.

1986

"My life has completely changed in the past two years," writes **LUCY DUNCAN** (SF). "My business partner and I closed the Story Monkey Bookstore in Dec. '98. We were growing but not fast enough to warrant continuing. It was a sad loss for me and for the community (Omaha), but we were able to walk away without significant financial scars. I took a job in January of '99 with the Friends General Conference of Religions of Friends (Quakers) in Philadelphia as their bookstore manager. I really love the place and the work. FGC is by far the healthiest organization I've ever worked for. We do primarily a mail order and Web business (quakerbooks.org). In Oxfordshire, England, in April of '99 I met my fiance, Graham Graner, at a conference of Quaker publishers and booksellers. We will be married in April of 2001 at the London Grove Meeting House outside Philadelphia. **SHEILA VIRGIL** (A88) will play flute at the wedding. We plan on settling in Philadelphia, though Grant is keeping his house in England so who knows about the future. I see **AMY MURPHY BIANCO** (SF86) regularly. She is an editor at McGraw Hill launching a science trade division. I'd love to hear from anyone else. My email address is: lucyd@fgquaker.org."

ERIK MUELLER-HARDER (A) e-mails this report: "My wife Karen and I are extremely pleased to announce the birth of our daughter Clara Jean in October of 2000. Our son Timothy is about to turn four, and he's promising to be a great older brother for Clara. There's lots of news and photos on our family web site, www.praxisworks.org. I'm still spending most of my time building Praxis News Digest, at pnd.praxisworks.com."

1987

"In December I completed my first (and probably last) marathon," writes **MARJORIE C. KAPLAN** (A). "My mother died of lymphoma in June 2000, and in her memory I joined Team in Training, a marathon training program that benefits the Leukemia and Lymphoma Society of America. After four months of training that required 30 to 45 miles a week of roadwork, I completed the Honolulu Marathon the same day I started it, crossing the finish line smiling and under my own power, and NOT dead last - there were about a dozen elderly tourists behind me, but they may have strayed onto the course by accident."

1988

KIM PAFFENROTH (A) has just been hired as an Assistant Professor of Religious Studies at Iona College in New Rochelle, N.Y. His book *Augustine and Liberal Education* (Ashgate Publishing, 2000) has just been favorably reviewed in *The Heythrop Journal*, and his next book, *Judas through the Centuries*, will be published next year by Westminster John Knox Press. As a gratifying part of his last days teaching at Villanova University, one of his students has again been honored with the highest writing award given to a first year student at Villanova.

JOHN LAVERY (A) is still in London and working in the commercial banking world, despite Leo's advice. "Have developed a weakness for skiing," he writes, "and will take any invitation offered in that regard."

ERIN MILNES (A) writes: "I'm still living happily in San Francisco (five years now - can you believe it?!) I continue to freelance edit and write, but I've added some video work to my repertory. In the past year I worked on a documentary shoot in Nepal and one in Death Valley (where temperatures soared to 120 degrees in the shade). I've also been sea kayaking a lot lately and heartily recommend it. Life is good."

1989

SUSIE ATTAR ANTEBI (A) is living in Panama City, Fla. with her two kids, Daniela and Isaac, and husband Alberto. "Miss the Johnnies and would love to hear from long-lost friends," she says. Her e-mail is danisa@sinfo.net.

CHRIS TEGELER (A) e-mails: "At the end of January, I moved to Athens, Greece to work in our land agent's office in Piraeus, Arete Tours. A rather appropriate name for a company employing a Johnnie, I must say. My address: Xenokratous 42, 10676 Athens, Greece. My e-mail is still the same, ctegeler@yahoo.com. Looking forward to hearing from anyone passing through."

BRETT HEAVNER (A) writes: "My wife Christine and I proudly announce the birth of our son, David Graham Heavner, on January 31, 2000."

GARFIELD GOODRUM (A) writes: "We have adopted two thoroughbreds from an equine rescue group in Pennsylvania, and I just competed in my first horse show - dressage, to my wife's chagrin (she's into jumpers!). We're loving the horses, whose names are Turtle and Clem, and young Graham Heavner has even ridden them! Don't forget to spay/neuter your companion animal!"

DAVID (A) and **CHERIE** (A90) **REESE** live in Vienna, Vir., with Sam and Lydia Reese, ten and three years old. Their St. John's education, they write, allows them to live lives of total and constant bliss.

1990

DAVID MARQUEZ (SF) says that he "escaped the slavery of the Starbucks Corporation" and now works for Arch Wireless Corporation. "I look forward to receiving survival tips from any and all," he says.

KEN TURNBULL (A) is now an associate at Piper, Marbury, Rudnick & Wolfe LLP in Baltimore, where he is in the litigation department.

1992

MICHAEL STEVENS (AGI) writes: "We welcomed a daughter, Julia Linda, into our home on April 22, 2000. We tried a homebirth this time around - quite a wonderful way to have a baby. The midwife was a dynamo - no 'windeggs' such as beset Socrates! Julia joins brother Ethan, three."

MARK HENTZ, III (A) is attending Northeastern University School of Law while working full-time at Northeastern in the office of enrollment management. "Jack Gunther and I were very happy to be in Ted Hanratty's wedding party this past October," he writes.

BRYAN DORLAND (A) e-mails: "I received a Master of Science in physics from the University of Maryland in August 2000. In January 2001, I passed the PhD qualifying exams in physics at Maryland, and I am set to begin thesis research this semester. Anyone who wants to contact me can reach me at dorland@physics.umd.edu."

LEAH ANKENY (SF) is enjoying a challenging new position as an admissions counselor for Cornish College of the Arts, a private, four-year visual and performing arts college located in Seattle, Washington. "Despite the rumors of my impending marriage, I am living on my own and revisiting a more independent life," she says. "I am thrilled at the arrival of my beautiful 'niece,' **Erma** (Cooney) Barger, daughter of my dear friend and fellow alumna **JOANNA** (SF). I continue to study yoga and search for my path spiritually, setting aside performing and writing for a while. I look forward to seeing all the '92 Santa Fe folks at our tenth reunion in Spring 2002. I can be reached at: Lankeney@yahoo.com and I always welcome visitors to the Peaceful Pacific Northwest."

JUDAH M. DOMKE (SF) writes: "I just appeared as a lead actor in a movie called 'Whipped' that came out this past November. If you missed it on the big screen, Johnnies can rent it when it comes out on video in February 2001. It's an R-rated sex comedy that isn't for the faint of heart."

SHOPAHOLIC BY PROFESSION

Heather Moore (SFoo) landed a dream of a first job: she gets paid to revel and shop for the coolest circus around.

BY SUSAN BORDEN, A87

Heather Moore's been buying quite a lot these days, going from city to city, picking up an odd assortment of goods: nuts, bolts, carphone antennas, eye makeup remover, marine antifreeze, used CDs, a ping pong table, even mail-order sequins. But she's no itinerant shopaholic. She's hard at work - as the assistant buyer on tour with the Cirque du Soleil, the avant-garde circus that's much closer to *The Matrix* than it is to *Dumbo*.

Moore lucked into the job this summer, after a post-graduation move to Denver with her boyfriend, Joey Chernila (SF02). A temp agency sent the couple to Cirque du Soleil, where they worked as runners, acquiring the products purchased by the buyers. When a permanent job opened up, Moore applied, won the position, and headed to Montreal for training. Since then, she's been to Minneapolis, Washington, D.C., Atlanta, and Miami. New York, Chicago, Boston, and Philadelphia are slated for the coming months, and by the time the tour's over in 2002, she'll have hit Houston, Dallas, and Phoenix. She says the travel is a dream come true. "For the last four months of school I kept telling my roommate, 'If I could just get a job where they would pay me to travel I would never complain.' It's exactly what I wished for," she says.

Although Moore travels within the United States, her co-workers come from 52 countries and include Chinese acrobats, Russian jugglers, and all manner of Canadian colleagues. Most business is transacted in



HEATHER MOORE (ABOVE) IS AN ASSISTANT BUYER ON TOUR WITH DRALION, WHOSE ACTS ARE ENHANCED BY HIGH-TECH EFFECTS (BELOW).



French, which Moore says is difficult even after *Phèdre* and *Fleurs du Mal*. "I'm working on speaking French, which is a big challenge, especially since it's not really French, it's Québécois," she says. "Speaking French will be integral in my later career with Cirque." Later career? How long can a first job last?

