

REPORTER

VOLUME 24, ISSUE 1

SANTA FE, NEW MEXICO ■ ANNAPOLIS, MARYLAND

FALL 1997

ST JOHN'S COLLEGE

"WE'VE REALLY DONE SOMETHING GOOD HERE"

As the Graduate Institute turns 30, those who were involved in its beginnings and those who are charting its future talk about the program.....9

BABY RAT EYEBALLS AND BACTERIAL DNA STRANDS

This summer, six Annapolis students worked as research fellows at medical laboratories. For most of them, the experience was eye-opening.....5

MAKING MUSIC OUT OF MELODY

Michael MacDonald, SF76, has made a living turning songs and performances into music that you can take home and enjoy.....11

DEPARTMENTS

FROM THE BELL TOWERS:

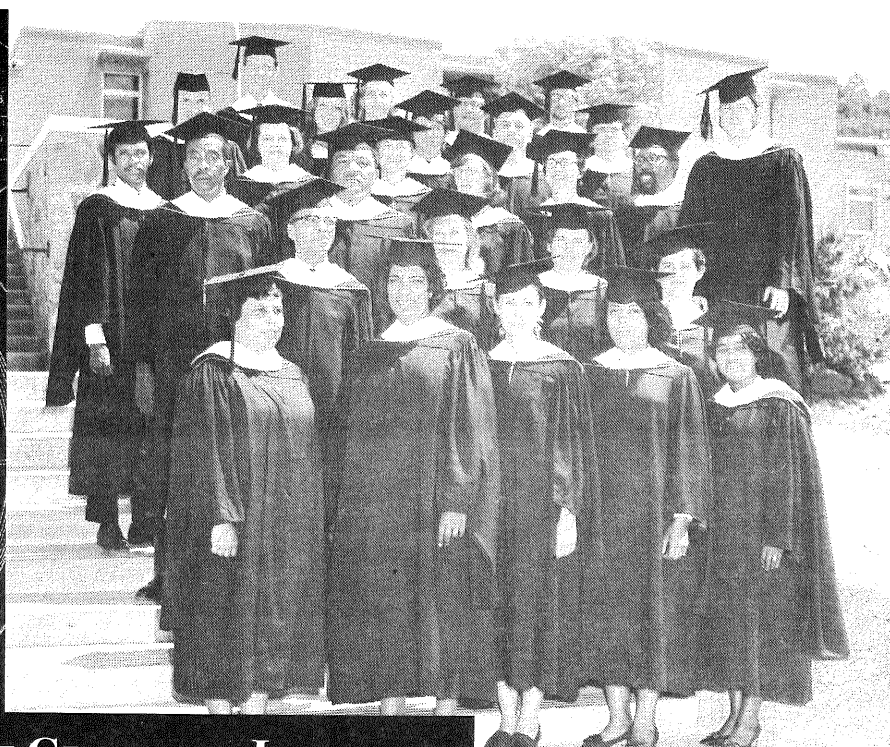
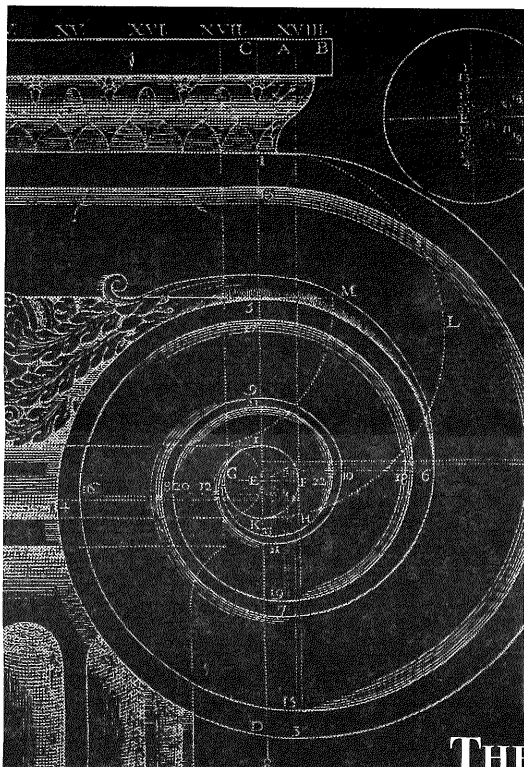
St. John's adopts a new logo and a new look; Santa Fe's Peterson Center gets a face lift.....2

CAMPUS LIFE:

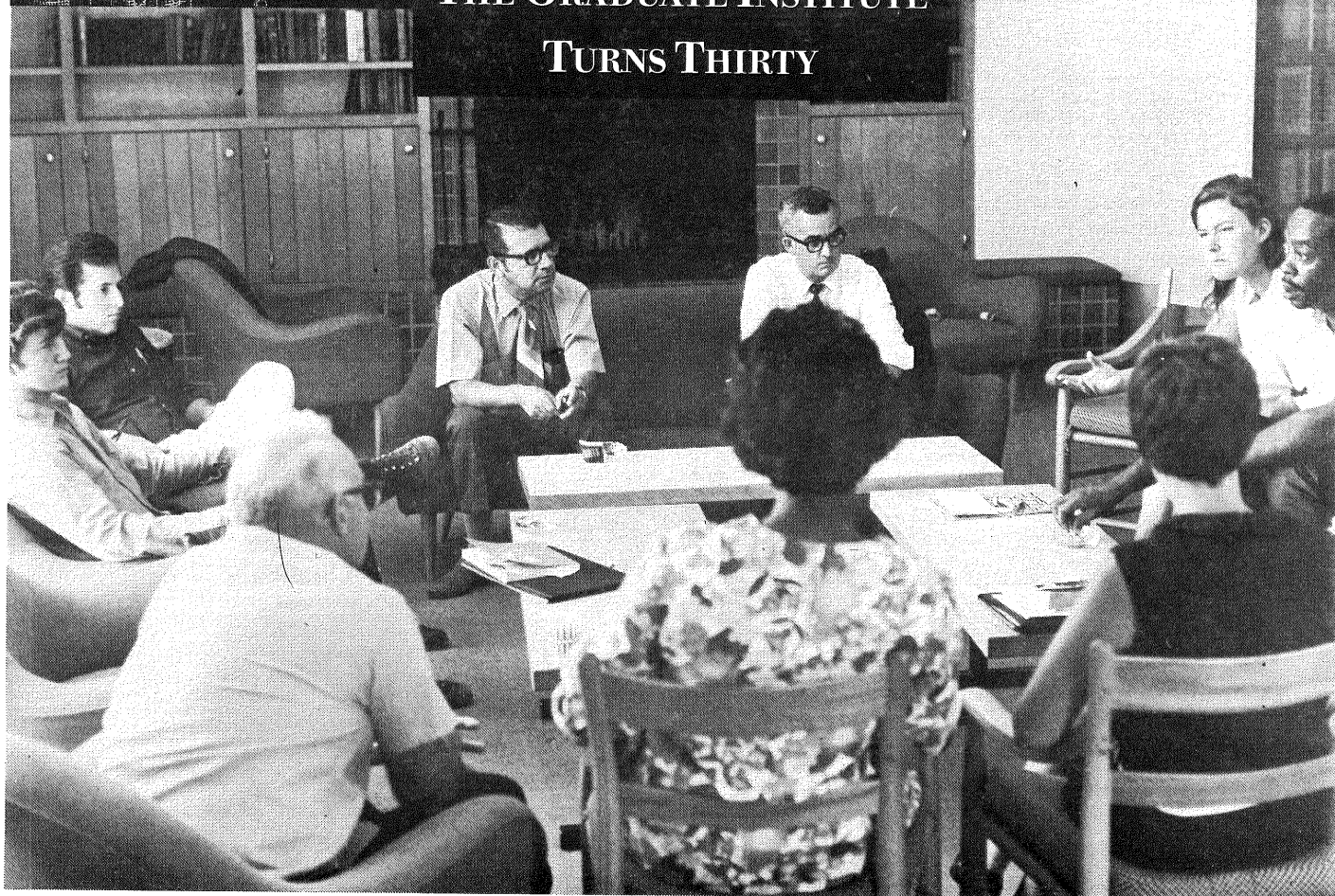
Annapolis GIs celebrate Greek Night; Johnnies bring honor to the college in an Annapolis regatta.....15

ALUMNI ASSOCIATION NEWS:

Annapolis alumni write the next chapter; Bill Tilles, A49, receives an Award of Merit.....18



THE GRADUATE INSTITUTE TURNS THIRTY



NEWS FROM THE BELL TOWERS

ST. JOHN'S ADOPTS NEW LOOK FOR PUBLICATIONS

The strength of the St. John's admissions program has always revolved around texts. Alumni remember being persuaded about the college after reading some article (*Life* magazine in the 1940s, *Saturday Review* in the 1960s, *Washington Post* in the 1990s), or after reading the catalog. Now the college is focusing more effort on the look of admissions materials (without, of course, changing the primary emphasis on what the materials are saying), and in the process, the college is adopting a single graphic "identity" for the two campuses.

Some of you may have seen it already. It's on the college stationery and business cards, and it's being introduced into the college's publications. The new St. John's logo, name treatment and color were designed by Neustadt Creative Marketing, a Baltimore-based consulting firm.



ST. JOHN'S College

ANNAPOLIS • SANTA FE

The firm, owned by Mark Neustadt, works with colleges and universities on their recruiting and publications. The designer for the St. John's wordmark is Claude Skelton.

Called a wordmark, the new logo design will be used by both

campuses on brochures, letterhead and publications. "A solid identity system reduces clutter and builds awareness of an institution through repetition of clear visual elements," says Neustadt.

Bodoni, a typeface designed by the International Typeface Corporation, has been chosen for college publications. Neustadt chose it because it is inspired by 18th-century book design models. The printer's device for abbreviating "St." – using a bar under the "t," instead of a period after it – was adapted from the treatment of the name on the official 1793 (pre-New Program) seal. The books and balance New Program seal has been reworked for the new identity system; the motto appears in a serif type and the borders of the seal echo the double-line treatment that appears under St. John's College in the new wordmark.

1998 SUMMER CLASSICS PROGRAM

Plans for the 1998 Summer Classics Program are well underway. The program, which is entering its eighth year, offers seminars on the Santa Fe campus with college tutors, on works of literature, philosophy and opera.

This year's program will take place between July 12 and August 1. Participants may choose to attend one, two or three one-week sessions.

The opera seminar for the first week will be Wagner, *Die Meistersinger van Nurnberg*; for the second, Mozart, *Magic Flute*; and for the third, Strauss, *Salome*, and Berlioz, *Beatrice and Benedict*.

Other offerings include Dostoevski, *Crime and Punishment*; Homer, *Odyssey*; the New Testament; Tocqueville, *Democracy in America*; Aristotle, *Nicomachean Ethics*; Dante, *Inferno*; Plutarch, *Lives*; Pascal, *Pensees*; and Shakespeare.

A more detailed schedule and brochure will be available soon. For more information, please call the communications office in Santa Fe, at 505-984-6104.

EVERYTHING OLD IS NEW AGAIN: PETERSON STUDENT CENTER DOORS GET A FACE LIFT

BY CAROLINE KNAPP, SFOO

Before Suzanne Cooper's critical eye and steady hand rescued them, 25 works of art housed on the Santa Fe campus were being pushed, pulled, slammed and otherwise mistreated by students and staff on a daily basis.

None of which seems too surprising - these recognized pieces of folk art are the doors of the Peterson Student Center. Santa Fe alumni will remember the distinctive geometrically patterned doors, with their bright colors in often shocking combinations, that marked the entrances to the Great Hall, the common rooms and the art gallery, among others.

Recently however, the accumulation of chips, scratches and dents of more than thirty years of opening and

closing came to the attention of Suzanne Cooper, assistant to President John Agresto. During the board meeting this July, Cooper noticed that the doors needed a new paint job, and promptly volunteered herself for the huge task.

Cooper explains that she finds painting "very therapeutic... I think through a lot of things while I'm painting. It's relaxing." Though her previous painting projects have never been more complicated than rooms and porch railings, she is rising to the task of restoring the Peterson doors with patience and attention to detail. The doors were originally painted by Alexander Girard, a celebrated folk artist and textile designer, when the school first opened. Girard died in 1994, but the Museum of

International Folk Art, down the street from the college, has an entire wing permanently devoted to his collection.

Unfortunately, Girard was less successful with record keeping than with interior design. No written records exist which list the colors he used to paint the doors. As a consequence, every door must be removed from its hinges by the Buildings and Grounds staff and taken to Valdez Paint Supply in town to have each color matched and mixed before Cooper can begin to re-paint. A single color almost never appears on two different doors.

Each door takes approximately 10 hours for Cooper to sand, prepare and paint, working before and after work hours, and often all day on Saturdays.

The Reporter (USPS 018-750) is published in April and October by the Communications Office, St. John's College, Santa Fe, NM, and in January and July by the Communications Office, St. John's College, Annapolis, MD.

Known office of publication: Public Relations Office, St. John's College, Box 2800, Annapolis, MD 21404-2800.

Periodicals postage paid at Annapolis, MD, and at additional mailing offices.

POSTMASTER: Send address changes to Reporter, Office of Public Relations, 1160 Camino Cruz Blanca, Santa Fe, NM 87501.

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THE HARDEST \$5 AN HOUR JOB YOU'LL EVER HAVE

BY JOHN SCHROEDER, SGI96

St. John's students have been involved in the Peace Corps and other similar programs since many of those programs began. So it was no surprise that Johnnies would also participate in the newest service program, AmeriCorps. In fact, Johnnies have been involved in the AmeriCorps program since it was created by President Clinton in 1994. AmeriCorps, which is overseen by the Corporation for National Service, was founded to be a service program similar to the Peace Corps, except with a focus on helping citizens of the United States.

Elizabeth Bryer, SGI95, worked on the proposal that instituted the AmeriCorps program in Santa Fe. "I got interested in doing something in education and came to Santa Fe Community College and got started as a tutor in the developmental studies program at the college," Bryer says. "One day I had a no-show, and the head of the developmental studies program asked me to help her on a grant proposal, which was the original AmeriCorps grant proposal. So I started on that, and ended up working on that for the next six weeks and co-authoring the grant proposal.

"Through the experience working with her, I got hired as a general staff member for developmental studies, but I didn't have enough experience to coordinate the AmeriCorps program, so somebody else coordinated the program for the first year," Bryer says. "But he decided to leave, so I was hired on and have been coordinating it for two years now."

The AmeriCorps program now numbers 25,000 people nationwide in 430 different programs that focus on public safety, education, human services and the environment. The Corporation for National Service also oversees a program called Learn and Service, which is an initiative to get schools at all levels to integrate community service into their curriculums. The grant that the community college received was unique in that it included both programs.

"It is called a demonstration grant," Bryer says. "There are only 12 of them in the country, and we're the only community college to get both

Learn and Service Higher Education and AmeriCorps funding. So it was a really big honor, and I think that we're doing things here that aren't being done at a lot of other places."

"When service learning started as a field, people thought of it as upper-middle class college students and fairly gifted college students sharing their economic and intellectual wealth with more needy members of the community," Bryer says. "But what we're doing here is saying if we get high school drop-outs working on their GEDs or pre-college level students, they also have something to offer their community and we're going to involve them."

"So our AmeriCorps members have been a really wonderful mix of people from all educational levels, all ethnicities, all socio- and economic classes," Bryer adds. "Last year we had a Johnny (Robert Margolis, SGI96) who was working on his master's degree and who had graduated from Yale, and we had two ex-gang members who were working on their GEDs. We also had a married couple in their 40s who had been in the restaurant business in California and a 60-year-old woman who had raised five children in Espanola and decided to come back to college to get certified to teach early childhood education. So it's been a really broad mix of people in the program, which has been really fun and interesting, although challenging at times, because it makes for a lot of different ideas for how to work with kids."

Since its first days in the Santa Fe area, four Johnnies have participated in the local AmeriCorps program. One of those participants was Ray Rascon, SGI96. Rascon got involved with the AmeriCorps program after his graduation from St. John's, when he had a year to fill before entering law school at Northeastern University in Boston this fall.

"I was one of 20 people picked to participate in last year's AmeriCorps program," Rascon says. "Our particular AmeriCorps group here in Santa Fe worked with the public school system. There were three branches to the group, and seven of us were put into three different schools. I was put into

Ortiz Middle School along with Faith Echele (SFI95). The other people went into Agua Fria Elementary and Santa Fe High School (including Margaret Gaffney, SFI95). Faith and I started off the year working with seventh graders, but that didn't work out because of scheduling conflicts, so we chose to work with special education because that's where we saw the most need."

Unlike most programs where there are specific tasks that each member is required to undertake,

AmeriCorps approaches its situations differently. "For the last three years our program has been a tutoring and mentoring program," Bryer says, "but our members have chosen how they have wanted to interpret that. Some members feel more comfortable in the classroom and some feel more comfortable outside the classroom. We try to be really flexible with the members and let them follow their own interests under the umbrella of the tutoring and mentoring program."

That flexibility allows the members to undertake what they think is best for the students they are working with. "When we moved to the special education program, we started them off doing seminars, and we conducted them just like we do at the college," Rascon says. "We introduced the students to Frederick Douglas, Aristotle, and Mary Wollstonecraft. It took the students some time to adapt to the seminar method, but they really got into it."

One outgrowth of the seminars was a radio program that Rascon and Echele put together. The program was a way to expose Ortiz Middle School and its students to the greater Santa Fe community and to give them a forum in which they could discuss their concerns. Rascon submitted a proposal to the community college, and in January the radio program

went on the air on KSFR, the local public radio station.

