



# REPORTER

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ANNAPOLIS, MARYLAND • SANTA FE, NEW MEXICO

SUMMER 2000

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## ST. JOHN'S COLLEGE

ANNAPOLIS • SANTA FE

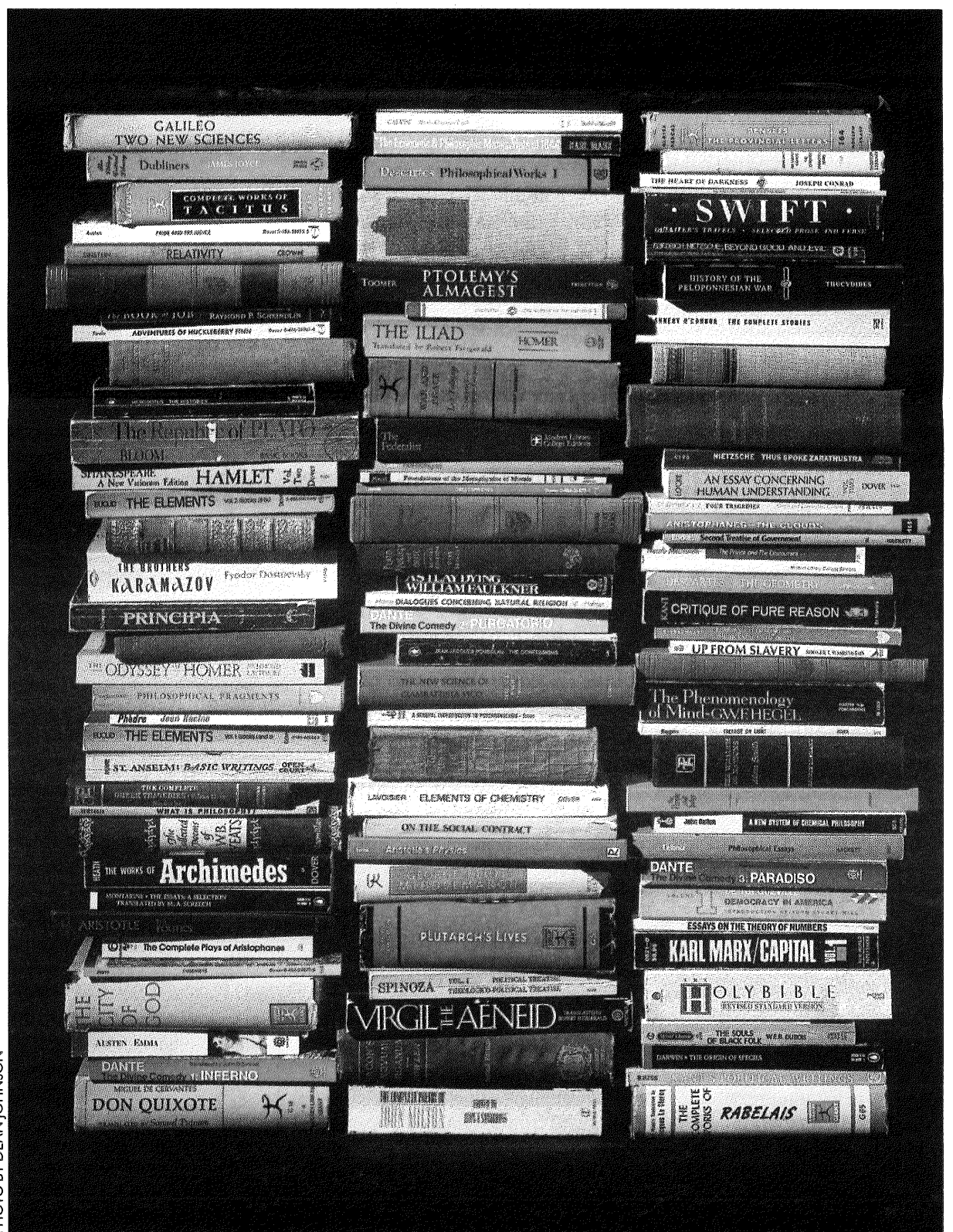


PHOTO BY DEAN JOHNSON

Books! Books! Books! That's what St. John's is all about. Stories about books in this issue: New publications for the Graduate Institute, p. 2; Meem Library, p. 3; Greenfield Library, p. 6; book review by Eva Brann, p. 8; tutors' recommended reading list, p. 8; a book-loving alum, p. 23.