Moore, who knows a good thing when she falls into it, says that while her job lasts until the end of the tour in another year and a half, she's already exploring different departments and thinking about different opportunities within Cirque, which has headquarters in Montreal, Amsterdam, Singapore, and Orlando. Her current fascination is the tech department. "Our show has a lot of effects - lighting and rigging - to facilitate some of the acts. There's an aerial ballet with two dancers on a long silk rope doing a series of acrobatics in the air. The behind-the-scenes tech stuff helps make the show spectacular."

Moore is also considering working with Cirque's development of a permanent complex in London consisting of a hotel, a restaurant, a retail area, and a show. In the meantime, she's enjoying the Cirque du Soleil life, which she says resembles her just-byegone undergraduate days.

"Who would ever think they could get a first job like this?" she asks. "It's been so exciting, and it's come at such a great time. I didn't even get good and used to being out of college before I joined up with Cirque. You live with these people, you work with them, you eat with them. You get chance to develop intense relationships with everybody around you while you're on a constant road trip. It's like college on wheels." ❖

MICHAEL DEUTSCH (SFGI) has been promoted to vice president of Waddell & Associates, Inc., a provider of investment and financial counsel located in Memphis, Tenn. He earned his CFP (Certified Financial Planner) license in 1997 and served previously as assistant vice president at the firm.

1993

ALEX ELLERMAN (AGI) is a flight instructor with Navy Training Squadron 29. **VANESSA ELLERMAN** (A) is practicing law with Hornblower, Manning & Ward, and they're both still celebrating the birth of their son Ian on April 20, 2000.

JONATHAN SECORA PEARL (A) writes that after leaving St. John's in 1990 he studied music at Indiana University, then received a Master of Music in Vocal Performance from Rice in 1997. He is currently pursuing a PhD in musicology at the University of California, Santa Barbara, with an emphasis on the cognition of speech and song.

AARON MASON (SF) reports: "I am alive and well, living in Manhattan's Upper West Side with my boyfriend of nearly five years. Still an aspiring actor, I have taken a 'day job' with a large architectural firm writing and editing for their marketing department. In March, I am acting in a ten-minute play that I wrote; it's a dark comedy called 'Mr. Oedipus.' Looking forward to

JOHNNYXPRESS

An Unofficial Bulletin Board/E-mail List for the St. John's Community

HALLIE LEIGHTON (SF92) has started a new yahoo "eGroup" to function as an unofficial bulletin board for the St. John's community. On johnnyXpress, members of the SJC community worldwide can post and read announcements and queries (e.g., "Moving to a new city - looking for area Johnnies/alumnae chapter/contacts" or "Whatever happened to Johnnie Doe, class of '___, A/SF?" or "Hey, I have a gallery opening..."). These announcements are received in the e-mail boxes of all Johnny subscribers. Subscribing is free and easy - just e-mail johnnyXpress-subscribe@egroups.com. For more information about johnnyXpress, e-mail johnnyXpress-owner@egroups.com or go to <http://www.charm.net/~bfant/johnny/bulletin.html>, part of the unofficial alumni site run by **BILL FANT** (A79).

The purpose of johnnyXpress is to enable members of the St. John's College community to get and/or share information with other Johnnies as quickly as possible. Thus it is for announcements and brief queries. Though the list is not moderated, meta-physical meanderings or idle banter will not be allowed. (The reason for this draconian rule: there is already an e-mail list for conversation, "the Johnny List.") To subscribe to the high-volume Johnny list, send an e-mail to majordomo@charm.net with the words "subscribe johnny" or "subscribe johnny-digest" in the body of the e-mail message.)

Why is this bulletin board "unofficial"? Because it's not run by the college. The college is working on a new web site that will have more features for alumni but it won't be online until next fall at the earliest. ✨

warmer weather and hearing from long lost Johnnies!
Aaronious@earthlink.net."

JOHN MARKOS O'NEILL (SF) reports that he is in his fourth happy year of "bicycling, singing (in Schola Cantorum, a local chorus), dancing (swing), and coding in Silicon Valley. I would love to hear from Johnnies in the SF Bay area or elsewhere! E-mail me at Jmo@ipsmedia.com."

Jim and **KRISTEN (RIDDLESPURGER) LITSINGER** (A) happily celebrate the first twenty-four months with their daughter, Emily Golden Litsinger. "Born in April 1999, she is a true delight with curly (can't explain that one!) blond hair. Her eyes always smile and she is quick to giggle. Big brother Nathaniel (3 1/2), also adores his sister, particularly as long as she doesn't play with the toys he might want to play with. Emily already shows a great love of books and now that she actually

reads them, though upside-down, rather than eating them, we know she is headed for SJC class of 2020."

ETHAN SCHOONOVER (SF) is e-business director for Lowe Lintas and Partners (an international marketing/communications agency) in Southeast Asia, currently based in Bangkok. He oversees online marketing, web site development, and internet strategy for multinational clients. "I get to travel frequently throughout the region, which is enjoyable as I continue to be a student of the many cultures I encounter. I do miss the mountains and beauty of Santa Fe, but the year 'round tropical beaches in SE Asia go a long way towards assuaging my homesickness for the USA. And of course, ever true to St. John's, I am obligated to occasionally quote Homer in meetings with clients. I'd love to hear from friends/enemies. Here is my e-mail address: ethan.schoonover@lowelintas.com."

1994

A note from **EMI IMA-KOHN** and **COLIN RAY** (both A94): "We met at St. John's. Emi was living in the U.S. although she was Japanese. Colin had been living in Nigeria although he was American. We both had Mrs. Maschler for Freshman Greek. Although we were in the same Greek class, we did not really get to know one another until late in the spring of our Freshman year when we took a clowning class together. Colin excelled at juggling; Emi excelled at falling-down. By the end of the year, we were very close friends. During the summer of 1991 Emi taught at a camp in Vermont and Colin returned to Nigeria to visit family and friends.

"After spending part of sophomore year in Santa Fe, Emi moved to France and put herself through the French university system by being an au-pair for a French family. After completing St. John's, Colin went to Cameroon as a Peace Corps volunteer to teach math in French. For nine years, we kept in touch-sometimes more frequently, sometimes less, but always as close friends. After completing a master's degree in Russian studies at the Sorbonne, Emi was accepted into the D.E.A. (a degree between a master's and doctoral degree) program at the Political Science Institute in Paris, where she focused her studies on the new Independent States of the former Soviet Union. After the Peace Corps, Colin returned to the U.S. to study law and business at Willamette University in Salem, Oregon.

"In 1999 we started keeping in touch more and more. In March 2000 Colin traveled to Paris to see Emi. In May, Emi came to the U.S. for Colin's graduation ceremony. On graduation day, we became engaged. After announcing our engagement, we hopped on Colin's motorcycle and seven days and 3800 miles later we arrived in New York. In June, Emi then had to return to Paris to complete an internship at the OECD - Organization for Economic Cooperation and Development. At the end of July, Colin took the New York bar exam. At the beginning of November, Colin happily accepted a position as an Associate Attorney with a small international law firm in Amster-

dam. He will primarily work in international corporate and international tax law. And . . . at 11:00 on November 11, 2000, in Linlithgow, Scotland, we were married. The best way to reach us is by e-mail at: Emikocolin_ray@hotmail.com."

JOHNNY METELSKY (A) and **LYDIA ROLITA** (A96) were married on June 17th in their backyard in the San Bernardino Mountains in Southern California. Johnnies in attendance were: **MUNEET BAKSHI** (A94), **HOPE DELCARLO** (SF94), **JEN DONNELLY** (A96), **JOELLA KLINGHOFFER** (A96), **AIMEE LALONE** (A94), **SUNDANCE METELSKY** (AG190), **PAUL MORF** (A94), **JOHN WILLIAMS** (A96), and **RON WINGATE** (A94). Honorary Johnnies John Metelsky and Ethan Billotte were also in attendance. Lydia and Johnny plan to move back East in a couple of years when Lydia finishes medical school at Loma Linda University and Johnny finishes his masters in astrophysics at UC Riverside. E-mail jmetelsky@hotmail.com.

BILL KOWALKSI (SF) writes: "I am happy to announce that my second novel, *Somewhere South of Here*, is finally finished and will be published by HarperCollins in March of 2001. Most of the action takes place in Santa Fe, and readers of this publication will probably recognize a certain small liberal arts college which plays a minor but noticeable role in the story - though of course any similarities to colleges either living or dead are purely coincidental. In addition, *Eddie's Bastard*, my first novel, is out in paperback, and is now being translated into 12 languages - including Finnish, Hebrew, Czech and my grandmother's personal favorite, Polish. No word yet on Tagalog or Urdu. So far nobody has bought the film rights, either, but hope, as they say, springs eternal. Another piece of good news is that HarperCollins has also purchased the rights to my third novel, which is still in its very early stages, and my fourth, about which I have no clue. After two loud and smoggy years in Brooklyn I've moved to Toronto, where I live with my non-Johnny companion and freaky consort, Alexandra. I welcome email from friends and classmates, so please write to william.kowalski@CIMteration.com."