"It was really beautiful," Rascon says. "It was a group of about eight to 10 students, and they did everything. They hosted it, they ran it, they produced it, they set up the sound equipment. They did everything from the time we came into the studio until we left. The program was a roundtable discussion with adults of their choosing."

"They started off interviewing Cliff Cisneros, who is the assistant

principal at Ortiz, and I think it was one of the best interviews they did," Rascon says. "We also had on Debbie Jaramillo (the mayor of Santa Fe); Eric Serna, who was then the front-runner for the congressional seat vacated by Bill Richardson when he went to the U.N.; Heather

Wilson, who is director of Health and Children Services for the state; and John Agresto (president of the Santa Fe campus). They really produced a sound, quality piece of work, and they did it all themselves."

"People always asked me how the students were able to do these interviews," Rascon says, "but the birth place of that was really here at St. John's, because we started doing seminars with them at the beginning of the semester. What that really amounted to was rehearsing them for the whole first semester to have group dialogues."

In payment for their involvement with the AmeriCorps program, participants like Rascon receive a stipend of \$5 an hour and, at the completion of their 900 hours of service, they also receive an educational stipend of \$2,363. "I always tell our applicants that you'll never work so hard for a \$5 an hour job," Bryer says.

But it is more than the money that gets people involved. "AmeriCorps

CONTINUED ON PAGE 6

LETTERS TO THE EDITOR

issue of *The Reporter*.

Because I haven't spent very much time in the "computer racket," but have spent considerable time and effort on "number-crunching, equation-grinding hard math," I thought I could chime in with a possibly useful complementary perspective.

I could not agree more with Mr. Day when he says, "in mathematics... repetition in problem solving is the essence of fluency."

But this raises two questions, which I introduce in ascending level of detail:

1) The sort of symbol manipulation developed in, say, full-blown freshman computational calculus involves more than one operation, so it would seem such skills could not be acquired through flash card methodologies. Are today's computer systems capable of anything more than flash-card instruction? As I implied above, the latest in whiz-bang instructional software is not the area in which I'm an expert. However, being a perennially amazed casual observer of such things, I must leave this question open to further discussion.

2) Is there anywhere in our four-year program, including summers, sufficient time to accommodate the labor intensive and time-consuming course leading to a facility for solving systems of differential equations with the speed and aplomb of Johnny Von Neumann for example? Offhand, I would say there seems to be no such free time, and I'm sure many would agree, but of course I can't close without leaving a maddening paradox: If you want something done, ask a busy person.

The conversation must go on.

—Joseph Berg, A80

In 1543 Nicolaus Copernicus transformed man's understanding of the cosmos and man's place here by publishing a heliocentric version of Ptolemy's mathematical map of the solar system. Similarly, William Harvey's research into the function of the human heart and lungs forever discredited Galen's erroneous theory that there are tiny holes in the wall between the two halves of the heart. No modern reading of Ptolemy is complete without attention to Copernicus. At St. John's we read Harvey, not Galen.

Woman, like the stars, and the mysteries of biological structure and function, has long been a subject of the Western Canon, an object of contemplation for men – Aristotle in 350 B.C., Milton in 1667 A.D., Racine in the 1670s, and Freud in the early 1900s. Imagine that the stars or the beating heart, like woman, could speak for themselves, participate in the Canon, and expound on their own nature.

In 1691 Sor Juana Ines de la Cruz contemplated the ability and power of a woman to interpret Biblical scripture. In 1792 Mary Wollstonecraft composed the companion volume to Paine's *Rights of Man* and Rousseau's *On the Origins of Inequality, Vindication of the Rights of Women*. In 1949 Simone de Beauvoir penned the words, "It is for men to establish the reign of liberty in the midst of the world of the given. To gain the supreme victory, it is necessary, for one thing, that by and through their natural differentiation men and women unequivocally affirm their brotherhood." Like Copernicus and Harvey, Sor Juana, Wollstonecraft and de Beauvoir transformed the Western Canon's conversation about women by destroying myth, critiquing inadequate analysis, and proposing a more accurate view of their subject.

Over the years, the Western Canon has undergone several disruptions and changes. That we end senior year with a study of Einstein and non-Euclidean geometry instead of Newton and more in-depth Euclid shows that St. John's recognizes disruptions that have occurred in the last 2,000 years. Why, then, do we read Aristotle and Paul without reading Sor Juana; Paine and Mill without reading Wollstonecraft; and Freud without reading de Beauvoir? If St. John's prepared students as poorly as it does in women in other subjects, we would be dusting off Galen and blown back in shock when we turn on our televisions to see robots on Mars. Or shall we toss off Einstein, Marx and Hegel, along with their fellow revolutionaries Sor Juana, Wollstonecraft and de Beauvoir?

—Tequila J. Brooks Agr

Why does Susan Borden quote Reverge Anselmo as saying that the Carthusians are a "young order" with "places to go and things to see..."?

Surely the order is an old one, among the most stable of monastic societies.

—Brent M. Adam, SF70

Editor's Note: Mr. Anselmo was referring to the age of the members of the order and commenting on their vitality. He was not referring to the age of the order itself.

Alumni savaging in the summer 1997 *Reporter* of George Cayley's letter in the spring issue singles out more than once Cayley's comparison of feminism to Nazism. One indignant writer (Rich Green) asserts that the comparison is "ludicrous" and "irresponsible," and that Cayley is guilty of "the worst kind of anti-intellectualism." To Nazism, which "promotes the idea that certain classes of people are sub- or anti-human," Green opposes a "feminism [which] is the radical notion that a woman is a human being." Hmmm. Passing over the strange implication here that only in our time has it been discovered that women are human beings, I would suggest that Cayley's comparison possesses the truth of experience.

To be shouted down in faculty meetings by radical feminist advocates, to have one's writings censored by feminist administrators, to be informed that one's mention of certain Shakespearean plays offends a colleague's "feminist sensibilities," to have one's overall career as a college teacher severely impaired because of one's non-feminist and hence "incorrect" views – what is this but to be treated as sub-human, to be treated to a Nazi-like repression. All this and more has the writer experienced in dealing with academic feminists in a large university system. Ah, but wait. No doubt these feminist-minded men and women have merely been celebrating their discovery of their shared humanness.

The outcry over Cayley's dreadful comparison may remind one of the often acrimonious controversy over Michael Levin's essay "Sexism is Meaningless," in the autumn 1981 edition of *St. John's Review*. While some approved, others disagreed violently, including a number who felt that Mr. Levin should never have been given the opportunity to express his thoughts in the *Review*. Evidently, certain viewpoints then and now are so terrible and threatening that they must be forbidden expression! This intolerance, this readiness to consign writers with unpopular ideas to oblivion, is most disturbing – especially in the publications of an institution like our college, which is dedicated to freedom of thought. But the expression of intolerance is itself an instance, I suppose, of freedom. And who would have suspected the intolerant letter writers of being intellectuals and writers were it not for the college's publication of unpopular ideas that call out those writers' intolerance?

—John Gorecki, A60

LETTER FROM THE EDITORS

In every alumni magazine in the nation, class notes are the favorite section for readers –

and here at St. John's, *The Reporter* is no exception, according to a recent survey of randomly selected readers. But at what other college would the curriculum be the second most read-about subject? The Program – the mother that gave birth to our intellectual strivings; that nurtured us through seminars that dragged and math tutorials that soared; that was the subject of endless misunderstandings with high school friends, parents, and future spouses – has defined the college for the past 60 years. And it's what alumni and others interested in the college want to read about.

Toward the end of June, we mailed almost 1,000 surveys to readers on our mailing list. We received a response rate of about 15 percent, which is good for this kind of survey. Our thanks to all who filled in the form to let us know what they like and dislike about *The Reporter*. According to the survey, after class notes and stories about the program, alumni profiles, history, and faculty stories are the most popular sections.

You'd like to hear less about sports on campus and the art galleries. You'd like less "petty sophistry in letters" and less about "glittery society women at gala openings." Some respondents wanted more coverage of campus controversies; others felt the stories presented were a good mix of topics.

CONTINUED ON PAGE 6

The Reporter welcomes letters of up to 500 words on issues of interest to readers. Letters may be edited for clarity and/or length.

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BABY RAT EYEBALLS AND BACTERIAL DNA STRANDS

What six Annapolis students learned as fellows in medical research labs

BY BARBARA GOYETTE

Six St. John's students from Annapolis spent the summer as research fellows at medical laboratories, thanks to a grant from the Howard Hughes Medical Institute. The award provided \$4,500 for each fellow and placement in the research lab of a doctor who served as mentor.

The fellowships were part of a \$1 million grant package from the Howard Hughes Medical Institute, which also funded renovation of chemistry and biology labs in Mellon Hall, a science education program based on St. John's principles at a local middle school, and faculty development (at St. John's, that means study groups) in biology. Students for the research fellowships were chosen by a faculty committee at the college on the basis of their potential and commitment to careers in science research, science education or medicine.

You might think that putting ethereally-minded Johnnies into a real lab situation would cause culture shock, but all of the students found that while life in the medical research world is surely different, their St. John's background enabled them to adapt and at the same time helped them to keep a clear perspective. At a round-table discussion of their summer, they described their projects and compared experiences.

Confidently using terms like "immunofluorescent antibody method" and "recombinant envelope protein gp 160 based on the sequence of HIV strain SF-2," the Johnnies radiated the enthusiasm they felt about the excitement of doing lab work. Although they described much of what they did as grunt work, they agreed with senior Cindy Lutz when she said she experienced the "thrill of setting up a new experiment, of thinking about what might happen and why, of just seeing nature in action."

Fellows Olivia Morgan, a junior,

and Christine Love, a senior, both worked at the Johns Hopkins School of Hygiene and Public Health in the Department of Molecular Microbiology and Immunology in a project to develop a vaccine against HIV.

"Patients in a high risk group had been vaccinated with a protein," says Love. "We were trying to find out whether the experimental vaccine had

but not humans. Morgan's project involved testing the response of human white blood cells to the bacterial DNA.

When they began working at the lab, neither Morgan nor Love had any more biology than freshman year at St. John's provides. "They gave us things to read, lots of history and basic information about HIV and in general about biochemistry. I had to scramble

"Designing the experiments was fun and difficult," says Morgan. She read all the current journal articles and tried to become familiar with the high-tech techniques. "For the first few weeks, there was no immune response that we could detect. It was a little discouraging." She and Love both noticed that in the push to get papers out, and in the press to be the first with some result or set of data, which would help ensure more funding for the project, the lab personnel seemed to lose sight of the problem – HIV infection – and particularly of the people who are affected by the disease.

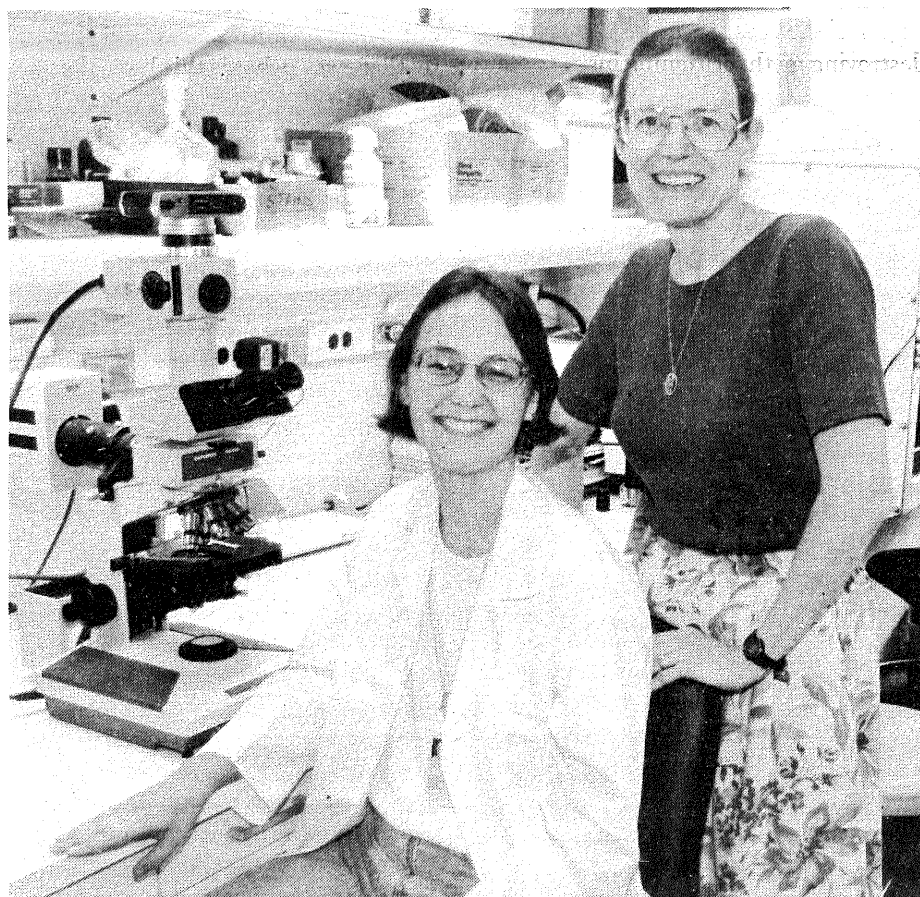
"I really learned about the politics of scientific research," says Morgan.

Heather Miller, a senior, also worked at the Johns Hopkins School of Hygiene and Public Health, but her project was in a completely different area – she studied a freshwater parasite that infects humans, *Cryptosporidium parvum*, and the Asiatic clam that is a biological indicator for its presence.

"The protozoa is a genuine health hazard, particularly for people with compromised immune systems like the elderly. The infection can persist for years," she says. Since the clam is a filter feeder, the presence of the oocyst, the transmissible stage of *C. parvum*, can be found in its gills, circulatory fluid, and sediment. In a lab environment, Miller measured levels of the parasite in the three sites of a set of clams.

Hai Sun, a senior, interned at Johns Hopkins, but his was a purely medical project – the doctor he worked with was involved with several pain studies. Sun worked mainly on a study of patients with post-herpetic neuralgia, a condition that occurs when people who have been treated for shingles continue to experience intense pain. Sun examined the sensory neurons of

CONT. ON PAGE 10



Cindy Lutz and Dr. Peggy Zelenka at the National Institute of Health research lab. Lutz analyzed a protein that controls cell division in the lenses of rat eyes. Photo by John Bildahl

any effect on viral evolution." She studied blood samples from one patient, looking at the effects over time on one of the HIV genomes.

Morgan worked on a project that is examining the effect of bacterial DNA strands on HIV infections. Since bacterial DNA causes greater immune response than mammalian DNA, it could possibly be used for HIV vaccines. Testing has been done in mice,

a lot to learn," says Love. As the project began to take shape, Love kept asking questions, trying to focus on the big picture. "It's hard to remember that what you're doing relates to a patient," she says. "You don't even know the name – only a number."

ST. JOHN'S HONORED FOR TEACHING EXCELLENCE

*The college is one of 13 schools recognized
by the Templeton Honor Rolls*

BY JOHN SCHROEDER, SGI96

St. John's College was one of 13 "distinguished" colleges recently recognized by the Templeton Honor Rolls for Education in a Free Society for its demonstrated "excellence in teaching the interdependence of political freedom, a market economy, and the moral principles that sustain a free society."

The program, administered by the Intercollegiate Studies Institute on behalf of the John Templeton Foundation, identifies outstanding universities, departments, scholarly books and individual professors. In this first year, the Templeton program honored 126 individuals and institutions, which were selected from among more than 800 nominations in the various categories.

The awards were formally announced by former Secretary of the Treasury William E. Simon, who also was chairman of the selection committee. The committee included such academic luminaries as George Schultz, former Secretary of State; James Buchanan and Gary Becker, Nobel laureates in economics; Lynne Cheney, former chairman of the National Endowment for the Humanities; and William Bennett, co-director of Empower America and the former Secretary of Education.

"Race, ethnicity and gender have replaced Aristotle, Shakespeare and Dante as the core curriculum

at many of America's institutions of higher education," Simon said in announcing the awards.

"By recognizing those scholars and institutions that favor genius over agenda, we can strike a blow for excellence in higher education," Simon added.

The committee selected honorees in the colleges and universities category from more than 800 nominations based on six criteria: (1) commitment to a liberal education; evidenced by a broad core curriculum and classroom teaching; (2) commitment of faculty to serious intellectual discourse; (3) commitment of academic departments to the principles of a free society; (4) absence of ideological propaganda and manipulation; (5) rigorous curriculum that promotes an understanding of the Western tradition; and (6) evidence that faculty members pursue their own intellectual development.

Other honorees included Boston College, the University of Notre Dame, Claremont McKenna College, and the University of Chicago.

In addition to the 126 honorees, two \$25,000 prizes were presented – Nobel Prize winner Milton Friedman was given the Lifetime Achievement Award, and historian Gertrude Himmelfarb was given the Outstanding Contemporary Book Award for *The De-Moralization of Society*. ■

JOBS ON THE WORLD WIDE WEB

The Annapolis Placement Office now posts job opportunities appropriate for alumni on the college's web site. The address is www.sjca.edu/place-job.html. Listings are updated weekly and include internships, scholarships and alumni network opportunities, as well as position openings that Karen

Holland, the placement director, thinks would be good for St. John's graduates. The Placement Office also offers career counseling, graduate and professional school guidance, and resumé help. Alumni can contact Holland at 410-626-2500, or at k-holland@sjca.edu. ■



Annapolis president Chris Nelson (third from the left on the far side of the raft) will go to any lengths to spread the St. John's word and conduct seminars. This summer he and his wife, Joyce Olin, went white-water rafting in West Virginia with diplomats from New Zealand, Sierra Leone, Germany, Lithuania and Chile. Along with tutor Joan Silver, he also conducted a seminar for the diplomats. Under the aegis of the Executive Council on Diplomacy, Nelson took part in a program that brings together foreign embassy representatives and corporate leaders.