## From the Bell Towers...

### SEARCH CONTINUES FOR SANTA FE PRESIDENT

The search for a president for the Santa Fe campus will continue, at least until the next Board of Visitors and Governors meeting in Annapolis in October. At the Board meeting held in Santa Fe in July, the finalist that the Search Committee was to recommend to the Board withdrew his candidacy the day before the Board was due to meet to discuss his nomination. John Robson, an investment banker, former dean of the business school at Emory University, and a member of the St. John's board for 22 years, cited lack of support among the faculty as the reason for his withdrawal.

In a letter to Board chair Gregory Curtis and Search Committee Chair Brownell Anderson, Robson wrote: "[The] essential condition for my

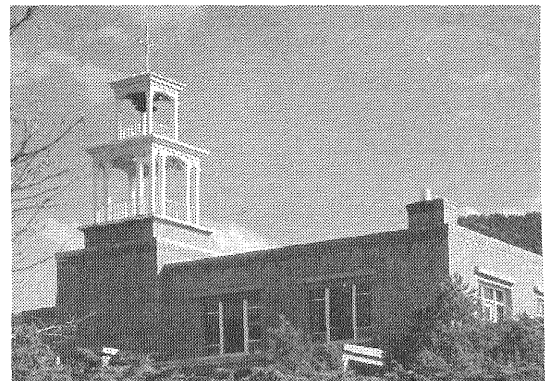
candidacy, which I specifically established at the outset of the search process, cannot in my judgment be satisfied. As you are aware, that condition is the existence of reciprocal commitments among the faculties, staff, Board and the new President to work together collegially and enthusiastically in the best interests of the College."

Robson was one of three candidates who visited both campuses in April and May for discussions with the officers, faculty, staff, and students.

The Search Committee was asked to continue its activities so that a nomination could be brought before the Board at a future meeting. Members of the Search Committee include: M. Brownell Anderson, Chair, vice president of

the Association of American Medical Colleges; Dr. Susan Ferron, SF77; William Tilles, A59; Charles Watts, past president of Bucknell University and past dean and provost of Brown University; Jonathan Zavin, A68; Barbara Lauer, SF76 (non-voting attachment); James Carey, dean in Santa Fe; David Levine, A67, Santa Fe faculty representative; Harvey Flaumenhaft, dean in Annapolis; Eric Salem, A77, Annapolis faculty representative.

Criteria used by the committee in evaluating the candidates focused on their understanding of the St. John's program; their ability to work harmoniously with members of the Santa Fe college com-



munity and with the Annapolis president; their capacity for leadership and administration; and their fundraising ability. At the July Board meeting, two more qualifications were added: the person nominated by the committee should be a viable candidate, and should be able to help the Santa Fe campus achieve the same status and support in its community that Annapolis has in its.

In the meantime, James Carey will remain acting president in Santa Fe. Timothy Miller will serve as acting dean in the interim. •

### THIS ISSUE'S TREE STORY

What with the loss of the Liberty Tree and the impending planting of the Newton apple tree, the botanical situation of the Annapolis campus has been news for many months now. We couldn't let a whole issue of *The Reporter* pass without a tree story, so here's the latest: The beautiful willow trees that bordered College Creek have all died and this summer were cut down. For many, many years, they were soft and suitably weepy looking—the first trees to green up in the spring and the last to lose their leaves in the fall. On a sunny May day, there was no better place to read the *Phaedrus* than under one of those willow trees, listening to the swish of its branches and looking out over the creek. •

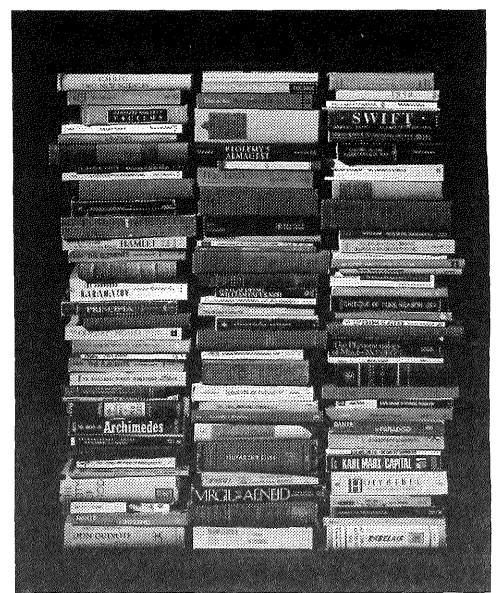
### COLLEGE RECEIVES SECOND HUGHES GRANT

The Howard Hughes Medical Institute awarded \$800,000 to the Annapolis campus as part of its \$50.3 million program to enrich undergraduate biological sciences education. This is the second time St. John's has won a grant from HHMI; the first was for \$1 million in 1996. The new grant covers four years and includes money for: 1) faculty development – tutor study groups or other means of faculty development with the aim of equipping faculty to lead new science and math preceptorials; 2) pre-college outreach – a program to disseminate St. John's-style science and math for children in grades 6-8 (this is called "inquiry-based education"); the program was developed and piloted over the past four years as a part of the first Hughes grant; 3) student research – funds for up to 10 internships for students working in on-campus projects, especially those taking advantage of the location on College Creek for ecology and other biology study; and 4) equipment for labs, especially to enhance the studies of ecology, evolution, and neuroscience.