LA VIE PARISIENNE

Phil Wood, owner of Paris fixture the San Francisco Book Co., is a francophile success story.

BY SUSAN BORDEN, A87

For much of his adult life, Phil Wood (A67) knew he wanted to live in Paris. He had first visited the city when he was in the army in 1961, stationed in Germany. The charm of the culture, the intellectual bent of the people, and the beauty of the country attracted him from the start.

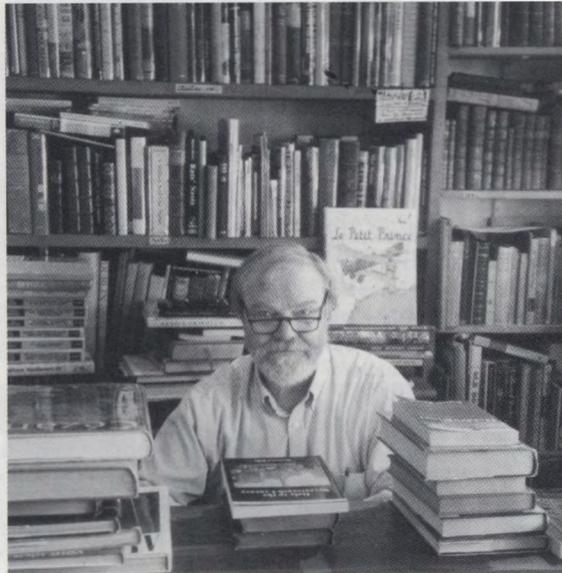
In 1986, he rented an apartment on the Île St.-Louis but ended up spending most of the year working at his job in California. Undaunted, he continued to study French. Ten years later, when he was working for Parallax Press in Berkeley as comptroller/computer systems administrator, he found himself in Paris for several weeks.

"I had very little hope of extricating myself," says Wood, who was at the time a devoted employee. "Then my boss, who knew I wanted to move and who'd been interviewing people to take his place, told me on the phone that someone he'd interviewed was not suitable for his job but could do my job quite well. He said, 'If you're ever thinking of leaving, now might be the time.' I remember the moment when I came out of that phone booth on Rue Monge in the fifth arrondissement and realized that I might actually be able to move to France."

Wood decided to take the leap. He signed up for the Cours de Langue et Civilisation Française at the Sorbonne, found an apartment on the Île de la Cité, and began to investigate starting a business. Learning about the French educational system and about the French business world, he says, was an adventure in the French way of doing things.

Having always admired the intellectual disposition of the French, Wood enjoyed learning how to write the French dissertation, a composition with a strict form: the question, the thesis, the antithesis, and the synthesis. "I realized, here is a very powerful cultural difference. They've gone through this process throughout their education and they all know how to do this."

But when it came to starting a business, Wood was not certain that the intellectual approach was best. Planning to open a bookstore on the left bank, he took a weeklong



PHIL WOOD DIDN'T DO A MARKET SURVEY, AS HIS FRENCH BUSINESS ADVISERS DICTATED; HE STARTED THE BOOKSTORE AND WAITED TO SEE IF ANYONE WOULD COME IN.

workshop on French business practice and found that much emphasis was placed on the *étude de marché*, the market study. "Everyone kept asking me if I had done one. I said no. My feeling was, the way I'm going to do my market study is by starting the store and seeing if anybody comes in," says Wood. "The *étude* is an intellectual approach, but it can be counterproductive, at least for an American. You can think a lot and do studies and in the end never do anything."

As it turns out, Wood was not hampered by skipping the *étude*. His English-language bookstore, San Francisco Book Co., does a fine business, selling used books to a clientele about half French-speaking and half English-speaking. Wood says that the French are careful about what they read and tend to buy serious books, especially history and good literature. "Books that are somewhat critical of America or a little offbeat sell well, books by Bill Bryson and Hunter Thompson," says Wood. "The French also like conspiracy-type works about JFK." Wood's English-speaking customers include a tourist trade with an appetite for paperback editions of literature and modern fiction.

Although Wood deals with the business rather than the retail side of the store, he is not deprived of encounters with the public.

He and his principal book buyer, Dick Toney, spend many afternoons looking through books, often in private collections. The advantages of such excursions, says Wood, go beyond the commercial: "You get to meet interesting people and see their apartments in Paris, go to parts of town you've never been to and see how people live."

Wood remembers one picture-perfect afternoon when he and Toney visited two sisters, "respectable old ladies," at their house near Fontainebleau. "It was like something out of a movie: a beautiful village, nothing moving, no cars, a little river. The house was right across from the church. Two elderly women answered the bell and the first thing they wanted was not to talk about the books, but to sit down and have drinks in the garden. There we were, Dick and

I, two old guys from California sitting with two elderly spinsters, drinking apple juice. The sun was out and the birds were singing and the church bell was ringing and finally we had to say, 'what about the books?'"

But it's not just respectable old ladies that Wood has met. In 1999, he married Anouk Malaquin, whom he met through mutual friends. "Our first 'date' was actually the result of a misunderstanding on my part about the time I was supposed to show up to help some friends," he says. "When they said to come at 'six-thirty,' it never occurred to me they meant 6:30 a.m., so when I arrived at 6:30 p.m. - 18h30 French time - Anouk was there and my help was no longer needed. I said, 'I guess I'll go to the movies,' and she said 'What a good idea!' and off we went. We saw *Breaking the Waves*, which I had been intending to see but probably wouldn't have chosen for a first date!"

Today, Wood's *vie Parisienne* is complete. He lives in an apartment in Montmartre, has married into an old bourgeois family, and runs a bookstore on the left bank. And he's enough of a Paris fixture that the guidebook *Paris Access* published a list of his city favorites, including the Jardin du Luxembourg, the market in the Rue Mouffetard, the city lit up at Christmas with concerts in the churches, watching the boulistes around Montmartre, and - appropriately enough for a bookstore-owning Johnnie - the reading room of the Bibliothèque Ste. Geneviève. ♣

AMANDA DULIN (A) writes that she is happy in Charlottesville with Dominic.

NATHAN HUMPHREY (A) has a piece in the Fall 2000 issue of *re:generation quarterly* about how sophomore year at St. John's - in particular his reading of the *Confessions* - led to his spending the summer at a Catholic Benedictine monastery. As the son of an Evangelical Christian minister, Humphrey was taught to file "Catholicism" under "cults," along with Mormonism and Scientology. But at the monastery "the false dichotomy between the 'sacred' and the 'secular' disappeared." His piece is a plea for understanding among the various Christian denominations.

1995

October 29, 2000 saw the wedding of **CHINA WILLIAMS** (A) and **MATT BAUM** (A). The ceremony was held at Sigmund Stern Grove in San Francisco, Calif.

A report from **CARRIE SAGER** (A): "In the fall, I spent three great months in China studying acupuncture and traditional Chinese medicine. The experience was fantastic. Surprisingly, I grew to really love China and was sad to leave. After China, I visited Hong Kong - a nice return to civilization. Then it was six weeks of travelling around Thailand. One of the funniest things on my trip - there I am standing on a pier in the middle of Bangkok and who do I run into... a fellow Johnnie, **DIEDRE O'SHEA** (A97). In all, an awesome trip although my body was really ready to come home and eat good old North American food by the end. I would love to offer what little advice I can to anyone travelling to those countries. For now, I will keep my e-mail address at carrie_china@yahoo.com. My other news is that I am getting married. My boyfriend proposed the week before I left - guess he wanted to make sure I came back :). Now I have just nine months to get ready for the big day - Sept. 28, 2001. Knowing my timing, it will conflict with Annapolis homecoming again!"

"My husband, Ethan, and I are doing a two-year tour of duty in Guam," writes **SARAH** (VAN

DEUSEN) **FLYNN** (A). "We are scuba diving and changing lots of diapers!"

ALICE BROWN (A) writes: "Greg and I are in Columbus, Ohio, where Greg is earning a PhD in classics at OSU and I am teaching at a charter school. Life is grand. Best wishes to all."