LETTERS CONT. FROM PAGE 4

When asked to name an article that they particularly liked in a recent issue, most respondents cited a "people" story – the profile of Mark Fabi, A76, the story about Eva Brann's retirement as dean, and the philosophic gardener in Santa Fe were all mentioned.

Many readers were unaware of *The Reporter's* arrangement with the Alumni Association to include the Association's newsletter. Most said they would not read *The Reporter* if it were on the Internet (and although we'd eventually like to put *The Reporter* online, we just don't have the time or personnel to do it right now). When asked about the possibility of changing *The Reporter* to an easier-to-handle magazine format, rather than the present tabloid format, most readers were in favor of the change – as long as the content remains the same.

Many respondents sent ideas for future stories. We're using some of these ideas right now. Which brings us to our final comment: thanks for telling us what you think, and please continue to let us hear from you. Our names, addresses, phone numbers, and e-mail addresses are listed in every issue.

Barbara Goyette, A73
Annapolis editor

Elizabeth A. Skewes
Santa Fe editor

HARDEST \$5 CONT. FROM PAGE 3

was a really great experience," Rascon says. "I would recommend it to anyone who has the time. Overall, it was probably the greatest job I ever had in giving you a sense of accomplishment when it was done."

AmeriCorps might also be a good way for alumni and current students to become active participants in the local community while increasing the strength of their St. John's education. "Our Johnnies have really done great and I think they've really been able to connect their experiences with AmeriCorps with their experiences at St. John's," Bryer says. "I remember Rob Margolis telling me a story about a student who asked him a question. He led them through the answers like Socrates leads the slave in the *Meno*, and the student was following the script perfectly and he was so excited about that. I think that everything in Plato about the learning process and what makes learning happen has been vividly displayed to a lot of those Johnnies who have been involved in AmeriCorps."

"The skill you develop in the St. John's program of being very present and really responding to each learner as an individual serves Johnnies well in this program," Bryer adds, "and I've always heard very good things about their work. St. John's and AmeriCorps are a very good match." ■

SIMPSON ON MAXWELL ON THE ELECTROMAGNETIC FIELD

BY CURTIS WILSON

Twenty-nine years ago my colleague, Tom Simpson, completed a doctoral dissertation for the Johns Hopkins University entitled *A Critical Study of Maxwell's Dynamical Theory of the Electromagnetic Field in the Treatise on Electricity and Magnetism*. It has never been published, but can be obtained from University Microfilms as reproduced from the original typed copy – all 580 pages of it. It was enough to stagger the dissertation committee into whose hands it was first placed, as well as later browsers who have run across it. Often, over the years, finding myself once more as tutor trying to help seniors (and later juniors) through this initiation into the mysteries of electromagnetism, I have wished that the insights of that dissertation could be in a more easily accessible form.

To accomplish just this is the aim of *Maxwell on the Electromagnetic Field: A Guided Study* by Thomas K. Simpson (Rutgers University Press, 1997). The book is part of the *Masterworks of Discovery* series, edited by Harvey Flaumenhaft, the current dean in Annapolis.

What "our Tom" here seeks to engage us in is the very process of Maxwell's thought, as it moves from an appreciative understanding of Faraday's way of thinking about electromagnetic phenomena to mathematical formulation, and thence to the demonstration that light is an electromagnetic wave. The project is to read (with some omissions and simplifications) three essays by Maxwell: "On Faraday's Lines of Force" (1855-56); "On Physical Lines of Force" (1861-62); and "A Dynamical Theory of the Electromagnetic Field" (1864).

Along with the texts, Simpson provides interpretive notes and discussions, keyed to the lines of the essays. An initial chapter sets before us the young Maxwell, age 25 at the time of the first essay, and sketches the then state of electrical and magnetical science. A postscript describes his later work on the establishment of electrical units, and in particular on the measurement of the ratio of the

electromagnetic to the electrostatic unit of charge, a ratio which has the dimensions of "distance over time" and turns out to be equal to the speed of light.

For whom is this "guided study"? Simpson dedicates it to the memory of Scott Buchanan, "who set the goal: the rediscovery of the liberal arts in the modern world." Buchanan in the 1940s (so he informed this reviewer 20 years afterward) formed the project of assembling in the St. John's laboratory the apparatus that would exhibit the essential Faraday modes of electromagnetic connectedness. We putative liberal artists, he contended, needed to earn our intellectual right to the technological marvels (all of them electromagnetic in one way or another) amidst which we lived. It would require a retracing of steps – Maxwellian steps. Just that is the project Simpson proposes.

The path, for many a reader – let us not conceal it – is beset with briar patches of technicality. But there are rewards for keeping an eye on the overall goal and persisting to the end.

"Paradigms, once launched," Simpson remarks, "know no bounds." Well, they can be surprisingly powerful. The pre-Faraday paradigm in electrical and magnetic science was action-at-a-distance in accordance with the inverse-square law. Faraday, untrained in mathematics and unpersuaded by the ruling paradigm, conceived that electrical and magnetic effects were brought about by "lines of force" forming a kind of immaterial continuum. This conception, as Maxwell demonstrates in the first of his three essays, can be mathematized by means of an analogy, admittedly fantastical. In place of the stressed continuum we are to imagine a space-filling, incompressible, massless fluid, flowing from point sources and disappearing into point sinks, and passing at each point through a co-present medium that resists its motion. The premises, unbelievable as they are, imply velocities of motion and variations of pressure that have strict analogues in electric and magnetic fields.

The second and third essays take us around a hairpin turn, spiraling upward. In the second essay, Maxwell elaborates a model of the electromagnetic field in which he no longer postulates anything contrary to the laws of physics. The pervading aether is no longer massless, or undergoing creation here and annihilation there; but its vortices and idle wheels are fantastical in the manner of a Rube Goldberg mechanism. If the effect is comic, as Simpson suggests, it nevertheless shows that we can think up a mechanism (or many mechanisms?) that will produce the electromagnetic phenomena.

In the third essay, Maxwell relinquishes the goal of elaborating any such explicit mechanism. Using the abstract formalism of Lagrange's *mécanique analytique*, he presents the electromagnetic field as a medium bearing energy, with its modes of manifestation so interrelated as to be subsumed under Lagrangian mechanics. The properties of this field are, all but one, those that Faraday had ascertained empirically. The exception is the production of magnetic field not just by ordinary electric currents (the familiar Oersted effect), but by "displacement current" – a change, any change, in an electric field, even in empty space.

For the would-be comprehender of Maxwell, here is the crux. How did Maxwell understand "electric charge" in such a manner that this extension of a known empirical property seemed to him natural? The assumption implied that changing electric and magnetic fields could reciprocally produce each other, and electromagnetic waves result.

Tom Simpson's commentary conduces to a thoughtful reading, and clarifies much. I question some of his formulations. How far, for instance, should we go with his claim that Maxwell, by reverting from atomism to the continuum, is restoring *cosmos*? (I take the discrete and the continuous as ineluctably complementary, and the unity of knowledge as a necessary but likely unachievable goal of human knowledge.) But I

would join with him in celebrating Maxwell as hero. Indeed, Maxwell's patient attention to Faraday's "facts," his combination of boldness with modesty, his aiming at the heart of the mystery while recognizing that our powers may be only those of analogy: these are virtues worthy of emulation, for those of us who dare to think about the nature of human knowing, or who try to peer into the strange world that modern physics has opened up.

There are a few typographical errors (I have compiled a list); most of them will cause no difficulty. The explanation of stellar aberration on pp. 341-2 is mistaken; see Feynman, *Lectures on Physics*, I-34-10.

PROGRAM CHANGES

*Bible readings
rearranged in
Annapolis'
sophomore seminar*

BY BARBARA GOYETTE

Since the early days of the New Program, sophomore seminar began with the Romans and then moved on to consider the Old and New Testaments.

This sequence seems coherent to many who consider the Bible as a unit that makes its appearance in the Western tradition at the dawn of Christianity. But last year the Instruction Committee in Annapolis began thinking about whether a more strictly chronological sequence to the sophomore seminars might be better. After a lively discussion involving the entire faculty at a spring faculty meeting, the committee – comprised of six tutors, the president,

CONTINUED ON PAGE 8

ADVANCING IN THE FOURTH CENTURY

FUNDS ESTABLISHED FOR SPECIAL NEEDS

A number of unique funds have been established at the college, both to assist students and to improve life at St John's. Thanks to the thoughtfulness of those who established these special funds, and to the generosity of those contributing to them, the college benefits in unforeseen ways.

* BOOK FUNDS:

Currently there are three book funds to aid students in Annapolis. The Harry S. and Vivian Spector Book Fund and the Lenore and Andrew Steiner Book Fund have both been endowed. They provide students with the means to purchase all of the program books, rather than borrowing them from the library. Each is funded at a level of \$8,500, and generally a student is awarded the grant each year for four years.

The Martin A. Dyer Book Fund is being established this year. Named in honor of the college's first black graduate, the fund will provide money for students to purchase program books. Dyer says that the fund is a good way for alumni and others to remember the college's 1948 decision to desegregate. St. John's was the first private college south of the Mason-Dixon line to admit black students.

* WILLIAM O'GRADY FUND:

Spearheaded by tutor Joe Sachs, this fund honors the memory of tutor Bill O'Grady, who was known for his compassion and for his generosity to students. It is a corporate endowment that benefits students on both campuses. Currently the fund is valued at about \$50,000 and the income is used to support students on both campuses who have critical or extraordinary needs.

* MITZVAH FUND:

This fund, contributed by an anonymous donor, enables the college to give no-interest loans to students with unusual financial needs. Like the William O'Grady Fund, this money is not primarily for paying students' tuition but rather for critical or unusual needs - for example, for plane fare to attend a family member's funeral, or for rent if an injury prevents a student from working.

* ENDOWED SCHOLARSHIP FUNDS:

The Marvin Brent Cooper Fund, in memory of a graduate from the class of 1969, every year awards a prize to the senior who has contributed most to the youth of Annapolis.

The Leslie Milton Abrams Fund was established in memory of a graduate from the Class of 1954.

The J.J. Salovaara Scholarship Fund was established by a member of the Board of Visitors and Governors in honor of his father, who served in the government of Anne Arundel County for many years.

* CLARE EDDY AND EUGENE V. THAW FINE ARTS LECTURESHIP ENDOWMENT:

Money from this fund helps bring guest lecturers to the Mitchell Art Gallery and to the college every year. Thaw is a member of the class of 1947.

* PROJECT POLITAE FUND:

Contributions from Annapolis businessman Hillard Donner (owner of Mills Liquors) established this fund, which goes to support Project Politae, the student volunteer organization. Two students receive stipends for administering the program, which provides Johnny volunteers for local schools and hospitals, for an on-campus tutoring program for disadvantaged youth, and for environmental projects and Habitat for Humanity. Almost 70 percent of Annapolis students participate in some Project Politae activity during their time at the college.

* RETIRED TUTORS FUND:

An anonymous gift to the college established this fund to help elderly faculty members in Annapolis. Students are paid to drive, help around the house, or otherwise assist faculty members and their spouses who have reached a point where such tasks are difficult. An added bonus is that when students meet and work with these tutors, relations between the generations are strengthened and college traditions are underscored.

NEW GIFT BRINGS SANTA FE CLOSER TO BUILDING A STUDENT CENTER

The student activities center in Santa Fe is a giant step closer to reality thanks to a \$500,000 lead gift from Donald and Joyce Rumsfeld. Mrs. Rumsfeld is a former member of the college's Board of Visitors and Governors.

The Rumsfelds' gift brings funding for the project to more than \$1.5 million and puts Santa Fe on target for groundbreaking sometime in spring.

"The Rumsfelds are wonderful friends of the college," says Santa Fe President John Agresto. "Their gift comes at an important time for the college and the student activities center, and it has generated other gifts and real excitement for the project."

However, fundraising for the first phase of the student activities center, which is estimated to cost \$3.75 million, is ongoing. The first phase will include a gymnasium, fitness room, two squash/racquetball courts, the Student Activities Office, an equipment storage area, men's and women's locker rooms, and a plaza.

The initial phase also will include site work for the later phases of the project. The second phase, projected at \$1.6 million, will include studio space for photography, pottery and dance; an office for the Search and Rescue Team and storage space for the team's equipment; a game room; and a lounge.

The final phase of the project, which is part of the college's long-range plans, will be the construction of a pool. Construction of this phase is expected to cost \$800,000, and the college will need to raise an additional \$1 million in endowment funds to cover the annual costs of maintaining a pool.

Agresto says that he is confident of a spring groundbreaking for the first phase. So confident, in fact, that "Pat McCue (the campus landscape supervisor) and I are going to start clearing out trees. This project is going to happen and happen soon."

PROGRAM CONT. FROM PAGE 7 and the dean - decided to re-work the order of readings.

Beginning this fall, sophomores in Annapolis read the Hebrew Bible - Genesis, Exodus, Numbers, Leviticus, Deuteronomy, I and II Samuel, I Kings, Psalms, II Chronicles, Amos, Jonah, Isaiah, and Job - in nine seminars, and then take up Virgil (*Aeneid* in three seminars) Plutarch (*Caesar* and *Cato*), Tacitus (*Annals* in two sessions) and Epictetus (*Discourses* and *Manual*).

Only after the Roman readings are completed is the New Testament scheduled for six sessions, covering Matthew, Luke, Acts, John, First Letter of John, I Corinthians and Romans. The rest of the first semester remains as it has been, with *De Anima* followed by Plotinus, Augustine and Anselm.

The Romans are now "in a Judeo-Christian sandwich," says junior Derek Alexander.

Students and faculty alike wondered about beginning the year with Bible readings, because students tend to polarize in seminar according to their individual religious upbringing or lack thereof. What would it be like to initiate a new seminar dynamic with such a potentially explosive set of readings?

Faculty members who considered the integrity of the sequence instead thought about the virtue of reading the Hebrew Bible separately from the New Testament, and not treating the Bible as one book.

"There's a conception in this country, since America is a Christian country, to see the Old Testament as leading into the New Testament, and maybe we ought to take some steps to counteract that," tutor Henry Higuera recently told the *Gadfly*.

An informal poll of sophomores showed mixed results in the conduct of seminar participants. "My seminar has been great," says Rebecca Christy. "Everyone is really respectful and we haven't had any conflicts."

Other students and groups report that differences of opinion and interpretation arose, as usual, in the early weeks of reading the Bible. However, this arrangement of sophomore seminar readings has been followed in Santa Fe for several years, and, according to Dean James Carey, it seems to work well there.

"WE'VE REALLY DONE SOMETHING GOOD HERE"

The Graduate Institute turns 30

BY JOHN SCHROEDER, SGI96

For many people, turning 30 is one of the first milestones for evaluating one's life. For the Graduate Institute, which got its start in Santa Fe in 1967, this birthday and the evaluation that it has brought, have been cause for much celebration.

Commonly known on campus as the GI, the Graduate Institute in Liberal Education is open to college graduates of all professions and backgrounds. It is accredited for teacher recertification in both New Mexico and Maryland and offers two different programs – the Master of Arts in Liberal Arts and the Master of Arts in Eastern Classics. The Eastern Classics program, which is available only in Santa Fe, is a program that requires one full year of intensive study, and students must matriculate in the fall. The program in Liberal Arts is divided into semester-long segments that may be completed in any order with matriculation taking place in spring, summer and fall.

Still honoring its beginnings as a program primarily for teachers, classes take place in the evenings throughout the academic year in order to accommodate working students. The summer is more intensive, consisting of eight weeks of classes meeting throughout the day.

The Graduate Institute was started by Richard Weigle just three years after the launching of the new campus in Santa Fe. Weigle, who was president of both the Annapolis and Santa Fe campuses at the time, had to face a great deal of resistance to create one of the first graduate programs in liberal studies. Many considered it a radical and risky change in American education.

At a dinner in honor of the Graduate Institute anniversary in Santa Fe this July, Laurence Berns, a

tutor in Annapolis and one of the founders of the program, spoke of the GI's early history: "In the summer of 1965, Richard Weigle saw an advertisement in the *Chronicle of Higher Education* asking for grant proposals for adult education. He quickly dashed off his proposal and was quite

it," says Goldwin.

Shortly after the announcement to the faculty, Berns received a call from Weigle asking for his help in planning the first curriculum for the program. While Weigle only asked for his help in planning the Politics and Society segment, Berns knew that



Graduate Institute Graduation, 1971

surprised to receive what I believe was a \$75,000 grant to start an adult education program at St. John's."

After receiving the grant, Weigle announced his idea for a new program to the existing faculty. He faced some resistance from tutors who felt that the format of St. John's should not be changed and that his idea would be a discredit to the college. Weigle already had contacted Robert Goldwin, an Annapolis graduate in the Class of 1950 who was a professor at Kenyon College and is now serving on the college's Board of Visitors and Governors. Weigle asked Goldwin to oversee the administrative side of the new program. "He thought it was terrible to have all these marvelous facilities that weren't being used during the summer. The program was initially thought of as solely a summer program, but it evolved as we worked on

unless he created a plan for all of the segments in the program, the faculty would not be satisfied.