### STACKS O'BOOKS

The striking photo of the three stacks of books on the reading list shown on the cover of *The Reporter* is the linchpin image for a new set of publications describing the Graduate Institute. Designed to explain the program clearly and in ways that would appeal to potential students with a variety of backgrounds, the new publications were conceived by consultant Mark Neustadt and designed by Claude Skelton, the same team that also engineered the most recent undergraduate admissions booklets. The new series includes an introductory brochure, a program statement (aka catalogue), visit leaflets, and a cool poster of the books.

The GI, as it's familiarly called, hasn't changed its mission over the years—it offers a master's degree in Liberal Arts in four semesters. The work is organized thematically, rather than chronologically like in the undergraduate program. However, the kind of students now attending the GI represent a greater variety of people, with different interests and goals. At first, when the Graduate Institute was founded in 1967 in Santa Fe, it was conceived as an excellent opportunity for teachers; they could come over the course of four summers and learn about the great books and about the discussion method, which would aid them in the classroom. The liberal arts program was expanded to Annapolis in 1977; the Eastern Classics program in Santa Fe, which offers a Master of Arts in Eastern Classics in three semesters, was added in 1994. By the mid-1980s, the program had become year-round and some mid-career professionals and retirees began to attend. More recently, students in the Graduate Institute have represented a range of ages and backgrounds, with many having just finished an undergraduate program at another college. "We hope that the new publications will reach a wider range of students more effectively," says Michael Dink, Graduate Institute Director in Annapolis. David Levine, the director of the GI in Santa Fe, adds, "The new image campaign is not only universally appealing, it also represents a unified statement, from both campuses and both programs, with fresh testimonials from recent students." •





# From the Bell Towers...

## MEEM LIBRARY CELEBRATES DECADE

This summer marked the tenth year for Meem Library in Santa Fe, and an appropriately festive celebration was held on July 14—complete with speeches, great food, music, and plenty of visitors, including faculty and students, alumni, Board members, Guild members, and friends from the Santa Fe community. Opened in 1990, the 25,000-square-foot Territorial-style building features a central atrium, seminar rooms, and two 24-hour study areas. The prominent use of natural light in the design of Meem Library was intended to be both symbolic—representing education—and functional—illuminating the library's interior. The building was designed by Lorn Tryk of the architectural firm of McHugh, Lloyd and Associates, and named after John Gaw Meem and his wife Faith Meem, benefactors who donated the land on which the Santa Fe campus is built. With a collection that now numbers more than 65,000 volumes, the library plays a central role in the life of the college.

Jim Carey, acting president of the Santa Fe campus, opened the celebration by saying, "We use Meem Library for individual study, tutorials, faculty meetings, board meetings, and gatherings where we celebrate our most important achievements." He answered the question, "Why do we need a library if there are only 100 great books" by quoting his wife, architect Lisa Carey:

*Anyone who has participated in a St. John's seminar understands that it is a vital center in the life of the college. It is a lively public exchange united around a common purpose and a common table. The success of a seminar depends on a student's ability to take part in a sustained and meaningful conversation about a book. However, to do this a student must have an initial exchange with a book that is private, focused, and reflective. The engagement of the reader and the book is at the heart of the college's understanding of itself. The Library echoes this understanding by providing not only the books themselves, but an environment that fosters contemplative activity.*