1996

ADRIENNE JAKOWSKI RUBENSTEIN married **PETER RUBENSTEIN** (both A) in July of 1998. They are currently living in Arlington, Vir. After graduating, Adrienne got an MA in Teaching Secondary English, taught for two years with Denver Public Schools, and is now getting another MA in Deaf Education at Gallaudet University in Washington, D.C. She was recently offered a job teaching English to high school seniors at a deaf school in D.C. Peter has been exploring technical jobs with USwest and an Internet company in DC called Covad. He enjoys eating a bowl of Lucky Charms while watching the Powerpuff Girls or Dexter's Laboratory on Cartoon Network. His favorite philosopher is still Leibniz and his favorite color is green.

JAMES CROMER (AGI) is going back to school - to Skidmore College - to learn how to design web pages while he completes his ninth year of teaching.

JOY POPE (AGI) and Miguel Alandete have welcomed a daughter into their lives. Maya Lucia Pope Alandete was born on October 3, weighing in at an astonishing 9 lbs., 11 oz.

SID RANCK (AGI) has accepted the role of godfather. The new family is doing beautifully in Eugene, Ore. - their home now - and they'd love to hear from classmates or Johnnies in the area. Alandete@oregon.uoregon.edu.

MELISSA CATE (A) and **DARCY CHRIST** (A94) were married on October 7, 2000.

DOUGLIS BECK (AGI) and Susan Allen are thrilled to announce the birth of a beautiful daughter named Veronica Vandenberghe Beck on December 22, 2000. Says Dougliis, "She has brought not only joy to our

world, but also a good number of sleepless nights, a small amount of chaos, and general mayhem for all concerned. I continue to work as an architect at Cannon Design in St. Louis, while Susan is a manager for Borders Books & Music. Veronica is currently unemployed and searching for a position in waste management."

CHERYL HENEVELD (AGI) is still in New Delhi. "I have not found any Johnnies here yet, and I miss the Washington, D.C., alumni discussions," she says. Her e-mail address is cheryls@vsnl.com.

1997

JOHN CARLE (SF) reports that he and Cheryl are alive and well in metro Atlanta. After a short stint with CNN, he's working as a web developer with a consulting firm. E-mail is welcome at jearle@newtousbaby.com.

JUAN VILLASENOR (A) will graduate from Vanderbilt Law School in May 2001 and has accepted a clerkship with a federal judge in Nashville, Tenn., for one year beginning in September.

1998

MAX R. FINK (SF) reports: "Working in Chicago as a corporate recruiter (probably for something I did in a past life!). Just returned from a vacation to the rainforests of Costa Rica. Thinking of becoming a tour guide in South America."

HEATHER (MILLER) and **NATE GREENSLIT** (both A) are the proud parents of Emily Ruth, born March 25. Heather taught middle school math and science in a private school outside Baltimore until Emily's arrival. She's now a stay-at-home mom and a private tutor. Nate got his master's degree in cognitive science at Johns Hopkins and will begin a program in the history and sociology of technology at MIT. The Greenslits now live in Worcester, Mass.

1999

ERIN GAGE BATES (A) writes: "I was married February 5th, 2000, and

my husband Chris and I just had our first child on November 16th, 2000. Her name is Rosalyn Ophelia."

KATHLEEN (TINNING) **CONNELLY** (A) writes: "Patrick Connelly and I were married June 12, 1999, and have been living in Vicenza, Italy, ever since. Italy is beautiful."

SUSIE LORENZINI (AGI) and **JASON SALINAS** (AGI00) were married in June 2000, in San Diego.

In the summer 1999 issue of *The Reporter*, an unknown perpetrator sent in a false report about **EVE GIBSON** (A) and **TODD PYTEL** (A). Here's a correction from Eve: "Todd will not be 'working closely with the Warner Brothers Network in the upcoming months' because he is too busy teaching high school math at Senh, a Chicago public school, nor am I teaching fifth graders science at a Catholic school in New York. I have been playing rugby for the Chicago Women's Rugby Football Club and tutoring at Literacy Chicago, and toiling in an office."

2000

VALERIE WHITING (A) reports that she got her Peace Corps assignment: She headed to Panama in January to be an environmental educator.

CALLING ALL ALUMNI

The College wants to hear from you. Call us, write us, e-mail us. Let your classmates know what you're doing. The next issue will be published in July; copy deadline is May 20.

IN ANNAPOLIS:
The College Magazine, St. John's College, Box 2800, Annapolis, MD 21404; b-goyette@sjca.edu.

IN SANTA FE:
The College Magazine, St. John's College, Public Relations Office, 1160 Camino Cruz Blanca, Santa Fe, NM 87501-4599; classics@mail.sjcsf.edu.

ALUMNI NOTES ON THE WEB:
Read Alumni Notes and contact *The College* on the web at: www.sjca.edu - click on "Alumni."

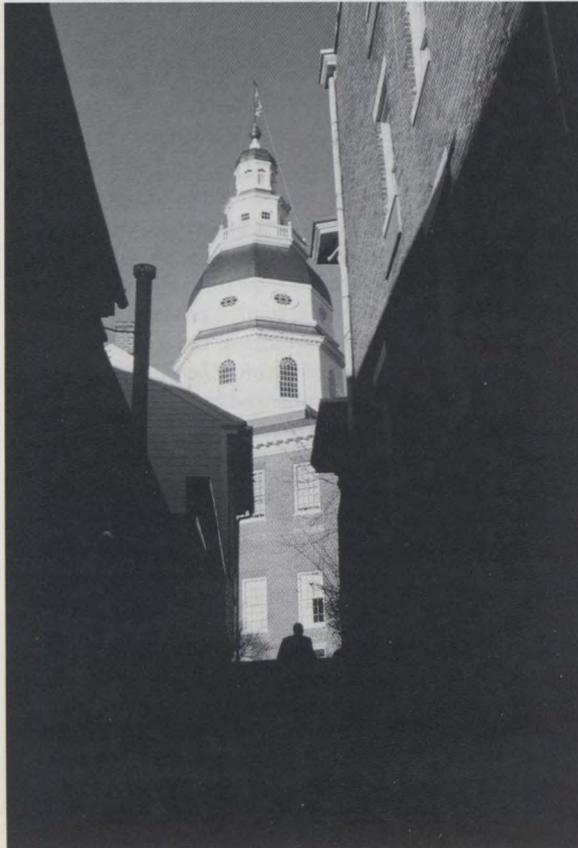
THROUGH A PHOTOGRAPHER'S EYE

The Transfer Experience



Almost 30% of St. John's students have spent a year or more as transfers, making them true bi-campus members of the college community. Whether their "year abroad" is spent in Santa Fe, after some time in the brick-clad East, or in Annapolis, after a year or two in the mountain air, transfer students almost universally enjoy the experience.

Sylvaine Rameckers, Aor, spent last year in Santa Fe. An avid photographer, she fell in love with the landscape of the southwest. Although St. John's students generally rate the location of the campuses low on their list of why they chose the college, Santa Fe and Annapolis are nevertheless both beautiful places—each in its own way. Here are some of Sylvaine's favorite photos that capture the flavor of each location.



FROM THE ALUMNI ASSOCIATION PRESIDENT

Greetings!

Thanks to you all for giving me the opportunity to lead the Association as its new president. You have a dedicated and creative Board of Directors, who will be focused on maintaining tradition and building new opportunities for alumni to connect with each other and the College. For example...

I wish you could all have joined us for a delightful evening on January 27. Eighteen groups of alumni and current St. John's seniors met at Santa Fe



GLEND A EOYANG

restaurants for Senior Dinners. The dinners, which have become tradition on both campuses, are designed to welcome soon-to-be alumni into the Association. As you can imagine, the conversations are lively and varied, ranging from essay topics, to career possibilities, to current pictures of student life, to news of tutors and mutual friends, to life after St. John's, to activities of the Association. Memories, hopes, and fears are traded and relished across time and geography.

This is one of my personal favorites among the many Association activities. It is a pleasure to revisit that invigorating time in my life. I am always surprised to see how similar the experience of today is to that of the mid-70s, when I made my transition from student to alumna—and also how different it is. The current crop of seniors are so bright and curious and verbal and excited as they come to terms with integrating their Johnny experience with the rest of their lives.

If you live in the Santa Fe or Annapolis area and would be interested in hosting a dinner, let the Alumni Directors know. Usually, two alumni co-host eight seniors at a local restaurant. The college Alumni Directors select the sites, but they also take suggestions. The cost is shared by the hosts, the college, and the Alumni Association. You'll be asked to distribute some information about the Association and explain the benefits of staying in touch with other alumni. It is a wonderful opportunity to connect and see what's happening in the world of St. John's!