"It is a credit to the fairness of the St. John's community that when the plans were presented to the faculty, even the objectors, when they saw our reading lists, were able, like the faculty as a whole, to say, 'That's pretty good.' Everyone I spoke to, and the faculty as a whole, seemed to think that that it was a good program," Berns says.

The faculty approved the program and Goldwin became the first director. The initial sessions of the Graduate Institute program took place in the summer of 1967. With the Santa Fe campus still struggling for financial survival in those early years, the new graduate program was help-

ful. Just as importantly, it also was highly successful.

Berns recalls shaking hands with Robert Goldwin after the first summer was over, "and I don't remember which one of us said it, but someone said, 'Well, we've really done something good here,' and that kind of summed up the program. You set goals for yourself, but you usually set them high and you never quite meet them. In this case, however, it really worked out that the program surpassed everyone's expectations."

That sentiment still is being voiced today. The Graduate Institute in Annapolis currently has 79 students and the Santa Fe campus has 88 students in the Liberal Arts program. There are an additional 19 students in the Eastern Classics program in Santa Fe. These numbers are close to an ideal number for enrollment for both campuses.

"Due to size limitations of the campus and our current undergraduate enrollment, we are about as full as we can be," says Thomas May, the director of the Graduate Institute in Annapolis. "But there currently seems to be enough interest for the institute to grow. Our strategic plans for the next 10 years have us possibly increasing by two seminars, while not increasing our enrollment past one-fourth of what the undergraduate population is."

Talk of increasing graduate enrollment is taking place in Santa Fe as well. David Levine, who became the program director in July, says that "interest in the liberal arts program is certainly growing, and the Eastern classics program has continued to grow and also looks very promising."

While the future is very bright for all of the graduate programs, it took time for all of the programs to reach this point. The program was not always accredited and it has had difficult financial times.

CONTINUED ON PAGE 10

Cover photos:

Upper: One of the early Graduate Institute classes

Lower: Graduate Institute Seminar, 1973

GI CONT. FROM PAGE 9

In the early days of the program, recruiting focused on school teachers in urban areas, says Goldwin. "We found that we could get funding if we incorporated inner city school teachers. But then we found that even with a scholarship, they could only come if they could get credit for the classes. So then we had to work with the New Mexico Board of Education to get the classes accredited for teachers. It was a continual learning process from our end."

"The creation of the program really was both for teachers and also for continuing graduate students," Berns adds. "I remember when Bob Goldwin went before the New Mexico Board of Education to have the program approved for teachers, I wrote a short statement for the board saying that although the program was not created simply as an education program, it should qualify as one. But what the program really was, and the reason we created it, was as a way to make it possible for people who had a B.A. to get a grounding in the great books and also the St. John's method. We wanted to pick up those people who didn't know that this type of education was available, but who were craving for it."

That craving has been voiced by students from the very first class of the Graduate Institute to those who are currently in the midst of seminars today. The participants in the very first summer of the program said, "Why didn't anyone tell us that you could do something like this? Why didn't we know about reading and discussing these books?"

Today, 30 years later, the same sentiments are being expressed: "I joined the GI to get the type of education that I didn't get as an undergraduate," says Nick Giacona, a computer researcher, a father of two and a current student, "I wanted to get exposure to those things that I missed before, because I had no idea that this type of education was even out there."

Judith Genova, a chairperson in the department of philosophy at Colorado College, recently wrote to the institute after her summer here. "My experience as a Bradley Fellow at the Graduate Institute this past summer could not have been more wonderful, nor more exciting," she wrote. "Unexpectedly, I have found myself thinking about teaching and learning. I have made some plans to grant more time to discussion in my classes and less to covering material. Since most curriculums cannot resemble St. John's, one must make compromises. Yet, I would like to try to become

more of an occasion for the occurrence of learning; that is, for the creation of a group of people who come together for some temporary period of time and let learning happen."

The students are not the only ones who find the program a wonderful experience. Goldwin says that the tutors also enjoy the program, which was important to its early success because they helped spread the word about the Graduate Institute.

Berns, who was one of the tutors in the first year, remembers one student in particular who made the class a joy to teach. "I had a very fine teacher from Baltimore after the second week come up to me and tell me, 'Mr. Berns, that idea of the rational life sure clears up a lot of things.' His language was very simple, but within two to three weeks he had incorporated the classical language into his vocabulary. It was nice to see. I also remember getting papers that year on the preceptorial I was doing on Aristotle's *Politics*. I asked them to write on contemporary political issues using Aristotle. I got back a paper where Aristotle was giving advice to the mayor of Detroit about the recent race riots, and I also received one setting up a complete welfare system based on Aristotle. It was quite good."

Despite its successes, that first summer could not foretell the changes that were in store for the new program. "I don't think anyone envisioned the program ever going year-round; it was instituted mainly for teachers," Goldwin says. "I also don't think we foresaw that it would ever move to the Annapolis campus."

"The main feature that made the program viable and helped with the success was the ultimate structure," Goldwin says. All of the segments in the liberal arts program are offered in the summer, providing a student with greater flexibility and choice. However, books are read chronologically within each segment, thus maintaining the essence of the St. John's program.

Since that first summer in 1967, a lot of things have changed. The liberal arts program is now a year-round program and has made its way to Annapolis. The introduction of the Eastern classics program on the Santa Fe campus in the last four years has brought similar successes. A master's essay has been added as an option for both programs and a language class is now available in Annapolis. The Graduate Institute has indeed done what some once thought impossible – it has become a credit to the school and an integral part of life at St. John's College.

"It has been a process of continual surprise," Levine says. "The range of interest in the program is broader and from a wider range of ages, walks of life and occupations than people first thought. It was a teacher's institute in its earliest days, but it soon became clear that the interest and value of the program was much broader than they imagined."

"Everyone is very optimistic about where things are going, and we are improving upon what we do best," Levine continues. "There are lots of signs that things are very healthy. Thomas May and I inherited healthy programs from all of the previous people who have been involved in it. We've had a lot of good luck over the years, but nothing lasts for 30 years without a lot of good people working very hard to make sure that it is successful, and as the current director, I would like to thank all those who have helped make the GI what it is today."

ST. JOHN'S COLLEGE GI PROGRAM OFFERED IN ALBUQUERQUE

Once again the Santa Fe Graduate Institute in Liberal Education has undertaken a satellite program in Albuquerque. From 1983 to 1987, an extension of the liberal arts program was located at the Albuquerque Academy. Starting this fall, and again with the support of the Albuquerque Academy, St. John's is offering one of the main segments – Politics and Society – of the liberal arts program to students in the Albuquerque area.

"Beginnings are difficult, but it is a good beginning," says David Levine, director of the Graduate Institute in Santa Fe. "Albuquerque is undergoing a boom and the metropolitan area is growing quickly. The numbers in the program are small, but the tutors teaching the program this semester are encouraged by the quality and energy of the students."

Levine says the Graduate Institute is putting more effort into recruiting for the spring and has already received a large number of inquiries for the second semester.

BABY RAT CONT. FROM PAGE 5
the skin at the site of greatest pain and also at a control site.

Two students, Cindy Lutz and Melissa Coleman, received fellowships at the National Institutes of Health. Coleman, who worked with Dr. Steve Holland, A79, is currently taking a year off to live in South America, and did not participate in the discussion.

Lutz worked with Dr. Peggy Zelenka on a project to determine how certain proteins in the lens of the eye develop. She looked at sections of rats' eyes from 16 weeks to two days after birth. The lens of the eye is made up of layers of cells; the front layer is always dividing throughout life, while the inner layer of cells, which are in place before birth, don't divide. Lutz studied the cell cycle regulatory proteins, which determine how cells divide, in the inner layer. The research could have implications for developing treatments for cancer.

"This was a basic research project, not a medical one," says Lutz. "I learned to use a lot of high-tech methods. I also read biochemistry textbooks and a lot of articles. There was a library right in the building, and I used the down time waiting for the next stage of each experiment to read and study."

The interns were surprised by certain aspects of research: being able to order up a mouse with a certain genetic make-up to study; the "tons of money" spent on equipment, computers and materials; the drive for grant money that sometimes seems to determine the scope of experimentation; and the devotion of the best doctors to their work. Sun also was surprised to learn about all of the professions involved in research: psychologists, computer scientists, biologists, and physicians all worked on the pain project he was a part of.

Lutz, Love, and Morgan were bothered by certain ethical issues that arose – Lutz by transgenic animals ("I didn't realize they could actually engineer an animal, but they can.") and Morgan and Love by the experimental vaccination of people at risk for HIV. All felt that they had to constantly ask about the overall aims of the research they were working on.

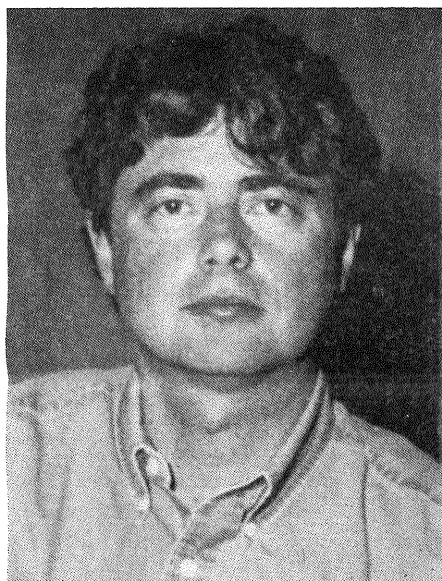
"It was our St. John's background that always made us question," says Love. "I certainly wouldn't have been able to learn what I did, absorb what I did, if I didn't know how to learn. And that I got from St. John's."

Although the students found that St. John's provided them with no practical
CONT. ON PAGE 12

MAKING MUSIC OUT OF MELODY

BY ELIZABETH A. SKEWES

Michael MacDonald, SF76, got his start in the music industry like most people. He played in "a million bands" during his high school years at Berwick Academy in Maine. And because he was looking for a little more challenge musically, he picked up an album by jazz saxophonist John Coltrane.



Michael MacDonald
Photo by Ellen Zachos

"It was recorded very late in his career, just before he died. I knew it was an important record, but it was incomprehensible to me," MacDonald says. It wasn't until he got to St. John's and met up with Rick Lightburn, SF76, that MacDonald found out how to learn about jazz. Lightburn first introduced MacDonald to some pre-1945 artists.

"We started with Louis Armstrong and Duke Ellington, and it became the foundation of my jazz education," MacDonald says.

His interest in music also led MacDonald to an interest in sound equipment and tape machines. "If people have any memories of me from St. John's, they'll remember me hauling around a huge tape recorder and setting up microphones," he says. The experience, however, led him on a career path that he didn't anticipate.

Today, MacDonald makes a living as a "recordist" – someone who not only is the engineer in a recording studio, but who has both the technical skills and the creative and aesthetic appreciation for music to get the most

out of a performance. It's something he does well, which is evidenced by the fact that four of his recordings have been nominated for Grammy awards and two have won Grammys.

In part, it's a job that takes understanding the kind of music that's being recorded. A chamber orchestra will sound best if you're not too close, but not too far back, either. "Probably somewhere in Row M," MacDonald says. "Jazz, though, is a lot more immediate. Your best sound might be only 15 or 20 feet from the stage. It's more dynamic in that the loud stuff gets really, really loud. There's a much closer aspect to the sound. You should be close enough to almost see the guy sweat."

It's that knowledge that MacDonald brings to the recording studio, and it's that knowledge that he uses to create CDs that put the listener in the concert hall or jazz club.

"The idea in producing a recording is to convey an illusion of reality," MacDonald says. "It's much more like sculpting or painting than it is taking a photograph. I feel very much like a sculptor because sound is a physical thing. It happens in space and time."

It's the space and time that can pose the greatest challenges for MacDonald, especially when he's recording a live performance, as he did with two concerts performed at St. John's by jazz pianist Fred Hersch. The first, a September 1995 concert, is available on CD through the college and the second, a concert held in July, will be produced as a CD early next year.

But a jazz concert in Santa Fe's Great Hall creates some acoustical problems. With the 1995 concert, "I had to mike the piano very close to avoid the room and audience sounds, and then enhance the recording later," MacDonald says.

What that meant was using his studio to recreate an "artificial" Great Hall in New York City. The New York version had the same dimensions, "but without all the glass and the hardwood floors. The listener should feel like they were in the concert," MacDonald says.

Creating good music and better recordings isn't always a matter of using the most state-of-the-art technology. To do his job well, MacDonald has to know how to use the vacuum tube equipment of the 1930s and '40s, the

solid state technology of the 1950s and '60s, and the digital and computerized technology of the 1980s and '90s.

"It becomes a subjective question as to which one is the most pleasing and most enhancing for the piece that you're recording," MacDonald says.

MacDonald learned his craft working first with chamber groups and large orchestras, then with rock artists and finally, in the early 1980s, in jazz recording studios. Through that work, he met Hersch, a jazz artist who wanted to open his own studio. MacDonald auditioned for him and got the job as Hersch's chief engineer, getting the chance to work with artists such as Art Farmer, Manhattan Transfer and Kenny Burrell. "Almost everybody in the New York jazz scene recorded there," he says.

Hersch closed his studio several years later, and MacDonald went to work for himself. He's in the process of building his own studio – a post-

production or mastering house – which he plans to open after the start of the new year. The emphasis on post-production work is partly due to MacDonald's interests and partly due to changes in the music business as technology has made it easier to record performances.

"I'm getting fewer calls about recording and more and more about getting a recorded tape with someone asking, 'Can you fix this?' And it's absolutely astounding what can be done now," MacDonald says.

But in the end, he says, his job is simply that of a translator – except he's translating music, not words.

"There are the same problems and limitations as translating the *Iliad*," MacDonald says. "What do you push to the foreground? What must you leave behind? These are questions I first encountered at St. John's and they are questions that I'm still struggling with today."



Renowned jazz pianist Fred Hersch performed a concert in Santa Fe's Great Hall on July 28. Hersch delighted those on hand with both original compositions and other jazz tunes. Hersch's performance was a return engagement; he first played at the college in September 1995. Compact discs of Hersch's 1995 concert are available through the college for a \$15 donation to the Southwest Scholars Program. If you would like to receive a copy, please send your contribution to the Southwest Scholars Program, c/o Susan Metts, St. John's College, 1160 Camino Cruz Blanca, Santa Fe, NM 87505, or call 505-984-6106. Photo by Ellen Zachos

ARTS

SANTA FE'S ART GALLERY HAS A SUCCESSFUL FALL SEASON

BY CAROLINE KNAPP, SFOO

The Santa Fe art gallery exhibited a new series of oil paintings by Bernique Longley in October. Longley, one of Santa Fe's most distinguished artists, has been living and painting in Santa Fe since 1947, and has attracted national attention for her realistic and vital portrayals of everything from flowers to pueblo life. This new series, entitled "Mythic Journey," celebrates the mystery and power of mythology.

As a teenager Longley received art instruction through an Art Institute of Chicago scholarship for gifted children. She graduated from the Art Institute in 1945, moved to Santa Fe shortly thereafter, and has worked full-time as an artist in the Southwest ever since. Her work has been featured in many prominent local galleries and is held in private collections around the nation.

In "Mythic Journey," Longley combines contemporary figures with mythological, archaic and symbolic settings from the Western and Eastern traditions. Many of the details of the paintings stem from her travels in Greece, Italy, East Africa, Egypt and Mexico. In addition to these pieces, the show featured several "Iris Prints" created using a new Giclée process.

October also brought to campus the Third Annual Spanish Colonial Arts Market, featuring works by well-known artists Ramón José López, Charlie Carrillo, Debbie Carrillo, and Monica Sosya Halford. Held in the Great Hall on Oct. 11, the Spanish Colonial Arts Market brought hundreds of visitors to campus.

September saw one of the most successful exhibits in the history of the Library and Fine Arts Guild in Santa Fe. The luminous still-life oil paintings of Judith Tobin, entitled



Charlie Carrillo

"Still Lives - Quiet Places," met with tremendous local interest. At the most recent count, six of the paintings had been sold to Tobin's admirers in the Santa Fe arts community.

Tobin's paintings of fruit, vegetables, flowers, churches and other "quiet" subjects are alive with subtlety and intensity of color and texture. Tobin says that in creating the series she was drawn to "the way light and shadow transform simple objects into things of mystery removed from human presence." The playful titles of some of the paintings, with names like "Orchid Contemplating Dive into Papaya," show the hidden life that Tobin discerns beneath the surface of everyday perception.

Tobin's most recent major project was a book entitled *Symbols of Faith: A Visual Journey to the Historic Churches of New Mexico*. Her oil paintings of dozens of small remote churches were paired with the photographs of Joan Brooks Baker to pro-

duce a record of these characteristic New Mexican structures. She also designed the cover for the 1995-96 Santa Fe Symphony and Chorus programs.

Tobin was born in Australia, attended the School of the Art Institute of Chicago, and became a United States citizen in 1965.

In August the gallery featured paintings and pastels by Kathleen Gray Schallock and black and white photographs by Sylvia Aronson.

Kathleen Gray Schallock says that her Midwest background taught her to see more colors than just green in a landscape. Now settled in Santa Fe, Schallock paints works that reflect the vibrancy of color and form that she has found in the Southwest. She currently works mostly in landscapes, explaining that, "I love being outside... I just show up and something happens, like it's channeled through me." Her oils and pastels have been displayed in exhibits throughout the

Midwest and at the Ganymede Gallery in New York City, and are held in national and international collections.