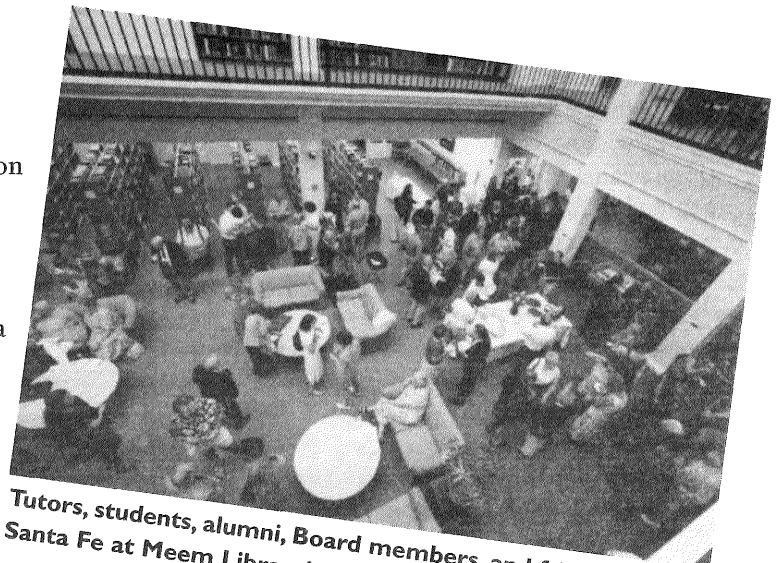
Greg Curtis, chairman of the Board of Visitors and Governors, acknowledged the many supporters in the audience who had contributed to the library building fund, including members of the class of 1990, who contributed to the library's construction with their class gift. Santa Fe Mayor Larry Delgado thanked St. John's for the support that it provides to the local community from lectures and community seminars to library services.

Chris Nelson brought greetings from colleagues in Annapolis and recalled being a student on the Santa Fe campus before Meem Library was built, when the library was "quite literal-

ly an intimate little collection of books that could comfortably have fit in a private home." Of Meem Library, he added, "this particular library is a lover's library. The books have been carefully selected and put here for our use, not show—and yet are shown to such beautiful advantage as well. Here, the great dead are not beyond our reach; they are among us as our teachers; they are right down the next aisle and are always seen at their best—men and women who have set out their innermost thoughts in elegant prose, and all for our sake too, for us readers who are gathered here to celebrate both these great teachers and those others who, a decade ago, had the vision and generosity to bring them all together under one roof in this fine Faith and John Meem Library."

Speaking on behalf of the faculty, Janet Dougherty provided a humorous account of how difficult it was to use the old library, with its card catalog in one building, and its collections scattered in various rooms across campus.

The celebration culminated when Kelly Koepke (SF90) unveiled photographs of John and Faith Meem taken by noted Southwest photographer Laura Gilpin, which were donated by Nancy Wirth, daughter of the Meems. Nancy Wirth told the audience how well St. John's had fulfilled her parents' dream of creating a sanctuary of higher learning in New Mexico, and how pleased she was to know that their images would now hang in the building named in their honor. •



Tutors, students, alumni, Board members, and friends from Santa Fe at Meem Library's anniversary.

## NEW BOARD MEMBERS

The six new members of the Board of Visitors and Governors have varied backgrounds:

**Robert Bienenfeld** (SF80) is manager for Alternative Fuel Vehicle Marketing for American Honda Motor Company, responsible for marketing electric, natural gas and hybrid automobiles. He's worked for Honda for 18 years, both here and in Japan. He's served as president of the Los Angeles chapter of the St. John's Alumni Association and was active in organizing alumni during The Campaign for Our Fourth Century.

**David Ellis** has been a practicing attorney in Vicksburg, Miss., since 1967, focusing on real estate, commercial, and government law. For 12 years he served as City Attorney for Vicksburg. He's been involved with business development in Mississippi and helps with various civic organizations. A graduate of Notre Dame, he attended the University of Chicago School of Law. He has participated in the St. John's Classic Weekend program.

**Thomas Kraus** is CEO of Behavioral Science Technology, Inc.,

based in Ojai, Calif., and London. He received his doctorate in psychology from the University of California at Irvine. After treating patients who had sustained industrial back injuries, he began a consulting company that addresses industrial performance improvement. Several of his children attended Thomas Aquinas College, where Kraus became interested in the great books. He and his wife have both participated in the Summer Classics program and he is now enrolled in the Graduate Institute in Santa Fe.

**Richard Morris** is retired as the president and CEO of the El Paso Natural Gas Company. A lawyer, he was partner in the Santa Fe firm of Montgomery & Andrews. He attended Rice University and received his JD from the University of New Mexico. His many volunteer involvements include the University of New Mexico Foundation, the School of American Research, and the Santa Fe Opera Foundation. He has participated in Summer Classics and Community Seminars for many years.

**James Roche**, who lives in Annapolis, is president of the Electronic Sensors and Systems Sector of the Northrop Grumman Corporation. His undergraduate degree is in English literature; he has a doctorate from Harvard Graduate School of Business. He served in the Navy until his retirement as captain in 1983, and then in several government positions until joining Northrop. He serves on numerous boards, including the Center for Strategic and Budgetary Assessment, the Maryland Historical Society, Historic Annapolis Foundation, and the Washington Institute for Near East Studies.