For the past, the present, and the future,

Glenda Holladay Eoyang, SF76
Eoyang@chaos-limited.com

ELECTING ALUMNI REPRESENTATIVES TO THE ST. JOHN'S AND ALUMNI ASSOCIATION BOARDS

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

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

Notice is also given that nominations may be made by petition.

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

1. Petitions must be signed by at least fifty members of the Alumni Association in good standing.

ST. JOHN'S COLLEGE ALUMNI ASSOCIATION

Whether from Annapolis or Santa Fe, undergraduate or Graduate Institute, Old Program or New, graduated or not, all alumni have automatic membership in the St. John's College Alumni Association. The Alumni Association is an independent organization, with a Board of Directors elected by and from the alumni body. The Board meets four times a year, twice on each campus, to plan programs and coordinate the affairs of the Association. This newsletter within *The College* magazine is sponsored by the Alumni Association and communicates Alumni Association news and events of interest.

President - Glenda Eoyang, SF76

Vice President - Jason Walsh, A85

Secretary - Barbara Lauer, SF76

Treasurer - Bill Fant, A79

Getting-the-Word-Out Action Team Chair -
Tom Geyer, A68

Web site - www.sjca.edu/aassoc/main.phtml

Mailing address - Alumni Association,
St. John's College, Box 2800, Annapolis,
MD 21404 or 1160 Camino Cruz Blanca,
Santa Fe, NM 87501.

2. Nominations must be accompanied by a biographical sketch of the nominee.

3. The consent of all persons nominated must be obtained.

4. The petitions must reach the Directors of Alumni Activities NO LATER THAN DECEMBER 1, 2001.

c/o Alumni Office

St. John's College

P.O. Box 2800

Annapolis, MD 21404

If nominations by petition are received, there will be an election conducted by mail ballot. If there are no such nominations, the nominees listed below will be considered elected. Terms will begin in July of 2002.

For his second term:

JASON TODD WALSH, A85

New York, N.Y.

MBA, Harvard Business School, 1989; entrepreneur-in-residence, McKinsey & Company, 2000-present; executive vice president/ start-up general manager,

Oncology.com, 1999-

2000; vice president of business development of Quest Diagnostics, Incorporated, 1998-1999; vice president/general manager, Long Island Region of Quest Diagnostics, 1996-1998; associate director for strategy and development for the Opto-Electronics Group of Corning Inc., 1993-1995; business manager, television components, Corning Asahi Video Products Company, 1990-1993; member of the St. John's College Alumni Association Board of Directors, 1990-1996; Treasurer of that Board, 1998-2000; Vice-President of that Board, 2001-; Lady Liberty Regatta chairman, New York Harbor Sailing Foundation, 1998 & 2001; member, St. John's College Board of Visitors and Governors, 1999-



For his first term:

MARK MIDDLEBROOK, A83

Oakland, Calif.

Mark is a rabid liberal artist in sheepish techno-geek clothing. After earning his BA from St. John's in 1983, he completed a Master's degree in structural engineering at the University of California, Berkeley. Since 1988, Mark has been the sole proprietor of Daedalus Consulting in Oakland, Calif. In this guise, he fools around with computer aided drafting (CAD) software for money. Seeking moderation in all things—especially time spent with computers—Mark remains active in the liberal arts and the St. John's

College community. He has participated for many years in the Northern California alumni chapter and the Alumni Association's Board of Directors. Since 1999, he has taught St. John's-style seminars at St. Mary's College in Moraga, Calif. Mark's other avocations include music, languages, and cooking. He currently is working on perfecting his tortilla española, Andalusian Spanish, and flamenco bulerias.

For his second term:

CLINTON DALE LIVELY, A78

Princeton Junction, N.J.

MS, Mathematics, University of Virginia; MBA, Finance, University of Chicago. Managing Director and Head of Portfolio Risk Management, Merrill Lynch, NY; directing firmwide event analysis, process risk management, country risk assessments, internal risk capital allocation, and oversight of market risk taken within the Private Client, Asset Management and Merrill Lynch Treasury divisions. Managing Director and Partner in charge of the Corporate Risk Management Group for the Bankers Trust Company, 1997-99; previously for Bankers Trust: joined the bank in 1984 in Sales, Trading and Funding Department; in 1987 a member of the team that developed the Global Market Risk Management function; in 1989 transferred to Tokyo to set up the Global Market Risk group for Asia, Australia, and New Zealand; in 1992 returned to New York as head of the Global Risk Analytic group and was appointed head of market risk globally in 1995; in spring of 1997 chosen to manage the Corporate Risk Management function overall. A member of Bankers Trust Asset Liability Committee (ALCO) and Management Committee on Controls. On the Board of Directors of Bankers International Corporation and Long-Tail Risk Insurance, Ltd.

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

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

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

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

1. Petitions must be signed by at least thirty members of the Alumni Association in good standing.

2. Petitions must be presented to the Secretary of the Alumni Association prior to the Annual Meeting at which the election is to be held. Petitions should be sent to Barbara Lauer, c/o Alumni Office, St. John's College, P.O. Box 2800, Annapolis, MD 21404.

3. The election will be held at the Annual Meeting on Saturday, July 7 at 1:30 p.m. in Santa Fe.

4. The candidates for Officers and Directors receiving the highest number of votes for those offices shall be declared elected. Terms will begin on January 1, 2002.

For his first term:

WILLIAM TILLES, A59

Rockville, Md.



William R. (Bill) Tilles is an Organization Development consultant specializing in the planning and facilitation of processes that enhance organizational performance.

Before he retired from IBM in 1992, he held management and staff positions working with government and commercial clients. He was a principal in Collaborative Decisions, Inc., a small, women-owned business focusing on decision support technology. Currently, as an associate of CI International, based in Denver, Colorado and Washington, D.C., he provides facilitation and planning services to government and commercial clients. He is also an active participant in the DC Cultural Alliance Business Volunteers for the Arts program, where he was honored as Business Volunteer of the Year in 1999. Tilles is in his third term on the Board of Visitors and Governors, where he is the Chair of the Visiting Committee and member of the Executive Committee.

For her first term:

VALERIE PAWLEWICZ, A89

Annapolis, Md.



Currently designs educational trips for the Smithsonian—the largest, most diverse, museum-based travel program in the world (1998-). She organizes performing arts, fine arts, culinary, history and

literature seminars, working directly with such organizations as the Santa Fe Opera, Toronto International Film Festival, and the Spoleto Festival USA, and with such individuals as Ken Burns, Holly Mondavi and Gian Carlo Menotti. Prior to the Smithsonian (1996-98), she worked as an independent folklorist on community oral history projects, including a St. John's College oral history project (over 20 interviews were collected from faculty, alumni, staff at both campuses). She was the Senior Resident for Student Activities at St. John's College, Annapolis, Md. (1994-96), at the same time serving as in-house substitute teacher at the Key School in Annapolis. From 1992-94, she completed graduate work at UNC Chapel Hill in folklore, taking on oral history projects as diverse as furniture factory workers and Southern funeral directors. She served as a class leader for The Campaign for Our Fourth Century (1993-95). She is married to Leo Pickens (A78), Director of Athletics on the Annapolis campus.

For her first term:

MARTHA BLACK JORDAN, SFGI86
Mexico City, Mexico



Jordan was born in Mexico City and educated in the U.S. She holds a BA from Sweet Briar College, an MA from St. John's, and an MFA from Vermont College. She is the founder of the Tramontane Poets of Mexico City, a collective

dedicated to being a bridge between the poetry worlds of Mexico and North America, which has sponsored visits to Mexico City and readings by Reginald Gibbons, Joe Somoza, William Merwin, Grace Schulman, Mark Strand, Naomi Shihab Nye, William Snodgrass, and others. She has read her own work, as well as translations, on National Public Radio and at various organizations around the country. Her poems have appeared in *If I Had My Life to Live Over*, *Latitudes*, *The Tree is Older Than You Are*, *California Quarterly*, *The Texas Observer*, the eleventh *MUSE*, *Grand Street*, and *Tameme*. She has also published many translations from Spanish to English, some from English to Spanish, and has edited two bilingual books. She has served on the board of the Junior League of Mexico City; Christ Church Episcopal, Mexico City; National Board Medical College of Pennsylvania/Hahnemann University, Philadelphia; Women's Auxiliary American British Cowdray Hospital, Mexico City.

For his first term:

ROBERT A. GEORGE, A85
Brooklyn, N.Y.