Sylvia Aronson, who recently finished an eight-month stint in Santa Fe, has worked extensively in photography since 1988. Her portion of the exhibit consisted of mural-sized black-and-white portraits of parts of hot air balloons. The size and design of the prints is intended to remind viewers of prayer scrolls. Like most of her photographs, this series uses clear, solitary images to achieve a feeling of balance and simplicity. Aronson explains that she seeks to create, through her works, a place from which "the sacredness of everything may be seen." The exhibit at the St. John's College Art Gallery was her first show in Santa Fe.

The next gallery opening is scheduled for February, when the works of Inya Laskowski, SGI96, will be featured.

BABY RAT CONT. FROM PAGE 10
tical expertise of use in a research lab, they agreed with Sun when he talked about the importance of critical thinking. "You can use those skills to interpret the phenomena, to set up the experiment, and to interpret your data," he said.

How did the summer's events impact their future plans? Lutz knows she wants to pursue a Ph.D. and probably be involved with research. Love wants to be a doctor, but "something more directly involved with people. The most meaningful part of the summer for me was thinking about the project's possible impact on people - a friend with HIV, or someone I pass on the street who is likely positive."

Sun also aims for medical school, where he would like to combine clinical work with research. Miller wants to teach. She was inspired by a trip out on the Chesapeake to gather and test oysters for parasites. "It made me realize how exciting the hands-on aspect of science is. I know I can use things like that to teach other people."

Even with all the grunt work, and even with all the slow and painful learning about techniques and the endless recording of minute amounts of data that didn't seem to lead anywhere, the Hughes interns all felt their experiences worthwhile, particularly when they mirrored the kind of learning that is most meaningful. "Perhaps the nicest thing about the summer was experiencing the pure excitement of doing research," said Morgan. "I was constantly reaching into the dark hoping to stumble upon some great treasure."

N.E.A. HONORS MACE-MAKER

The college had its good taste confirmed in September when santero Ramón José López was awarded a \$10,000 prize from the National Endowment for the Arts. López created a new ceremonial mace for the Santa Fe campus last year, and has participated in the Spanish Colonial Arts Market for the past three years.

López was one of only 12 recipients of the award, which recognizes outstanding contributions to folk and traditional American art forms. The award was presented in a ceremony at the White House.

In addition to creating his art, López finds time to serve on a committee of friends of the Santa Fe campus.

SUMMER "SPEAKING VOLUMES" SERIES FOCUSED ON NEW MEXICO'S DEVELOPMENT

BY CAROLINE KNAPP, SFOO

Over the summer, Santa Fe's Library and Fine Arts Guild brought two distinguished scholars to campus as part of the college's "Speaking Volumes" lecture series. Chris Wilson, from the University of New Mexico, and Charles Montgomery, a Santa Fe native and professor at the University of Florida, both spoke about the cultural history of Northern New Mexico.

Wilson, a cultural historian, addressed a large crowd on the subject of his latest book, *The Myth of Santa Fe: Tourism, Ethnic Identity, and the Creation of a Modern Regional Tradition*.

As Wilson explained, the book details the way in which Santa Fe reinvented itself to create today's tourist mecca. In 1912, Santa Fe was the shrinking capital of an orphan territory – one that Congress had repeatedly refused to admit into the Union. The city's population had fallen to slightly more than 5,000. It had no tourist or art industry – in fact it had only five hotels and two curio shops. But during the course of that year, Santa Fe's future was changed forever. New

Mexico became a state, with Santa Fe as its capital, and under the auspices of the newly created Museum of New Mexico, the city created a plan to reverse the 30-year decline.

"The Plan of 1912 entailed creating a homogeneous, romantic city by eradicating all signs of change since the coming of the railway in 1880 and promoting an image of tricultural harmony – all with the objective of turning the town in the middle of nowhere into a fantasy at the heart of international tourism," says Wilson.

An adjunct associate professor at the University of New Mexico, Wilson received a bachelor's degree in philosophy and psychology from Yale University, and a master's in art history, with specialization in American architectural history, from the University of New Mexico. He writes widely on architecture, tourism, and the politics of culture in the Southwest. *La Tierra Amarilla: Its History, Architecture and Cultural Landscape*, a book he co-authored with David Kammer, won the 1993 Downing Award from the Society of Architectural Historians. He recently co-wrote and produced a

PBS documentary entitled *Spanning the High Desert: Historic Highway Bridges of New Mexico*.

Later in the summer, the focus turned to the whole of Northern New Mexico, with Charles Montgomery's lecture, entitled "The Creation of Spanish Heritage on the Upper Rio Grande."

Montgomery grew up in Santa Fe, but left New Mexico to attend Princeton University in 1982. After earning a bachelor's degree in political theory, he spent some time in Washington D.C., then earned his Ph.D. in U.S. history at Cornell University. He currently teaches American history at the University of Florida in Gainesville.

The American West is one of Montgomery's areas of concentration, primarily its more recent history. This lecture is adapted from his Ph.D. dissertation of the same name, for which he won Cornell University's award for the best dissertation in an American field. He has twice been a fellow of the Andrew Mellon Foundation, and has been the recipient of several other major fellowships and honors.

FRESHMAN CLASS CONT. FROM PAGE 24

Martinez, who has seen 16 classes through the registration process, says that, "they are a class that has their act together." This sentiment is echoed by Mizrahi, who says that while she "doesn't know quite how to put [her] finger on it," she has heard positive comments from "staff members with work-study students, from food service, and all across campus."

In contrast to last year, this year has been unmarked by any riotous party scenes or major disciplinary action. Even the S&C dance, which opened the school year, was remarkable in its calmness. Resident assistant Chris Chew, whose dorm is entirely freshmen, is thrilled with the ease of the adjustment for the students in his dorm. "The kids are all interested in what goes on in the campus... They are excited to be here, and I think that's the case for most of the class."

Most importantly, the freshmen themselves, feeling the eyes of the school upon them as school begins, are positive about their class and their place within the school.

Kathryn Andrews is amazed by the friendliness of the rest of the school. "The upperclassmen have been very nice... one of my closest friends so far is a senior," Andrews says. Emily Kasten adds that, "everyone is interested in learning... it's the best."

The freshmen also are not unaware of the clout that their size gives them in school policy. Steven Mickelsen, confident of the strength in numbers, notes that, "we control more Polity money than they do."

BEHIND THE SCENES AT THE START OF CLASSES IN ANNAPOLIS

BY SUSAN BORDEN

Were you a camp counselor when you read the *Iliad*? On a coffee break from a summer job when you read the *Aeneid*? Did you read *Don Quixote* while traveling cross country? Did you sandwich chapters of *War and Peace* between afternoons at the beach and evenings on the boardwalk?

Students today somehow find the time to do those hefty first seminar readings, just as Johnnies have done for the past 50 years. But there's more to starting up the academic year than the first seminar readings. Here's a look at the opening days of school from the viewpoints of the faculty and staff in Annapolis:

Who Goes Where When

The registrar's office spends weeks completing the undergraduate master class schedule, and finishes it by mid-July. Registrar Nancy Lewis, Assistant Registrar Reenie Craven and a student (Zach Swindler, A99) coordinate the scheduling of 25 seminars that meet two times a week for two hours each; 33 language tutorials that meet three times a week; 33 mathematics tutorials that meet three times a week; 24 laboratories with either two double class time meetings or one double class time and two single class time meetings a week; and nine music classes that meet for one double class time and two single class times a week. In the undergraduate

program 56 tutors are scheduled in 25 time slots a week.

All of the above – and an additional four seminars, seven preceptorials, and six tutorials for the Graduate Institute – are slotted into 28 classrooms and six meeting areas.

Once the classes are determined, the registrar and her assistant place 450 undergraduate students in tutorials, laboratories, seminars and music classes so that they are in different core groups from previous years and do not have repeat tutors.

The scheduling is done the old-fashioned way – without computers – because there's no software that can handle the "only-at-St. John's mix of classes." A computer consultant was

once hired to automate the process. His recommendation: remain manual. Other responsibilities covered by the registrar's office: purchase 500 lollipops. Candy helps ease the tension for students waiting to see their grades kept on file in the office.

The Mother of All Manuals

The bookstore stocks 150 copies of the Greek Manual. Written by tutors Robert Williamson and Alfred Mollin, it is used by every freshman at the Annapolis campus. In addition, the bookstore receives requests for copies from all over the country. What does this magic book contain?

Among its pages are: 470 pages;
CONTINUED ON PAGE 23

CAMPUS LIFE

PHILOSOPHY, FUN, AND FETA

A GREEK NIGHT SAMPLER

BY SUSAN BORDEN

Perhaps highest among the privileges bestowed upon a member of the St. John's community is the opportunity to watch A.E. Houseman's *Fragment of a Greek Tragedy* numerous times. This summer, Malcolm Wyatt's philosophy and theology tutorial in the Graduate Institute staged an elaborate and hilarious version featuring tutor Tom May as Eriphyla and a chorus dressed in togas, laurel wreaths and dark sunglasses. At the drama's end, when the body of Eriphyla lay lifeless on the stage, David Reber, AGI97, stood above May's floral-sheet-clad figure singing "Where are the Simple Joys of Maidenhood?"

The occasion for this outburst of thespianity was Greek Night, a summer tradition at the Annapolis Graduate Institute. Now in its 20th year, Greek Night features Greek food, Greek dancing, and home-grown entertainment from the Graduate Institute. While only GIs and their tutors are invited to Greek Night, they've agreed to share some of the frivolity with the rest of the college community.

"Seminar"
(to the tune of "Camelot")
A law was passed some distant moons
ago here
In 1937 to be exact
We've nought to do with preface nor
footnote here
In Seminar!
No editors shall ever hold no sway
here
Nor outside sources ever get a glance
Your tidy universals will hold hearts
here
In Seminar!

**"Seminar Tonight" (to the tune of
"Comedy Tonight" from *A Funny
Thing Happened on the Way to the
Forum*)**
Homer is glorious, the Prince is
notorious
Something for everyone in seminar
tonight!
Euclid draws straight lines, Rome's on
the decline
Something for everyone in seminar

tonight!
We read great books, tutors hold
court
Hope it's not nasty, brutish, or short
Theories presented are sometimes
demented



TRAGEDY TOMORROW, COMEDY TONIGHT: GIs laugh it up at the annual Greek Night extravaganza in Annapolis.

Still it will all turn out all right
Orals in the morning, but seminar
tonight!

Skit: Melrose Republic
by Mark Phaneuf

At the beginning of the skit, the narrator announces that the Mathematics and Natural Science segment of the GI program has been eliminated and replaced with the vital study of Modern Day Culture. Due to the success of that program, the board is considering phasing out the Philosophy and Theology segment in favor of a Recreational Sports and Popular Board Games segment. "To demonstrate what a wonderful change this is," says the narrator, "we now look in on one of the ModCult classes, the TV Guide Preceptorial."

Tutor: Very well. If you would all turn to page 45, or Monday, 9 p.m., if you have another edition. I want to read a little bit from the description of that night's episode of Melrose Place.

"Michael decides to stop sleeping with Amanda, Sydney and the girl at the Bait & Tackle shop in order to win back the love of his ex-wife, Jane, who is accused by her boss of stealing fashion designs from a competitor." My

question is: Should Jane take Michael back?

Awkward silence

Student A (finally): When you say "take Michael back" what does that mean? Are we talking about unconditionally? Or is there some sort of subjective criteria Jane must evaluate?

Student B: It seems to me the question is not whether Jane should take Michael back, but can any of us choose our actions? Do we have free will to make such decisions? Because if you read a little further, it says "Once again, Billy declares his love for Allison." Billy has been doing that every week.

Student A: I wonder if you are right, Mr. Campbell. It seems like Billy is caught up in some never-ending cycle. Maybe this will go on for infinity. And if that is the case, there is no free will.

Tutor: If that is so, that there is no free will and that Billy will fruitlessly tell Allison he loves her, what

space is left in that type of existence to allow for a supreme being?

Student A: (laughs) That was a question we struggled with last week when we studied the reruns of *The Dukes of Hazzard*.

Awards Ceremony

Many Greek Nights feature presentations of awards to GIs and their tutors. The awards cover a wide variety of attributes, including:

- Most likely to turn the Great Books into a money-making scheme
- Most likely to turn Hobbes Leviathan into a sitcom
- Most likely to book a cruise on the stream of consciousness
- Most likely to star in the movie version of Dostoevski's *Demons*
- Most likely to color Euclid inside the lines
- Most likely to lap Hector around the walls of Troy
- Most likely to get a P.O. Box in the State of Nature
- Most likely to read great books in the first person
- Most likely to crown him/herself tutor
- Most likely to have a booth named after him/her at Chick & Ruth's
- Most likely to fall into the Heracleitan river twice
- Most likely to find the jokes in Kant
- Most likely to live in denial of the Fifth Postulate
- Most likely to mistake computer games for reality
- Most likely to chose "predestination" as the answer to absolutely everything
- Descartes' evil twin, Skippy

Decor

A long-standing Greek Night decorating tradition has been the "Chick & Ruth's Wall," where paper plates hang with St. John's-styles specials written on them. Among the favorites are: The Freud, the hot dog – just a hot dog (and a bagel); the Oedipus Special, just like Mom used to make; the Augustine, poached pears; the Harvey, blood pudding; and the Lobachevsky, a slice of pi. ❖

ST. JOHN'S SHIP, "JE NE SAIS PAS," BRINGS HONOR TO COLLEGE

Euclid, Apollonius and Archimedes play role in victory

BY SUSAN BORDEN



Melissa Jo Frank, A98, Eve Gibson, A99, and Cindy Lutz, A98, (left to right) in the "Je Ne Sais Pas."

When the Annapolis Yacht Club sounded the call for teams to compete for the club's Build-A-Boat Cup, a group of Johnnies quickly rallied to the challenge. Boathouse steward Eve Gibson, A99, assembled a five-member Johnny team, with Gibson as captain and Cindy Lutz, A98, Melissa Jo Frank, A98, Josh Emmons, A99, and tutor Michael O'Donovan-Anderson as the crew.

On the first day of the two-day event, teams were required to build a boat in four hours or less, using three sheets of plywood, two 8-foot 2" x 2" planks, and four 10-foot 1" x 2" planks. No nails or screws were permitted in the assembly of the boat. Only wire and an adhesive sealant could be used to join the wood, and once the sealant cured, teams were required to remove the wire. The tools approved for use were limited to a tape measure, pliers,

drill, saber saw, saw horses, extension cord, four clamps and one caulk gun. Any other tools used had to be carried in the boat during the regatta.

The Johnnies, however, were not penalized for using tools from math tutorials and lab classes. "We didn't directly use the propositions we studied," teammate Lutz says of the endeavor, "but we did make use of our Euclid, Apollonius and Archimedes. And the boat ended up looking like something out of Newton."

"We worked on the Archimedes principle that if you had it wide and shallow enough, it would float," adds Emmons.

The second day featured a regatta in which the boats were required to traverse the onerous distance between the Eastport Bridge and the Chart House. Of the 25 boats that were built, 18 made it into the water for the races.

Of these, the St. John's boat, christened "Je Ne Sais Pas," placed third in the first heat and won the prize for using the least material.

Team member O'Donovan-Anderson designed the boat, which he and his teammates worked diligently to assemble in the allotted four hours (they finished with two minutes to spare). The building process was complicated by a steady parade of derision for the Johnny craft. "I think we were the butt of giggles for most of the day," says Lutz.

"People thought our boat would sink because we had a radical design compared to the other teams," explains Gibson. "The fastest boats were the outrigger kayak models. We had this long, shaped canoe with a very shallow middle. No matter how far we leaned it over, we never sank the boat. Mr. O'Donovan-Anderson calculated that it would displace about 1,400 pounds. He definitely had the engineering aspect in mind," says Gibson.

Although only two team members were required to race the boat, all five builders did climb in briefly to satisfy their intellectual curiosity about the vessel's seaworthiness — a curiosity sharpened by a chorus of doubts raised by onlookers during the building segment of the challenge.

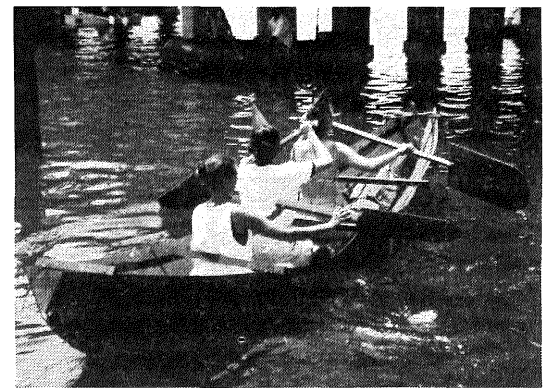
"Everyone who came by said it was a beautiful boat — that it looked very nice, that it was a very Johnny thing to do. They all said, 'How Johnny of you.' But they also said it would never float. The people next to us were also building a beautiful boat.

They laughed more than anyone, but their boat sank," says Emmons.

Lutz sums up: "Revenge was sweet for the intellectuals that day."

The team plans to compete again next year, and event organizers are encouraging the St. John's crew to challenge a team from the Naval Academy to participate. Apparently, the mids chose to sit out this year's event. Gibson reports a rumor she heard about last year's Academy team: "Their boat sank right off the dock."

Emmons thinks the mids' participation is an idea whose time has come. "It would be the ultimate contest of form versus function," he says. "We'll tell them something like, 'We can see that this croquet thing isn't working so well for you guys. Maybe you'd like to try your hand at building



The Johnny team tests the waters in their boat, which was assembled in just under four hours.

boats.' If they were to beat us, we would just say, 'Sure, it's the Naval Academy.' But if we were to beat them, we would never stop reminding them of it."