**Thomas Stern** (SF68) has been involved with motion picture production since earning his MA from Stanford in 1971. In 1981 he began his current association with Malpaso Productions at Warner Brothers, Clint Eastwood's production company. He has been responsible for the lighting of more than 40 movies, including *Risky Business*, *Pale Rider*, *Unforgiven*, and *American Beauty*. •

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## From the Bell Towers...

I know one thing about memory," says Samuel Kutler A54. "It lies and lies and lies and lies." Alumni from far and wide will test this notion September 22-24 when they gather for Homecoming on the Annapolis campus.

Mr. Kutler, who retired from the Annapolis faculty this spring, will give the Homecoming lecture on Friday, September 22. He will speak on "Memories and Memory," and has been tantalizing the denizens of the Annapolis campus with epigrammatic allusions to his purpose. It is not expected, however, that he will truly show his hand much before 8:15 on the night in question.

In the meantime it is left to the alumni to prepare themselves spiritually for an inquiry into memory, and what better way than to plan to reunite with classmates, friend, tutors, books, the campus, and the liberal arts at large? The weekend will hold a wide variety of events:

- Parties will range from the decorous after-lecture reception in the dining hall to the no-holds-barred rock parties, one in the boathouse and one in the coffee shop. (Look for the Homecoming 2000 Beer Cup—it's destined to become a collector's item!) In the mid-range are the waltz-swing party (certainly lively, but some

holds barred, naturally!) in the Great Hall Saturday night, and the open bar reception before the banquet.

- An eyebrow-raising variety of seminar topics will lure partyers back to the dialectic. From John Ford's *The Man Who Shot Liberty Valance* to Titian's "Venus With a Mirror," from the eastern classic *The Secret of the Golden Flower* to the western classic *The Phaedrus*, from Aristotle on force to Baudelaire on love.
- Steve Hancoff (A70) will return to the scene of his very first public guitar performance, and give a solo concert in the Great Hall (see profile on page 20).
- The Bookstore Autograph Party will feature alumni authors

Chris Amberger (AGI91) (*The Secret History of the Sword: Adventures in Ancient Martial Arts*), Hillary Fields (SF97) (*The Maiden's Revenge*), Nathan Humphrey (A94) (*Gathering the NeXt Generation: Essays on the Formation and Ministry of GenX Priests*), Nancy M.P. King (A75) (*Making Sense of Advance Directives and Beyond Regulations: Ethics in Human Subjects Research*) and Dana Densmore (A65) and William Donahue (A67) (great works in the history of science published by their own Green Lion Press).

• Densmore and Donahue will also receive the Alumni Association Award of Merit, along with Ron Fielding (A70)

and Ed Weinberger (A65), at the Homecoming Banquet in the dining hall on Saturday night.

- Joyce Olin, the wife of Annapolis campus President Christopher B. Nelson (SF70), and Annapolis tutors Louis Kurs, Gisela Berns, and Laurence Berns, will be made Honorary Alumni at the Annual Meeting of the Alumni Association.
- Finally, the reunions of the classes of 1935, 1940, 1945, 1950, 1955, 1960, 1965, 1970, 1975, 1980, 1985, 1990, and 1995 will be celebrated with gusto.

The 50th reunion class of 1950 has invited all comers to their seminar, on the 1946 St. John's College catalogue, led by classmates and former tutors Robert Goldwin (A50) and Thomas Simpson (A50). The 1946 catalogue is the one that lured the class of 1950 to the college—with Mr. Kutler's wisdom about memory fresh in their minds, they'll consider the upshot of having read that document when they were young.

Look for the brochure explaining all the happenings, or check the website ([www.sjca.edu](http://www.sjca.edu)—click on "Alumni"). Questions? Contact the Alumni Office at 410-626-2531 or [alumni@sjca.edu](mailto:alumni@sjca.edu).

## THE BIG ARISTOTLE

*All men, by nature, desire to slam-dunk.*



Aristotle

Who would name himself "The Big Aristotle"? Well, it would have to be somebody big, like for example a basketball player. It would have to be somebody who perhaps embodies Aristotelian principles.

Shaquille O'Neal?

The Los Angeles Lakers' 7'1" 315-pound center has been calling himself The Big Aristotle. Big—OK, we can handle that. But where did the Aristotle part come from? Perhaps influenced by his Nietzsche-reading coach, Phil Jackson, Mr. O'Neal explained that it's because Aristotle talked about what it means to work and practice habitually in a way that leads to human excellence. (That would have been in the *Nicomachean Ethics*, no doubt.) Great basketball players get that way through practice, practice, and more practice—they are definitely in the "habitual" mode.