Currently Associate Editorial Page Editor for the *New York Post*. He is also a columnist for *National Review Online*. Previously, George served as Director of Coalitions for the Republican National Committee. Reporting to the RNC Co-chairman, he

acted as party liaison to diverse business, ethnic and interest groups. From January 1995 through May 1998, George served as Special Assistant & Senior Writer to the Speaker of the U.S. House of Representatives. In 1994, he was a Legislative Assistant to former Congressman Michael Huffington (R-CA). From 1988 to 1993, he served as Communications Director for the Republican National Finance Committee. Contemporaneous with his professional full-time career, George has held sideline occupations as a researcher, disk jockey and free-lance writer. His work has appeared in *The Washington Post*, *The Washington Times*, *National Review*, *New Republic*, *Billboard*, *Diversity & Division*, *The Weekly Standard*, *CRISIS*, *San Francisco Chronicle*, *Intellectual Capital.com*, *Salon*; and he was a contributor to *Generations Apart: Xers vs. Boomers vs. the Elderly and Black & Right: The Bold New Voice of Black Conservatives in America*. He is an Adjunct Fellow with the Center For New Black Leadership, a national African-American advocacy group exploring entrepreneurial and free-market issues, and Third Millennium, an organization dedicated to multi-generational public policy issues.

George was born on the Caribbean island-country of Trinidad and Tobago and raised in Great Britain and the United States. His interests include reading, jogging, cultural analysis, and a proclivity for withering puns.

For her first term:

AMBER BOYDSTUN, SF99
Santa Fe, N.M.



Amber Boydston has spent the two years since she graduated from St. John's teaching at the Native American Preparatory School (NAPS) in Rowle, N.M. Last

year she taught Advanced PreCalculus and Geometry at NAPS, and this year she serves

as the Director of College Placement for the school, the only college preparatory school for Native Americans in the country. Originally from Boulder, Col., Boydston chose to attend St. John's instead of going to a performing arts school to pursue her love of acting. She remained active in theatre at St. John's, however, and since her graduation has performed with Shakespeare in Santa Fe (*Measure for Measure* and *A Midsummer Night's Dream*) and as the title role in *Queen Elizabeth I* at Santa Fe Stages. She recently auditioned for several graduate acting programs around the country, and she hopes to spend the next three years pursuing an MFA.

CHAPTER CONTACTS

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

ALBUQUERQUE Bob & Vicki Morgan 505-880-2134	PHILADELPHIA Bart Kaplan 215-465-0244
ANNAPOLIS Roberta Gable 410-295-6926	PORTLAND Dale Mortimer 360-882-9058
AUSTIN Jennifer Chenoweth 512-482-0747	SACRAMENTO Helen Hobart 916-452-1082
BALTIMORE David Kidd 410-728-4126	SAN DIEGO Stephanie Rico 619-423-4252
BOSTON Ginger Kenney 617-964-4794	SAN FRANCISCO/ NORTHERN CALIFORNIA Jon Hodapp 831-393-9496
CHICAGO Lorna Anderson 847-467-3069	SANTA FE John Pollak 505-983-2144
DENVER Elizabeth Pollard Jenny 303-530-3373	SEATTLE Jon Bever 206-729-1163
LOS ANGELES Elizabeth Eastman 562-426-1934	WASHINGTON, DC Bill Ross 301-320-4594
MINNEAPOLIS/ST. PAUL Carol Freeman 612-822-3216	ISRAEL Emi Geiger Leslau 15 Aminadav Street Jerusalem 93549 Israel 972-2-6717608 boazl@cc.huji.ac.il
NEW YORK Fielding Dupuy 212-974-2922	NORTH CAROLINA Susan Eversole 919-968-4856

HOW CAN ALUMNI STAY CONNECTED TO THE COLLEGE?

Let us count the ways.

For alumni from lacrosse-loving days of the 1930s to the most recent of the 1990s, St. John's occupies a special place in their consciousness. There are many ways alumni can be involved in the life of the college, or stay involved with the college from afar. Indeed, the proliferation of new kinds of activities has some alumni confused. Here's a short version of the activities of different alumni groups.

THE ST. JOHN'S COLLEGE ALUMNI OFFICES

College staff and resources devoted to encouraging alumni connections to the college. The Offices of Alumni Activities plan and carry out Homecomings, Summer Alumni Programs, and Croquet Weekend; take care of the database of alumni names and addresses; coordinate the Alumni Register; staff Alumni Association projects; work with current students to foster continued relationships with the college; serve as touchpoints for all alumni dealings with the college.

CONTACTS:

Annapolis: Roberta Gable, Director and Dolores Strissel, Assistant. 410-626-2531. alumni@sjca.edu

Web site: www.sjca.edu, click on "Alumni"

Santa Fe: Tahmina Shalizi, Director.

505-984-6103; tshalizi@mail.sjcsf.edu

Web site: www.sjcsf.edu, click on "Alumni"

ST. JOHN'S COLLEGE ALUMNI ASSOCIATION

Non-profit association independent of St. John's College; Alumni Association dues help support Association projects—dues are not a contribution to St. John's College. All alumni are automatically members of the Alumni Association.

The Alumni Association mission 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.



STEPHANIE HARVEY

USUALLY HELD THE LAST SATURDAY IN APRIL, THE ST. JOHN'S-NAVY CROQUET MATCH DRAWS HUNDREDS OF ALUMNI BACK TO ANNAPOLIS. THIS YEAR'S DATE: APRIL 28.

The Alumni Association, through its Board of Directors, helps plan and sponsor Homecomings and Summer Alumni Programs in cooperation with the college offices of Alumni Activities; helps sponsor the Alumni Register; awards Honorary Alumni status and presents Alumni Association Awards of Merit; coordinates Alumni Association chapters in cities around the country; publishes the Alumni Association News (2 pages in *The College*, formerly *The Reporter*).

CONTACTS:

Glenda Eoyang, SF76, President

Web site: www.sjca.edu/aassoc/main.phtml

PHILANTHROPIA

A subcommittee of the Development Committee of the Board of Visitors and Governors, comprised of alumni volunteers interested in encouraging financial support of the college by alumni. Philanthropia's main efforts are centered on the Alumni Annual Fund, direct contributions to the college which provide the campuses with operating expenses.

Philanthropia volunteers help plan fundraising strategies in cooperation with the college development staff; build awareness of the college's financial needs and alumni's responsibilities for support through publications like the "Founders and Foundations" calendar; encourage class reunion organization for the purposes of fundraising; help plan phonathons, "meet the president" receptions, and other activities in various cities.

CONTACTS:

Leslie Jump, A84, President; Alex Fotos or Mary Simmons in the Annapolis Advancement Office, 410-626-2507; Ginger Roherty in the Santa Fe Advancement Office, 505-984-6109.

Web site: www.sjca.edu/advance/philan.phtml

ALUMNI ADMISSIONS REPRESENTATIVES

Alumni who volunteer to help the Admissions Offices with various recruiting projects, such as hosting prospective student receptions; interviewing or answering questions from prospective students, parents, and high school counselors; answering e-mail questions from prospective students; helping to represent the college at college fairs.

CONTACTS:

Annapolis: Dorcey Rose, Associate Director of Admissions, 410-626-2527; d-rose@sjca.edu.

Web site: www.sjca.edu/admissions/representative.phtml

Santa Fe: Ana Alvernaz, Associate Director of Admissions, 505-984-6003; aalvernaz@mail.sjcsf.edu

ALUMNI PLACEMENT OFFICE CONTACTS

Alumni who volunteer to help the Placement Offices on each campus. Placement Office contacts provide information and networking advice to current students looking into graduate programs and career fields.

CONTACTS:

Annapolis - Karen Krieger, Director of Placement, 410-626-2500; k-krieger@sjca.edu

Web site: www.sjca.edu/placement/office.phtml

Santa Fe - Margaret Odell, Director of Placement, 505-984-6066

Web site: www.sjcsf.edu/placement/

ALBERT PATTERSON CLOSE*Class of 1938*

Retired Judge Albert Patterson Close, Sr., an administrative judge of the Circuit Court for Harford County (Md.) for many years, died in December. Judge Close served for more than two decades on the local bench, where he presided over some of the highest profile criminal and civil cases in Harford County history.

Born near Bel Air, Md., and the youngest of seven children, he graduated from St. John's in 1938 and received a degree from the University of Maryland School of Law. During World War II, he served in the Marine Corps in China, attaining the rank of major. After the war, he practiced law for many years in Bel Air, served as People's Court judge for eight years, and was appointed to the Circuit Court bench in 1967.