The Moon, Santa Fe's student newspaper, is offering subscriptions at \$35 a year for anyone interested in the events, issues and literary life of students.

Evan Skladany and Carisa Armendariz, the editors of *The Moon*, say that in addition to broadening the paper's readership, the subscriptions

will help make the paper more accessible to the college community. Plans for this year include creating a web page for the paper and upgrading the computer equipment used to produce it. Any funds raised from the subscriptions will help support these projects.

To subscribe, fill out the adjacent coupon and mail it to *The Moon*.

☐ Yes! I would like to subscribe to one year (14 more issues) of *The Moon*.

Name(s) _____

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Please enclose a check or money order with this coupon for \$35 made payable to: *The Moon*, St. John's College, 1160 Camino Cruz Blanca, Santa Fe, New Mexico 87501

HOMECOMING '97

SEEING OLD FRIENDS, MAKING NEW ONES

BY ELIZABETH SKEWES

For the nearly 160 alumni who came to Santa Fe for Homecoming in July, the weekend was a collage of time with old friends, time to make some new friends, and time to simply take in another New Mexico sunset or make a quick hike up Monte Sol.

Of course, there was the usual Homecoming fare – seminars for each of the reunion classes, a picnic on Saturday afternoon, and a dinner and waltz party on Saturday night. And after dancing until dawn, most alumni still made it to the president's house – some more bleary-eyed than others – for a brunch on Sunday morning.

For most, it was a magical time.

"I was, once again, moved by the richness and diversity of my fellow Santa Fe '92 graduates," said Leah Ankeny, SF92. "The continuing closeness of the St. John's College community has had a lasting impact on who I am and who I strive to be."

Jeanie Redus, SF87, liked having the opportunity to revisit a part of her life. "I especially enjoyed sitting in Santa Fe Hall, watching the rain fall and smelling the chalk dust, while listening to old friends discuss abstract



Members of the Class of '92 reminisce over quiche, pastries and mimosas during the brunch at the president's house on Sunday morning. Photo by Lesli Allison

found out just how enjoyable it was to become reacquainted," said Father Christopher Hanson, SF86.

Homecoming Weekend also was an occasion to honor members of the St. John's community who have served both the college and their local communities.

This year, the St. John's College Alumni Association selected Don Cook, who retired in the spring as Santa Fe's assistant dean, to be an honorary alumnus. Cook, a tutor at the college since 1965, first served as assistant dean in the 1981-82 academic year. He took the position again in 1990 and served as assistant dean until he retired.

Awards of Merit were presented to Tom Stern, SF69, who contributed to the college's recent capital campaign and was a tutor during the 1996 Summer Alumni Program. Lynda Lamson Myers, SF72, received an Award of Merit for her service to the college as a tutor in Santa Fe since 1977 and director of the Graduate Institute from 1985 to 1988.

Robert S. Bart, a tutor at the college since 1946, was recognized for his 50 years of service to St. John's. Bart taught in Annapolis until 1975, came to Santa Fe for the 1975-76 academic year, returned to Annapolis for the 1976-77 year, and then came back to Santa Fe in 1977 as the dean. He was dean for five years, after which he returned to teaching. He retired in 1990, but continues to teach at the college part-time.

The college also recognized Noah

books of the 20th century, including Leo Strauss' *Natural Right and History* and W.E.B. DuBois' *The Souls of Black Folk*.

Plans are underway for the 1998 Summer Alumni Program and Homecoming Weekend. The first week of the Summer Alumni Program will begin on June 14 and will run through June 19, and the second week will run from June 21 through June 26. Homecoming Weekend will fall in the middle, on June 19, 20 and 21.

For 1998, the first Summer Alumni

Program week will cover readings from *Gulliver's Travels* and from travel journals of early explorers. Tutors for the first week again include Eva Brann and Nancy Buchenauer. The second week will focus on the human brain and how it works.

In January, all alumni will receive a postcard mailing about the programs and Homecoming Weekend. It will include a card to mail back to the college if you want to receive a brochure and registration materials. Brochures will be mailed in early March to all Santa Fe alumni who are members of a reunion class – the classes of 1968, 1973, 1978, 1983, 1988 and 1993 – and to anyone else who requests one.



Homecoming is about more than just catching up with old friends. Here the daughters of two alumni form a new St. John's friendship.

Photo by Lesli Allison

concepts like justice and piety."

For many, however, just seeing old friends made the trek to Santa Fe worthwhile.

"Many of us were unsure, at first, about coming, and then we

Rodriguez, SG185, an award-winning Santa Fe school teacher who was murdered in October 1996.

Homecoming Weekend was sandwiched between two weeks of the 1997 Summer Alumni Program. The first week, on the novels and short stories of Edith Wharton and Henry James, proved to be so popular that a second section of the program was added.

Taught by Annapolis tutors Eva Brann, Nancy Buchenauer and Gisela Berns, and Santa Fe tutors Janet Dougherty, Philip LeCuyer and Peter Pesic, the week examined life at the turn of the century through Wharton's *The Age of Innocence* and James' *The Europeans* and *The Spoils of Poynton*.

The second week of the program took a close look at some of the great



Susan Friedman Eversole, SF79, is all smiles as the Triangle Circle Chapter, located in North Carolina, is approved as a chartered chapter of the annual meeting of the St. John's College Alumni Association. Steven Sedlis, A73 and president of the New York Chapter, looks on from the left, and Association board members Paula Maynes, SF77, and Bill Tilles, A59, look on from the right.

Photo by Lesli Allison

ORDER FROM CHAOS

*Glenda Eoyang, SF76,
finds we all can learn from non-linear dynamical systems*

BY BARBARA GOYETTE

So, when the name of your business is Chaos Limited, what do you do? Even though Glenda Eoyang, SF76, deals with systems that are so complex they defy predictability, she tries to "use lessons from complexity to help people work more effectively in their day to day lives."

She's been fascinated by chaos theory, also called non-linear dynamical systems theory or complexity, for many years. Now Eoyang has combined her expertise in computers and her teaching background with that interest.

Her Minneapolis-based consulting firm works with businesses, government groups, and non-profits to help them understand and cope with organizational behavior, which she views as a complex system.

After graduating from St. John's, Eoyang taught high school math and science in Oklahoma. When she moved to Minnesota, where the teaching certification process was more involved, she switched to developing training programs with computers.

"The computer is used to deliver information. It interacts with the user and inspires the user to respond," she says. "I worked on programs to teach basic literacy, for example, and programs to cover the first two years of engineering school, so that faculty would be more available for advanced research during the final two years."

But then came chaos. Eoyang began to study the new field in the physical sciences that was born in the mid-1970s. "Chaos theory deals with phenomena that are highly complex and unpredictable," she says. "For example, the weather. There are lots



of interdependent variables: pressure affects temperature, for example. You can see patterns over a long period of time – the seasons – but you can't make predictions about what the temperature will be tomorrow. When you look at such a system it may seem to be a ran-

dom mess, but when you consider it over a long period of time, or through filters (like the mathematical analysis of data), subtle patterns emerge."

Other areas Eoyang considers chaotic are astronomy, economics, sociology, organizational behavior and cognition. While she thinks it is optimistic to call chaos theory a science, she does find chaos a useful metaphor to describe a set of behaviors that all of these fields share. The frequently cited example of the butterfly effect – a butterfly flapping its wings in, say, Argentina, can cause a hurricane in the Caribbean – is useful because it illustrates the huge incongruity between cause and effect in complex systems.

Because the future can't be predicted in a complex system, there is no way to control results. "You have to trade prediction and control for anticipation and adaptation," says Eoyang. There's a kind of shift in

thinking that becomes necessary, and that's what she deals with in her work. She studies what is happening in the physical sciences and applies those ideas metaphorically to organizations.

Eoyang first helps people become familiar with the language of chaos, so that they can begin to see how it might be at work in their lives. Next she teaches tools and techniques, mechanical things people can do to survive more effectively in a complex system.

She continues to expand her own understanding of complexity through her work on a Ph.D. at the Union Institute, a university without walls in Cincinnati, which offers a program for mid-career adults who know clearly what they want to study. She's working on the history of management and organizational theory, and trying to master more rigorous and more qualitative methods of understanding dynamical systems. Computer simulation models

And she has stayed involved with the college, first on the Alumni Association board and now on the Board of Visitors and Governors. "My loyalty is both to the friendships I developed there and also to the books and the process that is embodied in the work of the college," she says.

"A St. John's background is really helpful for dealing with this kind of thinking," Eoyang explains. "You have to be able to think logically and in a structured way, but you also have to be able to think outside your own systems."

She likens the shift necessary to work with non-linear dynamics to the shift Johnnies make when they begin to work with non-Euclidean geometry. Another interesting feature of her studies is that the language is not yet settled. "Incredible metaphors are used to deal with things, because you are just searching for how to understand it. I am reminded of Newton's letter to Haley... You are looking at things in an immediate way without an accepted vocabulary to refer to," she says.

Should chaos theory be studied at St. John's? Eoyang is of two minds. "In some way, Johnnies already study non-linear dynamics in a wide sense, because they look at nature outside a Cartesian framework," she says. "On the other

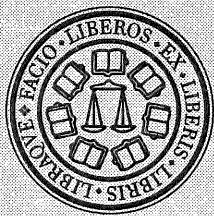
For those interested in reading more about chaos, Glenda Eoyang suggests the following: **The Turbulent Mirror*, by Briggs and Peat – "A graphical introduction to the science; a fun, romping read." **Leadership and the New Science*, by Margaret Wheatley – "A collection of poetic essays about what it would mean to think of an organization in terms of chaos theory."

**Coping with Chaos: Seven Simple Tools*, by Glenda Eoyang – "A practical, nuts and bolts book."

and time series modeling (taking strings of data and analyzing for patterns) are two more traditionally scientific methods she has been learning about.

Eoyang credits her St. John's education with a profound influence.

hand, it is such a different way of looking at the world, and the tools are so different from what we have in junior year. I don't think you would be able to do justice to chaos unless you were able to go into the current studies in depth."



Alumni Association News

Fall 1997 • St. John's College

MARK MIDDLEBROOK, A83, EDITOR



Annapolis Alumni Write the Next Chapter

As you might expect, Annapolis has long had an active alumni chapter that draws on the considerable number of alumni who remain in Annapolis after graduating or return later in life to enjoy a steady diet of crab cakes, Little Campus confabulations, and Friday night lectures. Chapter member Howard Zeiderman A67 sent in this report about recent activities and new directions for the chapter.

Last fall, chapter President Thomas Wilson, AG189, Vice President Howard Zeiderman, A67, Secretary/Treasurer Dorsey Rose, A68, and long-time member Jack Ladd Carr, A50, embarked on an effort to increase local interest in the chapter. They sent out a questionnaire to 500 area alumni and held an organizational meeting attended by 30 people interested in suggesting activities.

Out of the questionnaire and meeting came a seminar series that began last December. Ran Lincoln, A50, led a seminar on Melville's *Benito Cereno*. In succeeding months, tutors John Verdi led a session on Dostoevski's *The Gambler*, Elliott Zuckerman, H95, on Kafka's *The Hunger Artist*, Sam Kutler, A54, on Mann's *Mario and the Magician*, Chester Burke, A74, on Dostoevski's *Notes from the Underground*, Nick Maistrellis on two articles on cloning, and Brother Robert on the icons "The Trinity by Rublev" and "The Vladimir Mother of God." The attendance at the seminars ranged between 20 and 30, including alumni passing through town and some others from Washington, D.C.

Luncheon talks were given by tutors Andre Barbera on Horace Silver, and Brother Robert on icons. The traditional symphony evening was held in March. The year ended with an election meeting in July attended by 65 alumni. This was the first annual boathouse bash with a buffet dinner, chapter elections, and a disc jockey. Rebecca Dzamov, A95, is the new president, and the other officers remain as before.

This year, the seminar series will start in October with Zuckerman doing another Kafka story, *Josephine the Singer*, followed by Chris Nelson, SF70, in November with a session on *The Apology* (which, be it noted, is neither by Kafka nor Dostoevski). In December, the holiday gathering will be a nostalgia

evening at the Little Campus, filled with half truths. We in the Annapolis chapter hope you will consider us the chapter of your second home and, as room permits, we welcome all alumni passing through the area.

Alumni Board Members on the Web

Quick: Who are your duly elected representatives on the Alumni Association's Board of Directors? What are the committees that do most of the Board's work? And what exactly are these directors and committees doing?

One place to find out is the new Alumni Board member listing on the World-Wide Web: <http://www.charm.net/~bfant/johnny/aaboard.html>

This page contains a complete list of Alumni Board officers and members, along with e-mail addresses for many of them. You can learn a bit more about what the Alumni Association does, and, more importantly, send messages directly to Alumni Board members.

The Alumni Board member page is part of the Unofficial Alumni Web site, where you'll also find many other pages and links of interest to alumni. As always, thanks go to Bill Fant, A79, for maintaining this site.

BILL TILLES: From Convertibles to Computers, via Verse

BY HARVEY GOLDSTEIN, A59

Editor's note: Each year at the Annapolis and Santa Fe homecoming dinners, the Alumni Association confers Awards of Merit on notable alumni or other people who are close to the college. At this year's Annapolis homecoming dinner on September 27th, Harvey Goldstein made the following presentation to Bill Tilles.

Bill Tilles, liberal artist, musician and poet. Classmates in the late '50s, we have been good friends for nearly 40 years. We have enjoyed many happy times, wonderful conversations, and yes, a few of life's trials. But no matter how much pleasure I have had from our friendship, and it has been a great deal,

I think that no pleasure exceeds that that I have tonight in being able to present to Bill this Alumni Award of Merit.

We all have our own story about how we came to be students here at St. John's. Some, I suppose, like Bill's, must have been the cause of their parents' worst nightmare. And it's all Joe Cohen's fault, because it was Joe who talked Bill into leaving the University of Baltimore two years shy of a law degree to start over as freshman here. Thus comes the first clue that we are face to face with a quintessential St. Johnny: a thoughtful man, always ready with the insightful question, always ready to engage in the ongoing conversation that exemplifies the St. John's program, always willing to listen to what other people said. Because the willingness to listen to others is a quality rather rare in our world, Bill was a popular figure on campus. Of course, it didn't hurt that he had a convertible.

Between his junior and senior years Bill had his greatest persuasive accomplishment — he got one of our classmates, Carol Phillips, to marry him. Even more evidence of his persuasive abilities, he got her to stay with him all this time.

After graduation, Bill, sensing the impending computer explosion, and

ning some 30 years, including stints at American University, the Wharton School of Business, and Georgetown University's Graduate School, Bill retired from IBM and created his own computer-related consulting companies.

Notwithstanding a full slate — a corporate career, three children to help raise, and community service to render — Bill found time to devote to his beloved St. John's. Almost immediately after graduation, Bill began to participate actively in the Alumni Association. In the early 1960s he was elected to the Board of Directors, and by 1970, after serving as Treasurer of the Association, he became its president. Given his interest in things of the mind, it comes as no surprise that Bill is a regular participant in the Washington Alumni Chapter.

In 1992, he came back to the Association's Board as a director. The Alumni elected him to the Board of Visitors and Governors, where he has served with distinction, becoming an officer of the Board and member of its Executive Committee. It is particularly at this time, having retired from the constant requirements of corporate life as an employee, that Bill began to use his knowledge of computers to benefit the college. He has volunteered untold amounts of his time

and talent to help the college make its long awaited accommodation to the computer age. He has been, and still is, giving the college his expert opinions about how it can integrate its computer system for the administration of day to day business, one that can be used in every office of each campus, and can be easily accessed by each campus. This work goes on even as I speak of it. And there can be no doubt that Bill's patient persistence and insightful approach to problem solving are responsible for much of the progress to date.

Before I end this catalogue of Bill's accomplishments, as an active alumnus and successful graduate, I would be remiss if I didn't mention his great love of poetry. If it were Bill now standing here speaking about an award

recipient, he might very well do so in verse. But I'm not much of a poet and Roberta has promised dire consequences for anyone who speaks too long, so you are spared my meager attempts at rhyme as I close by saying:

Thank you very much for this opportunity to be involved in the honoring of my friend.



Bill Tilles at Homecoming in Annapolis this year.
Photo by Keith Harvey

armed with an introduction from Jim Frame, did what many St. Johnnies of that era did: he embarked upon a career in the computer industry. At that time, the word "computer" was synonymous with IBM. After what can only be characterized as a distinguished career with IBM span-

ALUMNI NOTES

1937

The Rev. **Harold Milstead** writes, "I am completing 57 years in the active ministry of the United Methodist Church. I took my first pastorate in June of 1940. Retired in 1980. Serving Shiloh U.M. Church, Bryans Road, Maryland, ever since. Will be 84 years of age Oct. 9, 1997."

1952

Warren and Barbara (A55) Winiarski were among those at the "Diner des Trente," a dinner held in France on Sept. 8 to honor the 30 greatest wines in the world. The dinner was held to celebrate Jean-Claude Rouzaud's 30th anniversary as managing director of Champagnes Louis Roederer. The Winiarskis, who own and operate Stag's Leap Wine Cellars, were honored for their Cask 23. An early harvest in Napa - the earliest in the 25-year history of Stag's Leap - made it possible for the Winiarskis to attend the dinner.