Never missing the chance to connect St. John's with the world at large, and leaving no area of endeavor untouched by the great books authors, Annapolis president Chris Nelson wrote Shaq a letter:

Dear Mr. O'Neal,

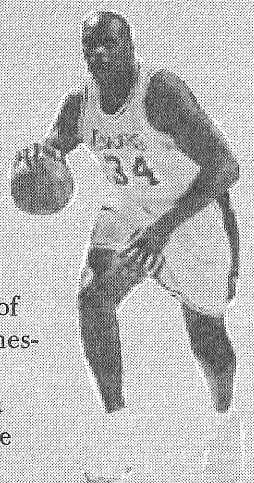
Ever since you've become The Big Aristotle I've become a big reader of the sports pages. I can think of no more felicitous a circumstance than that the world's greatest basketball player should serve as a reminder to today's young people of the giants of yesteryear who have helped shape the way we live in our world today.

To aspire to excellence through cultivation of the habits of virtue is a noble thing and a good message to others.

I have enclosed a colorful poster picturing a number of the world's great books, including the works of Aristotle. Perhaps you will find a place to post it to serve as an inspiration to others. If the great men of today acknowledge the great books of our heritage, the rest of us would do well to emulate them and enjoy the good reading associated with them.

Sincerely yours,  
Christopher B. Nelson

*President of St. John's College . . . the 'Great Books' school with the nation's biggest hearted but smallest-standing intramural college basketball team . . .*



Aristotle—Super-sized



## From the Bell Towers...

### FANTASIA PHILANTHROPIA

It's been years since you graduated from St. John's, but lately, you've been having the nightmare more and more frequently. In it, you're a full-paying student, heading off for your first day at St. John's. At registration you're given your schedule, your room key, your mailbox combination, and a lollipop. As you sit down to fill out

Luke, but John is off limits."

"What's going on?" you ask. "I've paid my tuition, I want my money's worth." The rep reaches into his pocket, and pulls out a simple pie chart, representing the cost of a St. John's education. The majority of the pie (nearly three-quarters) is covered by your full-paid tuition. But the remaining slice—25.5 per-

cent—is paid for through several other sources: primarily endowment income, gifts, and grants. In that crazy logic of dreams, it's beginning to look like your education will be on a pay-as-you-go basis. You try to argue with the rep, but he's a top-flight sophist. You try to call the registrar, but she's

busy canceling every fourth seminar. You rush to the dean's office, but it's closed for two of every eight hours. You're so upset, you're ready to scream, but when you do, a raspy, buzzing sound comes out of your mouth. It's the alarm clock.

Relieved but shaken, you climb out of bed and stumble to your bookshelves. There's your Hegel, safe and sound, though still bordering on the

incomprehensible. *King Lear's* resting peacefully with the other tragedies and Lobachevsky's there too. You open your Bible. All gospels are accounted for. You return to bed and fall into a deep sleep, the peaceful slumber of someone who has read 100% of the great books, not just the 75% covered by tuition.

That afternoon, as you're going through your mail, you slip into a kind of daydream. A group of alumni has contacted you. They're trying to raise money for St. John's. They've asked you to help. They want to make the world safe for the liberal arts. In a trancelike state, you take out your checkbook, and a brochure flutters from your hand to the floor. You bend down to grab it, and when you stand up again, you knock your head on the table. And that's when it hits you. Though last night's dream was, thank heavens, merely a figment of your imagination, this daydream is for real. There really is a group of alumni working to raise money for St. John's. They really do want to make the world safe for the liberal arts. And they really do want your help.

The group is Philanthropia, a relatively new alumni organization started in 1998. Philanthropia vol-

unteers decided that the alumni should have an active role in raising money from their fellow alumni. Philanthropia's focus is the Annual Fund, a major factor in making up the 25% shortfall between tuition and the cost of running the college.

In its first year of operation, Philanthropia has successfully shared the responsibility for fundraising with the college's advancement offices and made an excellent start. The number of alumni who gave to the college increased an impressive 16% in the 1999-2000 fiscal year.

"In the year ahead," says Philanthropia chair Marta Lively (A78), "Philanthropia will continue to solicit support from all alumni. It will try to convey to alumni the importance of their gifts, no matter the size. All alumni who treasure their St. John's education can make a difference through their gift to the Annual Fund." •

To help with Philanthropia, contact Marta Lively at [lively@home.com](mailto:lively@home.com). To contribute to the annual fund, call Joan Ruch in Annapolis at 410-626-2534 ([j-ruch@sjca.edu](mailto:j-ruch@sjca.edu)) or Patricia Martin in Santa Fe at 505-984-6182 ([pmartin@mail.sjcsf.edu](mailto:pmartin@mail.sjcsf.edu)).