The following year he was elected for a 15-year term. Rather than retire in 1984, he sought a second 15-year term, which he won.

Judge Close was active in the Republican Party, volunteered with the Boy Scouts, and was a member of the Susquehanna Law Club, the Jarrettsville Lions Club, and the board of directors of Upper Chesapeake Health System. He is survived by his wife, five sons, three daughters, two sisters, and six grandchildren.

PATRICK D. DAVIS,*Class of 1950*

Patrick D. Davis, a member of the class of 1950, died January 22 in Seattle. He was born in Dewey, Okla., and grew up in Washington, D.C., where he often worked as a child actor. He served three years in the Navy in World War II. After St. John's, he attended the University of Maine, Orono, and Canterbury College in New Zealand. He lived, traveled, and worked for 13 years overseas, mostly in England, France, and Turkey. He was employed as a civilian with the U.S. Air Force as an education officer and regional director of adult education affiliated with the University of Maryland. He subsequently was a federal employee and regional administrator in Washington, D.C., and Seattle, both with the Office of Economic Opportunity and Health & Human Services' Head Start Program, working to improve opportunities for disadvantaged children and mothers.

His love of traveling, history, foreign affairs, theater, archeology, politics, art, music, and great books led many to call him a Renaissance Man. He will be remembered for his love and caring for people, his gen-

erosity and sense of humor, and his devotion to social justice and environmental causes. He is survived by his wife, Verrelle "Susie" Davis and son, Justinian A. Davis.

MICHAEL KRAEMER, A93

In his short life, Michael Kraemer touched and influenced more than most people do in their entire lives. He spent most of his free time volunteering at animal shelters, tutoring students of all ages in their schoolwork, and helping new immigrants adjust to life in America. It was his approach that made him special: he approached every task and every person with love and kindness. And at the young age of 19, Michael knew he wanted to spend the rest of his life serving humanity and protecting animals. Michael was one of those people who truly had no enemy.

After leaving St. John's in 1991 after his sophomore year, Michael moved back home to Miami to live with his family. Still a Johnnie, Michael loved learning so he continued to study on his own—learning Spanish and Portuguese, before settling on holistic studies. He was inspired after treating his own health with alternative medicine. He began a correspondence course at Vermont College's School of Holistic Studies. After several trips to Vermont to complete his coursework, Michael and his sister eventually moved there.

Michael had always loved good music and over the last several years had acquired quite a collection of reggae, bossanova, funk, African, salsa, and other groovy music. One of his gifts was making music tapes for his friends. So it was not a surprise that Michael taught himself rocar and drums and became part of a performing samba group.

Michael was diagnosed with cancer in early April 2000. He had a very slim chance of treating the cancer successfully with Western medicine. Instead of compromising his faith in Eastern healing arts, Michael chose to try acupuncture and Chinese herbs to heal. For a while, it seemed to be working and making him stronger. The last two months of his life were spent in a hospice, where he was surrounded by family and close friends. For the first time, Michael let himself be loved and nurtured, instead of always being the strong and generous one.

Michael passed away on November 25. He will be loved and remembered by his friends from St. John's, the Annapolis Society for the Prevention of Cruelty to Animals, the Jewish Community Center in Miami

Beach, and Vermont College. Gifts in Michael's memory may be made to The Vermont Respite House, 99 Allen Brook Lane, Williston, VT 05495.

*—Sapna Gandhi, A91***WILLIAM ALLEN RUHL, JR.***Class of 1944*

William A. Ruhl, Jr., a bank executive in Salisbury, Md., died in December. He was a member of the St. John's class of 1944 and served in the 82nd Airborne Division during World War II. Mr. Ruhl was the first managing officer of First Shore Federal Savings and Loan Association when it was founded in 1953, and was named executive vice president in 1964, the position he held until retirement in 1984. He served as a member of the board of First Shore Federal from 1969 to 1998, when he was named director emeritus. Mr. Ruhl was active with the Salisbury Chamber of Commerce, the Maryland League of Financial Institutions, scouting, the Salisbury Rotary Club, St. Peter's Episcopal Church, and the American Field Service exchange student program. He is survived by his present wife, a son and three daughters, five grandchildren, a brother, and a sister.

ADOLPH W. SCHMIDT*Member of the Board*

Adolph W. Schmidt, a longtime supporter of the college who served on the Board of Visitors and Governors since 1949, died December 17 in Pittsburgh. He was 96.

Mr. Schmidt was active in many spheres during his life: in the business world as a banker and financier for various Mellon family businesses, in the city of Pittsburgh as founder of the Pittsburgh Playhouse and the Pittsburgh Symphony, in the international sphere as a diplomat who served as ambassador to Canada from 1969 to 1974 and also founded organizations dedicated to stabilizing the world's population and resources, and at St. John's—which he once called "the finest undergraduate liberal arts program in the United States today, barring none."

A native of McKeesport, Pennsylvania, Mr. Schmidt graduated from Princeton and the Harvard Graduate School of Business Administration. He served as an intelligence officer in the Army during World War II, and after the war he was active in developing political unity among the countries that eventually formed NATO.

Professionally, he worked with the Mellon National Bank and its

affiliated institutions and organizations beginning in 1929 until his retirement in 1969. He was a president and trustee of the A. A. W. Mellon Educational and Charitable Trust, and a trustee of the Old Dominion Foundation.

Mr. Schmidt's interest in St. John's began when he read the February 1940 article about the college in *Life* magazine while on a flight from Pittsburgh to Washington. He felt the St. John's curriculum represented much that was lacking in his own education. He called the college and spoke with Stringfellow Barr, who invited him to come for a visit. After attending a seminar and then a mathematics tutorial the next day, Mr. Schmidt began to think about taking the year off to enroll. Back in Pittsburgh, he showed a copy of the *Life* article to Paul Mellon; about a week later, the two discussed the college and Mr. Mellon told Mr. Schmidt that he should remain in Pittsburgh since there was so much work to be done. In fact, Mr. Mellon had decided to enroll at St. John's himself.

Mr. Schmidt was elected to the St. John's Board of Visitors and Governors in 1950; he became chair in 1954 and again in 1962. From 1969 to 1974, he served as U.S. Ambassador to Canada and did not participate on the Board, but upon his return he again joined. In 1980 he was made a member emeritus.

The Adolph W. Schmidt Endowed Tutorships were established with a gift from Mr. Schmidt in 1985. Alternating between the campuses, the tutorship enables a faculty member to take release time from teaching for further study and the leading of a faculty study group, either in the areas of politics and economic and monetary theory, or in some other area of importance to the program.

Mr. Schmidt was named an honorary alumnus of St. John's in 1987, and was given the Alumni Association Award of Merit in 1989.

ALSO NOTED...

GRETCHEN L. BERG, A75, died in June 2000

PATRICK D. DAVIS, A50, died in January 2001

JOHN D. EDINGER, A34

VINCENT W. MCKAY, A46

BEN MOSKOWITZ, A50, died in June 2000

COL. FREDERICK L. SMITH, A27, died in November 1999

ROBERT ARNE, SFG83, died in November 2000

THEODORE A. BUDER, SF94, died in August 2000

IN MEMORY OF ROBERT BART

Remarks delivered by Nancy Buchenauer at a memorial service for Robert Bart, tutor in Annapolis from 1949 to 1977 and in Santa Fe from 1977 to 2000.

Robert was my friend. And he was a great and terrible friend. I first met him in 1979 when I went down the hill from Los Alamos to apply to be a tutor. He was the Dean in Santa Fe in those days, and for me he embodied what a dean had to be. Really, he embodied the college. When I was appointed he told me that he had serious reservations about whether anyone who lived 40 miles away could be a tutor. My response was to form the determination then and there that I would never miss a class or Friday lecture, and I would never let my students down in any way. I would show him what I could and could not do. He had planted in me an expectation that made me demand more of myself than I ever had before.

That was the beginning of my education from him in what the college was. He made me desire to show him that I too was capable of giving myself completely to something that was valuable and difficult. In effect he was asking me to be more than myself. I didn't know then what I later came to know from watching what he did as well as hearing what he said, that only in giving oneself to something greater, outside oneself does one have a chance to find out who one really is and so really to be something.