1953

Charles Powleske will retire from the Business Council for International Understanding in September after 37 years, most recently as president and CEO. He plans to continue as BCIU's vice chairman and a member of its

Board of Directors, acting as a consultant. Long term, he wants to spend about half his time in Puerto Vallarta, Mexico, and still maintain his New York City apartment.

1958

Marianne D. Braun is living in Lewes, Del. She also reports that the Alumni Register incorrectly lists her occupation. She is no longer the director of career counseling at St. John's in Annapolis.

1964

"I've changed jobs and am now the development officer at Philadelphia's history museum, the Atwater Kent," writes **Christine Kubacki Davis**.

1966

Constance Bell Lindgreen has been in Denmark, her husband's country, for five years. "After living here and in England, life is changed - by other forms of history and honor; and it's the same - books, music, gardening," she says. She's re-reading *War and Peace*, Jane Austen, Trollope, Willa Cather, and Peter Hoeg, "who seems the sensation after 'Frozen Smilla.'"

1967

Larry and Hazel (A69) Schlueter write from New Orleans that Hazel has a new CD out, *Hazel and the Delta Ramblers Live at the New Orleans Jazz and Heritage Festival 1992*. She has had her radio show on WWOZ for 25 years; it now has a web site at www.wwoz.org.

1968

Stephen Shore (SF) is currently a financial analyst with the Pension Benefit Guaranty Corporation in Washington, D.C.

Dean Hannotte (A) says, "After working with the Ninth Street Center for 25 years I have created a web site that describes our work and that of the Center's founder, Dr. Paul Rosenfels. Paul was a classically trained psychoanalyst who broke with that tradition and became a leading humanist psychotherapist. The site is www.geocities.com/Athens/Delphi/5179." Dean's e-mail address is ghanotte@msn.com.

1969

Joseph Baratta (A) organized two panels on the history of federalism (Athens, European, and the world) at the annual meeting of the Society for

Historians of American Foreign Relations in Washington in June.

1971

John Stark Bellamy II (A) will be publishing his second book this fall, *The Maniac in the Bushes*, "an anthology of vintage murders and disasters in Cleveland, Ohio."

Don Brady, a former tutor in Santa Fe (although not an alumnus), is living in Berlin and invites any of his former students to get in touch with him, especially if they plan to be in Germany. He can be reached at Botzowstrasse 17, 10407 Berlin, Germany. His phone number is 303-428-7135; fax number is 030-428-51093; and his e-mail address is 0304287135-0001@T-online.de.

1972

Ellen Hearne (SF) writes that she is still working at the Sandy Mush Herb Nursery in North Carolina. Her daughter is attending college at United World College in New Mexico and her son helps out at the Herb Nursery, "as does Vanessa Campbell (SF89), who went to both UWC and St. John's! Small world ..."

1973

Michael B. Aaron (SF) received a graduate degree in commercial bank management from Macquarie University in Sydney, Australia, and is now a senior associate of the Australian Institute of Banking and Finance. He won the Institute's prize for best banking student of the year in 1996. He is working for IBM Australia Ltd. as an electronic commerce manager in banking and insurance. In this position, he manages the growth of electronic commerce over the internet, especially in banking.

Lee Perlman (A) sent the following news for *The Reporter* - the first he's ever submitted: "On June 26, my wife Deborah Abel and I had a son, Caleb Seth (first of those I've ever submitted also). Other than that, I teach philosophy at MIT and have a little side business consulting in gender relations. My wife is a dancer/choreographer."

CONTINUED ON PAGE 20

CHAPTER CONTACTS

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

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

ANNAPOLIS: Rebecca Dzamov, 410-263-4291

AUSTIN: Homayoon Sepasi, 512-708-8360

BALTIMORE: David Kidd, 410-614-2260

BOSTON: Alvin Aronson, 617-566-6657

CHICAGO: Amanda Fuller, 847-705-1143

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

DENVER: Janet Dampeer, 303-972-4901

LOS ANGELES: Meg Sheehan, 310-208-2013

MINNEAPOLIS/ST. PAUL: Vicki Wilson, 612-535-0055,
or Glenda Eoyang, 612-783-7206

NEW YORK: Steven Sedlis, 212-289-1662

NORTH CAROLINA: Susan Eversole, 919-968-4856

PHILADELPHIA: Jim Schweidel, 610-941-0555

PORTLAND: Elizabeth Skewes, 505-984-6103

SAN FRANCISCO/
NORTHERN CALIFORNIA: Deborah Farrell, 415-561-6100, ext. 123

SANTA FE: John Pollak, 505-983-2144

SEATTLE: Jim Doherty, 206-937-8886

WASHINGTON, D.C.: Sam Stiles, 301-424-0884,
or Bill Ross, 301-230-4594

ALUMNI NOTES

ALUMNI NOTES CONT. FROM PG. 19

1976

Kate (A) and **Bill (SF80) Day**, with Helen and Peter, are heading north once again. Bill will be teaching philosophy at LeMoyne College in Syracuse, and Kate will be vicar of Christ Church in Jordan, New York.

1977

Jack McArdle (A) reports that he is a certified Novell instructor, and has also fulfilled all the requirements and exams of the Irish Dancing Commission in Dublin. He is now a certified Irish dancing teacher (TCRG - Teachers in Commission Rinci Gaelacha); 10 years ago, when his first child was old enough to need lessons, he started an Irish dancing school in Torrington, Connecticut.

Bill Malloy (SF) reports that he has been quite ill. He asks his classmates for their prayers and kind words. He can be reached at P.O. Box 570822, Houston, TX 77257-0822.

1978

Chris Currin (SF) and his wife, Holly Hope, had a daughter, Flannery, on May 5. Chris reports that everyone is healthy and happy.

1979

Nathan Ellis (A) is an associate member of the Department of Human Genetics at Memorial Sloan-Kettering Cancer Center in New York.

Contact the Alumni Offices by E-Mail!

SANTA FE
alumni@mail.sjcsf.edu

ANNAPOLIS
alumni-office@sjca.edu

1980

Peter Grubb (A) reports: "I still live in beautiful Coeur d'Alene, Idaho, with Betsy, my wife of 13 years, and our two children, Mariah, 6, and Jonah, 3. We run Idaho's largest whitewater rafting company, ROW, offering trips from one to seven days. We also raft the Rio Upano in Ecuador from November to March. In the footsteps of Odysseus, we operate yachting trips along Turkey's southwest coast. And we offer barging in France. Our number is 800-451-6034."

1982

Michael Moore (A) expects to graduate from the Traditional Acupuncture Institute in February. He is currently in practice in Baltimore, Md., and "sometimes also in Wheaton and Columbia. Acupuncture is really wonderful. It has helped my allergies and asthma. It is good for many chronic illnesses, aches and pains that Western medicine can't treat well. ... I have a sliding scale for Johnnies. Call me at 410-823-6553."

Miriam Huaco Komanomy (A) has just become the director for the primary care internal medicine residency training program at San Francisco General Hospital, a public hospital run by the University of California, San Francisco. She also has "two wonderful little boys, Gabriel, 3-1/2, and Isaac, 22 months."

1983

Anne Braswell Heldreth (A) has moved to Charlottesville, Va., with her husband, Steve, and children, Sarah and Nat. They hope to live there for a long time and would love to hear from old friends.

1984

Damon Ellington (A) will spend the year teaching math in Okinawa. "No," he says. "It's not in Oklahoma. Get out the atlas and investigate!"

1985

Eric Burman (A) e-mailed from Botswana, where he works as an asso-

ciate director for the Peace Corps: Lydia Gabriele was born on January 4, 1997, and joined Abigail Claire, age 2-1/2. Eric may return to the U.S. in December, but until then his e-mail address is eburman@info.bw.

1986

Will Fischer (SF) and his wife, **Janette Hradecky Fischer (SF85)**, announce the birth of their son, Isaac Oak Fischer, on July 29, 1997. In addition to a loving family, Isaac has his own web page at: www.bio.indiana.edu/~wfischer/Isaac.

1987

Barbara Alexandra Hum (SF) reports that she and her daughter, Anna, 7, are doing well. Anna is in the second grade, and Barbara is starting her third-year rotations at Georgetown University Medical School. She would love to hear from St. John's alumni and can be reached, via e-mail, at humb@medlib.georgetown.edu.

Wayne Anderson (A) and **Joy Andrea Larkin (A88)** announce the birth of their second child, a son. Julian Francis Anderson Larkin was born on November 20, 1996, in San Francisco.

"After five wacky years of teaching high school English, I have left the classroom," writes **Sally Fine (A)**. "Thanks to my SJC background and two recently published articles, I was offered a position with an educational internet company, American Cybercasting Corporation, in the Cleveland area. As one of two language arts coordinators, I design, write, and edit curricula for grades K-12, work with a team of graphic artists and html lords to get it online, and train teachers to use our product. The switch from the public sector to the private sector is relatively painless, but there are days when I really miss my students. My e-mail address is sal@amercyb.com."

Elizabeth (Elspeth) Kovar Burgess (A) sent an e-mail to update classmates: "I spent three years working for **Jeff Crigler (A79)** at Mead Data Central, doing everything and anything on their legislative database. Since then I've been a consultant or part time staff, first doing database design and development, especially

for libraries, and then research, teaching, and most recently selling books. I've also done a fair amount of volunteer work, both for libraries, and for the past couple of years as a division head for a 700-person science fiction convention. I really did intend to have a career, and still plan to, but I was diagnosed as having bi-polar affective disorder in 1990. While this was something of a relief, as I'd known for years that something was seriously wrong, it also shifted my focus from getting ahead to getting well. That has been my full-time job ever since. We seem to have found the right combinations of this and that to mostly stabilize the situation and now I'm in the happy process of learning to live. I have a lot of help from my husband, Dan, and our three cats, plus nieces, a nephew-by-heart, and more siblings, cousins, and in-laws than I can count. It's not the life I'd hoped for, but it has been an extremely interesting one. I've missed out on more than I can imagine, including much of my St. John's education, but I've also experienced and learned a great deal. I've gotten over most of the regrets over what I've missed, and have dealt with the anger at those who could have said something but didn't. Instead I have that awareness available to help others, and have the wisdom (?) of someone a decade out of college combined with the fun of a whole new world to explore. On the whole it's been a good life thus far and, for the first time, I'm really looking forward to finding out what happens next."

1988

Jennifer Lapham (A) and **Paul Sacaridiz** were married on July 2, 1996. Jennifer is finishing a three-semester position in the art department at Allegheny College in Meadville, Pa. "I am looking forward to returning to Chicago in January 1998, where Paul and the cats are holding down the fort," she says. "In the spring of '98 I will be teaching at the school of the Art Institute of Chicago in the ceramics department and pursuing studio work. I am having a show at the Pittsburgh Center for the Arts this summer entitled 'Sightings.'"

Diana M. Shaw (A), who is working as an editorial freelancer at Standard & Poors in New York City, was married in August to Jonathan P. McCarthy. He holds a Ph.D. in economics from the University of Wisconsin-Madison and is a research

economist at the Federal Reserve Bank of New York. The couple is moving to Switzerland for a year, where Paul will work at the Bank for International Settlements. Following this, they will live in New York City.

Rick Craven (A) was married to Debra Hayzen in June in Knoxville, Tenn. He's entering the MBA program at the University of Tennessee in the fall after seven years of teaching at private schools.

1989

Wendy McDonald (SF) received her medical degree from the University of New Mexico on May 17. She has started her internship in internal medicine at the University of Washington's Boise, Idaho, program.

1990

James Kolsky (SF) received his Ph.D. in statistics from Oregon State University and is now the senior statistician at Infosense Inc., a private research firm in Corvallis, Ore. Classmates who would like to be in contact can write to him at 1545 Beaver Court SW, Albany, OR 97321, or can e-mail him at kolsky@infosense.com.

1991

JonArno Lawson (A) married Amy Freedman of Toronto on October 26. His first book of poems, *Love is an Observant Traveller*, is due out through Exile Editions Ltd. in Toronto this November.

1992

Siofra Rucker Nugent (SF) and her husband, Andrew Nugent, announce the birth of their daughter, Tinsley Noreen Nugent, on Aug. 2, 1997. Siofra writes: "Here is my reason for not making it to the homecoming this year. Tinsley is a joy and I just love being her mother. Nugent and I are moving back to the U.S. in December. I'm hoping to move back to the Santa Fe area."

Don Bell (SF) spent the summer working for Goldman/Sachs in New York and is attending the Wharton

School of Business. He and his wife, Sabrina, live in Philadelphia.

J. Claire Darling (SF) lives in Brattleboro, Vt., with her fiancé and their dog. She says they are all doing well. "I'm trying to learn the organ; it's very difficult." Claire is trying to set up a western Massachusetts alumni group. Those interested should contact the Alumni Office in Annapolis at 410-626-2531.

1993

David Jennings (A) married Carla Billings of Baton Rouge, La., on June 7. He is working concurrently toward a master's in philosophy and a master's in artificial intelligence at the University of Georgia. He plans to graduate by the end of the 1998 academic year. UGA is, to his knowledge, the only school in the world to offer a graduate degree in artificial intelligence. His e-mail address is djenning@ai.uga.edu. He also sent his web page address: www.ai.uga.edu/~djenning.

Jennifer Rychlik (SF) received a master's degree in molecular biology from New Mexico State University in May 1977 and has started work in a Ph.D. program in microbiology at Cornell University in Ithaca, N.Y. In addition to her coursework, she is working as a research and teaching assistant under a fellowship she received from the university's microbiology section.

Alexander Ellerman (AGI) is a lieutenant in the Navy and has recently departed on a six-month deployment to the western Pacific Ocean with Helicopter Anti-Submarine Squadron 8, embarked aboard the ships of the USS Nimitz battle group.

Deva F. Kemmis (SF) and **Matthew Hicks** (SF) were married on June 21, 1997, at St. Tim's in Southern Cross, Mont. The couple now lives in Chicago.

1994

Josh Silberstein (A) is living in Burlington, Vt., where he released his first CD of original music in June. Both he and his group go by the name of Magis. The CD is called *In the Middle*. Josh's address is P.O. Box 8525, Burlington, VT 05402.

Jeffrey Wright (SGI) writes: "I had the wonderful experience of studying with the Institute of Irish Studies at Trinity College in Dublin, Ireland, during the summer of 1996. 'T' was grand!"

Ben Feldman (A) writes that he has finished a master's in developmental psychology at Columbia University-Teachers College. "After a number of years studying (post-baccalaureate and master's), working with mentally retarded adults and psychiatric patients, and conducting research on simple phobia and panic disorder, I now know that I do not want to be a clinical psychologist, but rather an industrial/organizational psychologist. Before pursuing a Ph.D. in this field, I will be spending one year in Jerusalem, studying at Ohr Somayach, an Orthodox Jewish Yeshiva (Judaic school), where I received a scholarship. I will be learning Talmud, Tanach, Hashkafa, Halacha, Language (biblical and modern Hebrew and Aramaic) and modern issues."

1995

Will Wendt (SF) is working on a master of fine arts degree in photography at Yale University.

Rebecca Dzamov (A) writes in: "Terry Moore and I have been recently e-mailing and decided that our class needed a secretary (or two) to gather info and keep everyone in the know through the medium of *The Reporter*. Unfortunately, the deadline was very close so we did not go about this in any way that could be called aggressive. However, this will be a model that we will try to improve upon, and maybe even help or encourage other classes to set up a similar system. We want everyone to appear in the annals of *The Reporter* if possible, so please write or call either Terry (415-648-9332 in San Francisco; e-mail fterry@usa.net), or Rebecca (410-263-4291 in Annapolis; email: dzamov@aol.com or P.O. Box 1902/Annapolis, MD 21404), or Barbara Goyette at the Public Relations Office at the college. In no particular order this is our preliminary report:

"Ned Freeman is living with his sister, **Lori** (A97), in an awesome house in Richmond, Va., where they each have a separate wing. They had a great housewarming party in the beginning of the summer that many Johnnies attended. Among them were **Mike**

Gaffney, who just helped **Becca Michael** (A97) (also at Ned and Lori's) move to Washington, D.C. Mike is entering Marine Corps Officer Candidate School this fall.

Craig Sirkin drove down to Richmond from D.C. He is going to be starting a new job as an Information Systems Coordinator at George Washington University, which means he'll work at maintaining their computer network. Ned also got promoted; he writes that he is the 'associate creative director of a national marketing agency specializing in undergraduate and adult student recruitment for colleges and universities. Writing. Writing a lot. Having much fun.'

Kathy Stolzenbach and **Addie St. Onge** dropped by the party as they both live in Richmond, as well. Many others were in attendance, alums and current students, but we won't mention them in the hope that they will be so motivated to write to *The Reporter* themselves.

"More from the nation's capital: **Jill Kasperek** is in Washington, D.C., working as a financial consultant and living with a younger man with an old money trust fund. In her spare time she raises exotic animals and collects artifacts from the Yves St. Laurent 1967 Fall Collection. And, of course, **Aaron Lewis** sends official word that upon graduation, he studied political science in Athens, Greece, on a fellowship from Georgetown University and the Fund for American Studies. He now works in Washington, D.C., for California Governor Pete Wilson's Executive Office.