*"You fall into a deep sleep, the peaceful slumber of someone who has read 100% of the great books, not just the 75% covered by tuition."*

forms and sign releases, a representative of the operations budget steps up to negotiate your reading list. "We'll give you Plato, Aristotle, and Kant, but no Hegel," he says. "You can keep *Hamlet*, *Othello*, and *Macbeth*, but I'm afraid you'll have to give up *King Lear*. Euclid, Newton, and Einstein can stay, but I'm afraid Lobachevsky's out of here. And feel free to read the Gospels of Matthew, Mark, and

## FUNDRAISING SUCCESS

### Alumni gifts up dramatically during FY2000

Fiscal year 2000 was a very good year for St. John's College, with a total of \$11,953,912 raised from all sources. After factoring out the windfall of a \$5 million gift to the endowment from the estate of Paul Mellon, the college finished the year with a 37% increase over fiscal year 1999 totals. A breakdown of sources for the contributions shows that alumni gave 59.3% of the total, parents contributed 2%, friends of the college contributed 8.7%, and corporations and foundations contributed 30%.

The Annual Fund (money raised every year to supplement operating expenses on the two campuses) raised \$2,020,397—11% over the year's goal. Because of the efforts of Philanthropia, the alumni fundraising group, the number of alumni who contributed to the Annual Fund rose from 1,710 last year to 1,980. The goal had been to increase the participation rate by 10% and this represents a 16% increase. The number of alumni who give money to the college is what counts—over and above the dollar amount contributed—because outside sources of funding such as foundations and corporations look at alumni support as an indication of a college's worthiness.

Special kudos go to two reunion classes that dramatically increased their number of contributors: The Annapolis class of 1989, with class leaders Brett Heavner, Stefanie Takacs, and Brad Stuart, achieved a giving rate of 37%; the Santa Fe class of 1979, with class leaders Gary Edwards and Susan Eversole, achieved a giving rate of 41%. As part of Philanthropia's strategy, selected reunion classes focused particular effort on increasing participation among their members. "I enjoyed talking with so many of my old classmates," says Gary Edwards. "When I stressed that the dollar amount was not the focus of our fundraising effort, but participation was, the natural attention and esteem so many alumni hold for the college became the prime motivator."

"With the enthusiastic help of Philanthropia, the college was able to finish the year having raised more than ever before," says Jeff Bishop, vice president in Annapolis. "It's important for the Annual Fund drive to be successful so that the college can continue to offer need-based financial aid to students and continue to increase tutor salaries. And, of course, gifts to the endowment are important because they ensure the future of St. John's." •



Work on the Student Activities Center (aka gym) in Santa Fe continues apace. At Homecoming in July, alumni could check out the layout of the new building, which was in the final throes of having drywall and plumbing installed. It features a weight room, squash courts, a basketball court with a kind of split-level viewing area—many features for the "great books-new gym" set. The grand opening is scheduled for October.

# Scholarship...

## WINDOW OF THE COLLEGE'S SOUL

*A college's library is the window of its soul—look into it, and you'll get a glimpse of the school's philosophy, way of learning, physical environment, sense of history, and institutional culture. The Annapolis campus moved its 100,000 volume collection into its new home—the Greenfield Library—in 1996. Four years later, we ask: What does the Greenfield Library say about the college?*

by Susan Borden

If the St. John's curriculum and pedagogical philosophy discourage research and the evaluation of secondary literature, why is our library any larger than a collection of class copies? Tutor Mera Flaumenhaft, who serves on the library committee with librarian Lisa Richmond and tutors Eric Salem (A77) and Stephen Larsen, says that the relation of the library to the program is a topic of frequent discussion. "On the one hand the library is to be a collection to support the program," she says, "and on the other hand it is a collection to supplement the program."

While nothing in the program demands that St. John's students use the library, Richmond says that the Greenfield Library is extraordinarily well used, circulating nearly one-third more books per student than the average liberal arts college library. "I was astonished to realize this, the first time I compared our circulation statistics with those of other colleges," says Richmond. "After all, other colleges *require* library use, and yet here we are at St. John's seeing students voluntarily using the library to a greater degree than their peers elsewhere." Studies conducted by the library in recent years have shown that freshman primarily borrow copies of seminar readings, but that

extra-curricular borrowing rises steadily each year thereafter.