From his love of art he taught me to see. From childhood my mother had taken me to museums and said, "Look, isn't that beautiful?" But when Robert took me to Michelangelo's statue of Moses he asked me a question. Pointing out the curl of the upper lip, he asked, "Is he feeling contempt?" Robert taught me intelligent looking. He showed me that the best paintings and statues demand a response from our innermost selves. Just like poets, artists use the tricks of their trade—perspective, rounding, color, light, shape—to express a meaning, to show us what is important about their subjects for human beings. Painting technique is a language as much as written words or musical notes, and one can learn to read and understand from it the truth of being a human being. A building in the hands of a great architect becomes an organic whole designed to satisfy our craving for wholeness: our lives are elevated by it and made more orderly and purposeful. If one looks at Manet's painting, "Le balcon," one sees the artist Berthe Morrisot looking out



ROBERT BART

and down, with ferocious intensity: perhaps above all, artists by looking are teaching us that it requires effort to look and that no part of the world we inhabit is just present for us without our labor.

Nick Maistrellis, by mentioning to me what he was thinking about saying here today, helped me to understand that the key to what came to be my friendship with Robert is learning, that is, my learning. That was an inevitable consequence of how Robert did everything and of who he was. He was positively unable to keep anything at a "safe" distance, from which one might think or talk about it as if one were not involved. To everything and everyone he had an immediate, visceral response. Never for him was the life of the mind divorced from our personal relationships to one another, and the one always importantly informed the other.

He taught me that taste is absolute and that people of integrity have to judge. His judgments often made me terribly uncomfortable, but I also learned from them that to stay alive and awake and questioning, to encounter people and ideas genuinely, one has to make judgments. Part of why Robert was such a holy terror to many students and colleagues was because in his presence everything one said and did was constantly and relentlessly judged. There could be no off-hand, unthinking remarks, because he was thinking all the time, and he was unscrupulously honest about what he thought. At times he would take enormous offense at a chance remark, unable himself to believe that the words were not intended, because for him everything was intentional. But he suffered also from staircase self-honesty. He would go through paroxysms of remorse over what he had said to people. He also had the peculiar quality of frequently

doing more justice to people behind their backs than he could do to their faces. It was not uncommon in Instruction Committee meetings for him to speak in praise of people whom he only bristled at face to face, and at such times nothing of what one might call personal feeling clouded his ability to evaluate.

This intellectual generosity was accompanied by a truly remarkable generosity in other ways. All his life he lived by a standard of extreme ascetic economy while giving prodigious amounts of money to the college and to his friends. In the last years of his life he became friends with a young woman he hoped would help him to remain in his home a little longer, but when he learned of her desire to go to graduate school in Washington, he made up the difference between her scholarship and what she needed to be able to attend. When he had first come home from the hospital after his second heart attack, I was spending seminar nights staying in his house, and I woke up one morning finding him sweeping the snow off my car with a broom, hardly able to walk. For him it was easy to give to and to spend on others and next to impossible to spend on himself.

He was terribly lonely and often agonized by a sense that he had driven away some of the finest friends he had had. He told me once on one of the rare occasions that he spoke of his past and his childhood that in school he had never had a friend. I came to see how coming to the college meant so much to him personally as well as intellectually. At the college he made the first real friendships of his life. He needed others around him constantly, and his life was best for him when he could spend two meals a day in conversations with one other of those he cared about. Once someone became his friend they were a part of him forever, even though there were few with whom this did not take the form of a constant struggle.

Bill O'Grady once said of St. Paul that just exactly a man who found it hard to love would have to struggle to come to know (and to say) what love is. Those words could just as well have been said about Robert, for because love, the most intense and close relationship of one human being to another, was so hard for him, he devoted his life to trying to see it, to learn it, to say it, to do it, and to give it to others. Such was Robert. I think he was a great man. ❖

The college has established the Robert Bart Endowment Fund, to be used for financial aid for students. Contributions can be sent c/o Advancement Office, St. John's College, 1160 Camino Cruz Blanca, Santa Fe, NM 87501-4599



The King William Players staged the American premiere of *Thomas Cranmer of Canterbury*, a verse drama about Henry VIII's archbishop who suffered martyrdom as a result of his stance on the king's divorce from Catherine of Aragon. Two productions took place—February 9 and 10, 1951—in the Great Hall. A group of students had read and discussed Charles Williams' difficult, disturbing work the previous spring and vowed to put on the play. Talk about a production: this one took nine months of preparation and involved a hundred students and townspeople.

Tutor Hugh McGrath played Cranmer; his dramatic bearing and resonant English accent must have been perfect for the part. Paul Rickolt (A52) was Henry VIII (second from the left in the photo). According to news accounts from the Annapolis paper, *The Evening Capital*, Mr. Rickolt spent months growing a beard so that his looks would be authentic. 1951 was not a big year for the popularity of facial hair, and he reported being stared at and experiencing

“girl trouble” as a result of his effort. Al Sugg (A54) played the Skeleton, a mysterious spirit figure who offered counsel to the embattled Cranmer. Jo Thoms, wife of tutor Bert Thoms, played Anne Boleyn (third from left in the photo) and also designed the set and the costumes, which included a medallion necklace for the king that was fashioned from tin can lids. Richard Edelman (A51) produced and directed. In his quest for authenticity, Edelman tried to rent furniture appropriate to the period but was unable to find it. When he spotted some pieces that looked like they'd work in the lobby of Lowe's Valencia Theater in Baltimore, he wrote the owners, who allowed the KWP to borrow the furniture. Always avant garde, the King William Players employed unusual three-leveled staging and at times they played their roles standing—or racing—among members of the audience. And, in the St. John's spirit of trying to get to the root of every issue, tutor Winfree Smith gave a lecture before the play on the British Reformation period.

FROM THE COLLEGE ARCHIVES COMES THIS 1951 PHOTO OF AN ELABORATE KING WILLIAM PLAYERS PRODUCTION.

Croquet Match –

St. John's vs. U.S. Naval Academy
Saturday, April 28, 1 p.m., Annapolis
(Rain date: April 29)

Summer Alumni Program, Week I

Sunday, July 1 - Friday, July 6 in Santa Fe

Section I – The Art of Living Well

Readings from Montaigne's *Essays* and
Chuang-Tzu

Led by Mark Rollins and Krishnan
Venkatesh

If to philosophize is to learn how to die, by what can we learn how to live? These seminars will constitute an imagined conversation between one of the greatest Taoist sages and the 16th century Frenchman who first wrote the personal essay. Although the cultural roots of these two men are quite different, both share a deep suspicion of human claims to know, and both draw from huge treasuries of story and anecdote in their nimble interrogations of life. They engage many of the same issues—among others: dying, illness, disability, ambition, thought itself, and even the value of doing nothing—and introduce us to some surprising teachers. Lord Wen-Hui said, “That’s good indeed! Ting the cook has shown me how to find the Way to nurture life.”

Section II – Two Dialogues With God

Readings from The Bhagavadgita and
The Book of Job

Led by Phil LeCuyer and Michael Wolfe

Participants will explore two conversations with God, one from the Hebrew scriptures and the other from an Indian epic. Morning seminars will revolve around Job’s encounter with the Lord in the Book of Job. Afternoon seminars will be devoted to Arjuna’s exchange with Krishna in The Bhagavadgita.



INFORMAL MINI-REUNIONS HAPPEN AT THE CROQUET MATCH. LAST YEAR, THE CLASS OF '89 MET ON THE LAWN; THEY BROUGHT NEW BABIES, SPOUSES, FRIENDS, AND LOTS OF FOOD AND WINE.

Homecoming 2001 – Santa Fe

Friday, July 6 - Sunday, July 8
Reunion classes: 71, 76, 81, 86, 91, and 96

Summer Alumni Program, Week II

Sunday, July 18 - Friday, July 13 in Santa Fe
Mysteries and the Law:

The Nature of Evidence

Led by Eva Brann, Grant Franks,
and Barbara Lauer

Who done it? How do you know who done it? How does the polity justly deal with he or she who done it?

This week of mixed media and conversation addresses questions of crime, investigation, and punishment. Through the eyes of modern filmmakers and both contemporary and ancient playwrights and authors, we will examine the influences of perception and judgment in relation to mysteries. Texts include *Billy Budd*, *Eumenides*, *Twelve Angry Men*, and Pirandello's *So It Is (If You Think So)*.

All-Alumni Art Show

Saturday, July 7 - Monday, July 23
in Santa Fe

Homecoming 2001 – Annapolis

Friday, September 28 - Sunday,
September 30
Reunion Classes: 36, 41, 51, 56, 61, 66, 71,
76, 81, 86, 91, and 96

For information on events,
contact the Offices of Alumni Activities:

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Director of Alumni and Parent Activities
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