"Annapolis is a very exciting place, simply crawling with tourists and old Johnnies, of which I count myself. I am working at The Touchstones Project. Since I am in town, I extend a general invitation to you all should you be here for one of the college's events, like croquet. **Dina Dineva** is indexing in Eastport. **Cora Sterling** is keeping all the young Johnnies in line in the assistant dean's office and just returned from an extended trip in Italy with her husband, **Walter** (A93), where he was studying this summer. Out in Santa Fe, I ran into **Shana Hack**, who had just recently moved there from somewhere else in New Mexico where they build bombs. I recently spoke to **Alex Lomvardias** who is in the Merchant Marines and is now driving a ship somewhere exciting, but I cannot remember where. He was only briefly in Fairfax, Va., (on leave) with **Amy Thurston**, who is living and working there. **Dan Nelson**,

CONTINUED ON PAGE 22

ALUMNI NOTES

ALUMNI NOTES CONT. FROM PAGE 21

also on the high seas, is following the phantom of Moby Dick. **Tracy Whitcomb**, continuing to inform people about gourmet cheese while deciding what to do next, lives in Burlington, Vt., with **Josh Silberstein** (A94, who just cut a CD and is playing in clubs up there). In Bayou country, we hear that Southern belle **Rebecca Trumble** is Medicare Compliance Coordinator for an HMO in New Orleans. **Erin Toomey** also makes the south her home, living in Nashville with **Mike Reid** (A94). Erin is doing art restoration around town while soaking up the city's outstanding country music scene.

"There is a Johnny contingent in Asia, represented by **Kate Feld** and **Matt Radbill** in Tainan, Taiwan (and **Donald Eubank** and **John Bennett**, both A93) where all of them are teaching the Taiwanese the hip language of our land. Word has it that Kate, Matt, and Donald are in a band – check MTV's *New Artists*. **China Williams** is in Thailand – I think Kate is now visiting her there even as I write this. In other international events, **Sarah Burke** was last heard of in Prague

with **Mike Miller**, A93. They were both teaching English there. **Reuben Marshall** is in the Peace Corps in Africa. And modern guru **Matt Baum** is traveling the world in search of Truth. **Alka Kothari** just returned from studying international relations at Oxford and is now recovering from the horrid food while she plans her next step. She tells me that **Wes Donehower**, also abroad in that strange county that Faulkner wrote about in Mississippi, is learning ebonyics as he finishes his two-year stint in the Mississippi Teacher's Corps.

"On the midwestern front, **Zena Hitz** is studying ancient philosophy at the University of Chicago. **Jake Kosseff** is manager of Luigi's in Madison, Wisconsin. And from the city that never sleeps, we hear that **Jon Crimmins** is living in NYC under the watchful eye of the FBI. After a tour of duty in Seattle, he withdrew to Massachusetts this past summer where he taught at the prestigious Cushing Academy, where the legendary Bette Davis once attended. **Giles Anderson** maintains that the stories circulating about him are, 'Lies, lies, lies. Whatever you have heard: lies. The truth is I work for a

literary agent. It is scary. I love it. You should hear me sing "Free Fallin'." ' **Sarah Schladen**, also worried about what we would put in here (please, this is a large circulating periodical, we have no intention of printing the really interesting gossip), tells us, with great trepidation, that she resides in NYC with the new love of her life, Hollis. Hollis is a beagle puppy, by the way, and named in honor of her favorite rap star LL Cool J, born in Hollis, Queens. She writes, 'I promote cartoons and other licensed features for United Media (the parent company of United Feature Syndicate and The Newspaper Enterprise Associates). The list of syndicated cartoons I work on includes: *Peanuts*, *Dilbert* and *Marmaduke*.' Exercising a bit of the Greek ideal, Sarah idled away her summer hours on the tropical beaches of Aruba with her good friend **Victoria Prinz**. Victoria is currently in Georgia promoting world peace. And to prove that some things never change, **Heather Lockhart** is still having a good time. She divides that very time between NYC and San Francisco, and is hoping to expand her monthly travel itinerary to include Denver or maybe Dubuque. **Sharon Dinitz** is doing social work in

Harlem and living in Brooklyn. **Micah Pharris** just married Erin Monberg (A97) – congratulations! They have moved to Carlisle, Pa., where Micah is going to law school.

"Out on The Left Coast, we find **Zach Rasmuson** and **Michelle Sitton** living in the lush wine country of northern California. They have a dog named Lucky and are fond of long walks and lazy afternoons. **Gwen Pogrowski** is learning to blow glass in a small seaside town in that same area. Of course, the honorable **F.T. Moore** is also out that way in fashionable San Francisco working for a financial firm and getting up at the crack of dawn each day to do it. Even though he has yet to follow the advice of his classmates and run for mayor, from his 29th floor office he likes to pretend that he is lord and master of the denizens of the city that he now calls home. That is really all we have for now. We take no responsibility for this information, it seemed true and reliable when we heard it, but you never know. Hope to hear from you soon, especially if you weren't mentioned above."



Alumni and friends from the Class of '92 stake out a spot under the trees on the soccer field to catch up with each other during the 1997 Homecoming in Santa Fe this summer. More than 160 alumni and their families returned to campus for Homecoming this year, making 1997 the largest Homecoming Weekend the Santa Fe campus has had. The weekend provides alumni with an opportunity to see old friends and to participate in some traditional Johnny activities — including attending a seminar and going to a waltz party.

The 1998 Homecoming Weekend is scheduled for June 19, 20 and 21. All alumni are welcome to come back to campus and special activities are being planned for those in the "five-year" reunion classes of 1968, 1973, 1978, 1983, 1988 and 1993. For more information on Homecoming Weekend, contact the alumni office at 505-984-6103.

OBITUARIES

1996

Lucille Eleanore Ward (AGI) and Carl Martin Salker were married in May 1997. They are living in Athens, Ga., where Marty is studying for his Ph.D. in philosophy at the University of Georgia. Lucille is a grant writer at the university.

1997

Alexa Van Dalsem (SF) married Michael Behmer on June 7, 1997, at Woodside Priory Chapel in Portola Valley, Calif. Alexa and Michael are living in Huntsville, Ala.

HENRY D. BRAUN

Class of 1959

Henry Braun, class of 1959, died in Lewes, Del., on July 4, 1997. Born in St. Louis, he served in the Navy during the Korean War. After St. John's, he graduated from the School of Social Work of the University of Maryland. He was a regional supervisor in the Maryland Department of Juvenile Services until he retired in 1987. Survivors include his wife, Marianne Braun; a daughter, a son, his mother, one grandson, and two sisters.

JAMES H. FRAME

Class of 1950

James H. "Jim" Frame, 69, died on Oct. 4 at his home in East Meredith, N.Y., following a brief illness. Frame was a member of the college's Board of Visitors and Governors for 15 years and served as its chairman from 1986 to 1988.

After earning his degree from St. John's, Frame took graduate courses in the classics at Harvard University. He was a 1st lieutenant in the U.S. Marine Corps and served in the Marines during the Korean War.

Following his military service, he worked at IBM in computer programming for 22 years. In 1978, he took a position with ITT in New York City as the firm's corporate vice president of programming. In 1985, he formed his own company, James Frame Enterprises Inc., serving as a consultant in large computer programming systems.

In addition to his wife, Heloise, he is survived by seven children and their spouses – Matthew, A73, and Patricia Frame, A70; Margaret, A74, and Russ Lipton, A73; James Jr., A83, and Kate Frame; Shannah, A79, and Dennis Whitney; Martha and Eugene Lynch; David, A85, and Clara Frame; and Ruth, A87, and Michael Zinklevich – and 20 grandchildren.

Donations may be made for the establishment of a scholarship fund for children of Delaware County to attend St. John's College. Donations should be made payable to St. John's College and should be sent to the family at RD 1, Box 537, West Kortright Church Road, East Meredith, NY 13757.

EDWARD MYERS

Class of 1974

Edward Myers, class of 1974, died Sept. 8 in Albuquerque, N.M. Myers was diagnosed with myelogenous leukemia in 1995 and he also suffered from other serious ailments. He had been in contact with many St. John's friends who found out about his illnesses on the Johnny net. Last year he said, "I have received tremendous support, both emotional and financial, from my compatriots at St. John's. Some of the people I've heard from I haven't seen in 20 years." Fellow St. John's graduates even helped line up practical support about where to stay and how to make arrangements in Seattle, where Myers considered undergoing a bone marrow transplant.

After graduating from St. John's, Myers earned a second bachelor's degree in journalism from George Washington University. He then enrolled in law school at the University of Pittsburgh, in his hometown. He worked in Erie, Pa., for legal services before moving to New Mexico in 1982 and going into private practice in 1992. He worked in Albuquerque until becoming disabled by his illness.

In a memorial written on the day of his death, St. John's friend Howard Meister, A75, wrote on the Johnny net: "Ed loved to laugh, but above all, Ed loved to make others laugh. He was the single funniest human I have ever known. His humor was his shield and his continual gift to us."

Myers is survived by his wife, Faith. Classmate Wesley Sasaki-Uemura, A74, suggests that contri-

butions in Myers' name be sent to the Morris Animal Foundation, 45 Inverness Drive East, Englewood, CO 80112.

CHARLES ELZEY

Former Treasurer

Charles Tull Elzey, the treasurer of St. John's for 22 years, died in July in Baltimore. Elzey was born in Baltimore, where he graduated from City College. He attended Johns Hopkins University until he enlisted in the Army Air Corps in 1942. He received his wings in 1944.

Elzey entered the Wharton School of Finance at the University of Pennsylvania, graduating in 1949. He later received his master's degree from George Washington University. He established the Admiral Laundry and Dry Cleaners Inc., in Annapolis, which he owned and operated for seven years. In 1960 he became the treasurer at St. John's. In 1983 he became financial officer of the newly established Johns Hopkins School of Nursing and remained there until his retirement in 1990.

Survivors include his wife, Lillian Wotzbacher Elzey, one son, one daughter, and three grandchildren.

NOTED:

DAVID R. CROWLEY JR., 1928**DR. RICHARD VERNER HAUVER**, 1928**DR. RICHARD COMEGYS**, 1929**TILGHMAN B. PRICE**, 1933**JAMES P. BRADLEY**, 1936**CHARLES W. ELGIN SR.**, 1936**WILLIAM T. ROSS**, 1938**STANLEY A. WILKINSON**, 1938**CHARLES H. MESSICK**, 1947**HARRY W. SIPPLE**, A65**NANCY EILEEN KAMEROW**, A76**JERI LEA HOOKS**, A84

ELAINE ELLIOTT, former administrative assistant in the Dean's Office in Santa Fe

A THANK
YOU TO THE
COLLEGE
COMMUNITY

Isabel Archuleta, the widow of Delmo Archuleta, would like to thank everyone in the St. John's College community for their gifts, money, and letters of sympathy. The memories that have been shared with her have helped her through the months since her husband's death and she greatly appreciates the outpouring of support from the college, its alumni and Delmo's friends.

BEHIND/SCENES CONT. FROM PAGE 13

20 lessons; three readings – from Plato's *Meno*, Aristotle's *Physics*, and Aristotle's *Ethics*; four appendices – phonology, word formation, morphology, and syntax; and two vocabulary lists – Greek-English and English-Greek; two indices – syntactical and morphological.

A Price for Every Pocketbook

Bookstore manager Anne Pantalone, A89, says that the least expensive item in the store is an envelope, which costs only two cents. "There's no excuse for not writing home. We supply pencils, paper and stamps. We will even mail the letter from the store," she says.

At the opposite end of the bookstore "expense-o-meter" is the Liddell Scott Greek Lexicon, priced at \$125.

The Flowers That Bloom in the Fall

College horticulturist Blythe Woods says that the following flora brightened the campus this fall: abelia ("Bees love it," says Woods), asclepias tuberosa ("Butterflies love it."), Brazilian verbena, eupatorium (mist flower), flamingo feathers, geraniums, heliotrope, hibiscus, impatiens, lithrum, petunias, plumbago, roses (taboo, pristine, all-American beauty, dainty Bess), Russian sage (Perovskia), vinca and vitex.

Index from Iglehart Hall

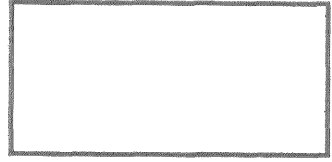
Athletic Director Leo Pickens, A79, gears up for the fall season by ordering 240 team T-shirts and schedules 110 athletic events. The question he is asked least frequently: "Do you have an equestrian team?" The question he is asked ad nauseam: "Do you have a swimming pool?"

SANTA FE WELCOMES ITS LARGEST FRESHMAN CLASS

BY CAROLINE KNAPP, SFOO

icals Postage Paid

DATE DUE



THE REPORTER

Published by the Communications Office
St. John's College
1160 Camino Cruz Blanca
Santa Fe, New Mexico 87501

ADDRESS CORRECTION REQUESTED

The sentiment when the news was announced in the spring on the Santa Fe campus that 142 freshmen would be matriculating in the fall may be summarized in three words: It's an invasion!

However, the arrival of St. John's largest freshman class of the New Program was something more of a groundswell than a tidal wave – of applications, of entering students, and of good will in helping to assimilate the new group into the college community.

By the end of last year, the Santa Fe campus was facing a serious downturn in enrollment. The class of 1998 had only 68 members, and total undergraduate enrollment had fallen to 350. However, in the Admissions Office, the news was more positive. Last year both campuses received a record number of applications for this fall, and Santa Fe alone had almost two hundred submissions.

Natalie Arnold, SF94 and an admissions counselor, attributes the swell in applications to several factors. She, Kirk Smothers, SGI93, and Kim Rascon, SGI96, had been covering their respective territories for some time, and had developed valuable contacts with high schools and guidance counselors. The increased participation of alumni in the admission process was also a major advantage. Santa Fe has been

working more closely with alumni admission volunteers, who talk to prospective students about the college, come to college fairs, and otherwise promote the college in their hometowns.

Lastly, Arnold notes that prospective students seem deeply impressed by the genuineness of the approach to admissions. In the cut-throat world of student recruiting, most liberal arts colleges are scrambling to distinguish themselves from the crowd. The St. John's approach is a contrast: "We aren't slick and students appreciate that... We haven't ever compromised our image, and our message is consistent," Arnold says.

Although this freshman class in Santa Fe is larger than most, there are few qualitative differences. The same percentage of students was admitted as in previous years, roughly 75 percent. Most of the students once again came from California, Colorado and New Mexico. They are slightly younger than previous classes, and 25 percent of them have done some college work before coming to St. John's. Overall, the class did apply slightly earlier than in the past, and there was an increase in the number of students who came after having had direct contact with a St. John's representative.

The freshman orientation program, "Homilia," continued the emphasis on the uniqueness of education at St. John's. Matt Johnston, SF98, the freshman orientation director, explains that he realized while planning the program, and later after the freshmen arrived, that "no one comes here being a good student in the St. John's sense... but we cater to people who want to be." Accordingly, his attitude in designing the program was to help the incoming freshmen prepare themselves to live and study at St. John's.

To prepare themselves for this task, the resident assistants arrived three days before the freshmen and spent that time training in communication techniques, planning activities for the freshmen, and coming to an understanding of their function within the community. In a new addition to the orientation program, the group went to the Santa Fe Mountain Center, where they played games, climbed through a ropes course, and did the "trust fall." Santa Fe's new assistant dean, Basia Miller, participated in the entire resident assistant orientation program, including the ropes course

and trust fall.

Once the freshmen arrived, they were put through the paces with a mock seminar on Stringfellow Barr's "Notes on Dialogue," and meetings with important staff members and resident assistants. In one new addition to the program, they also held seminar-style discussions prompted by different scenarios of community life, from roommate disputes to date rape. The scenarios, written by a faculty-staff-student task force on perceptions and boundaries, were designed to acquaint students with the difficulties of communal life before they arose.

The program culminated in Community Day, which was held on Saturday when nearly all of the rest of the school had arrived. Organized by head gardener Patrick McCue, SGI83, Arnold and Johnston, all the students joined forces to sweep out the gravel beds in the upper dorm area, and to prune bushes, mulch plants, and build a much needed path between the suites and main campus.

After the intense activity of the first week, the freshmen began to settle into regular campus life. Their fellow students, tutors and faculty have all been surprised and delighted by how easily that assimilation has been.

Certainly, the sheer size of the group posed some logistical problems for staff members. Jones Dorm, which normally would have housed freshmen, is still being reconstructed from the fire last spring. This forced housing director Kathy Mizrahi to put two students in the undivided doubles in Kirby and Murchison - an option that had not been exercised in at least four years.

For Registrar Diane Martinez, the biggest crush came during registration, when the photography equipment broke down and she was left with 142 freshmen and no way to take their pictures. Tutor meetings for freshman classes are now rather crowded, as there are nine sections of both language and math. The Student Activities Office faced a minor crisis during the first two weeks of class trying to arrange transportation for the conifer specimen trip for lab class. SAO ultimately ended up renting a mini-van and a Dodge suburban for two days to accommodate the group.

But quantitative data aside, the class seems to have settled right into place within the community.

CONTINUED ON PAGE 13

HOMEcoming EXCLUSIVE: TEMPORARY TATTOOS

Showing their true SJC spirit are tutors Robert Goldberg and Adam Schulman, who acquired special powers when they had the college "books and balance" seal tattooed on their biceps. Actually, the tattoos are temporary, and they were only available during Homecoming in Annapolis, held on Sept. 26, 27 and 28. In addition to being wise in the ways of Euclid and Heidegger, the tutors found they could arm wrestle for hours in the Coffee Shop after donning the tattoos. An ambitious Homecoming schedule of events attracted hundreds of alumni to campus, where, in addition to receiving tattoos, they attended seminars; danced in the Great Hall; dedicated the Barr-Buchanan Center; listened to Harold Anderson, A72, talk about jazz; enjoyed programs about the history of the college; and caught up on friendships. Look for the full story in the winter issue of *The Reporter*.