Richmond says that, among the faculty, there is a wide range of opinion about the library: "At one end there are those who think we really don't need a library at all, and at the other end there are those who think we ought to have as large and deep a library as possible. Most people are somewhere solidly in the middle." Richmond, who must address this issue on a daily basis as she makes acquisitions and other planning decisions, has developed a working approach to the wherefores of the Greenfield Library: "The library at St. John's is somewhat like a public library for a special group of people—us 'intelligent non-specialists.' We come to the library freely for what it offers for our enrichment and exploration," Richmond says. "The particular interests of our community, of course, are very different from those of the general public, but in any case it is clear that the Greenfield Library is an academic library that isn't really an academic library in the normal sense of the term."

As Richmond and the Library Committee select texts for "intelligent non-specialists," other considerations come into play, for example, "the tension between the library being an educator of taste and good

thinking, versus the library simply providing what people want to read," Richmond says. Again, she pursues a middle course. "My operating principle is that the books we include in our collection ought to meet some basic communal standard of quality or worthwhileness but that it is also very important that the library provide a range of views which any intellectually curious and thoughtful person will want to have the chance to look at," she says.

### A Concentric Collection

The operating principles of the New Program librarians (Charlotte Fletcher, Kitty Kinzer, and now Richmond) have resulted in a collection built over the past 60 years that includes not only the *Iliad* and the *Odyssey*, but also *The Velveteen Rabbit*, and the *Wall Street Journal*, and a video of *Frankenstein*.

"I see our collection as a set of concentric rings around the core of program readings," says Richmond. "Each successive ring represents, in general, lesser relevance as one moves farther from the center."

The center of the collection includes a wide range of editions and translations of program works. The second category, other books by program authors, includes works like Rousseau's *Discourse on the Sciences and Arts*. The next ring, secondary or supporting works directly relating to the program, includes specialized monographs that would be adequate to support graduate course work at a regular college. Recent acquisitions in this category include *Descartes's Dualism* by Marleen Rozemond and *The Alternative Trinity: Gnostic Heresy in Marlowe, Milton, and Blake* by A.D. Nuttall. The fourth category is works by non-program authors generally considered by the community to be significant figures in their field or in intellectual history. A recent acquisition is *Vitruvius: Ten Books on Architecture*.

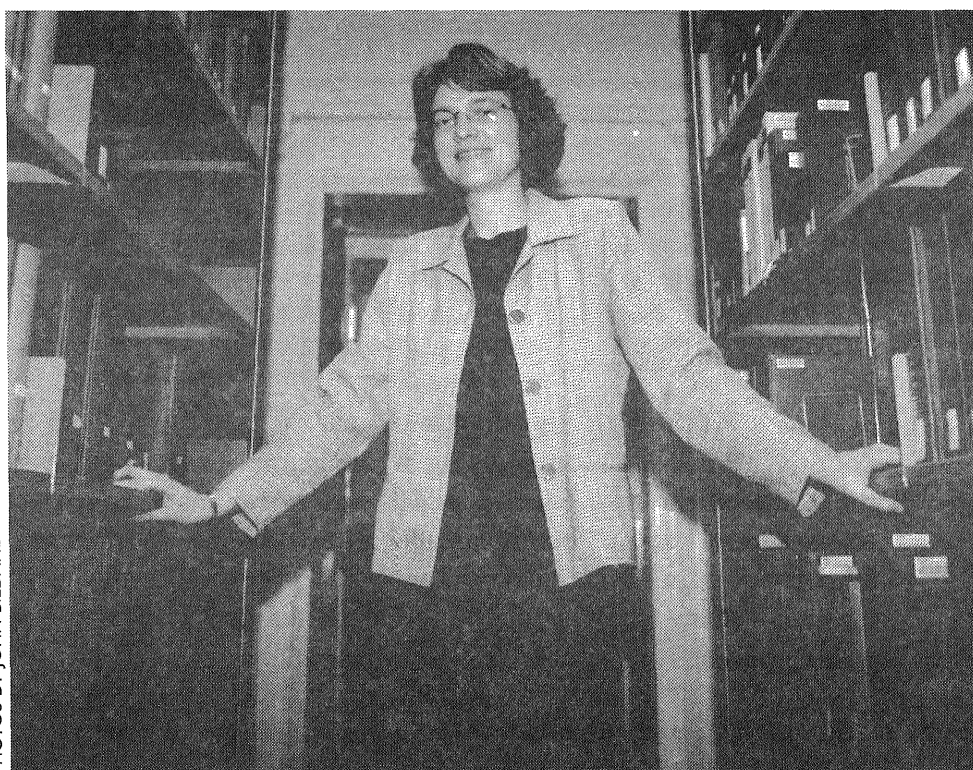


Reference books form the next category. The library has recently acquired concordances to the poems of William Wordsworth and the maxims of LeRocheffoucauld. After reference books come collections at the initial study level in standard undergraduate fields. Richmond says these often take the form of books for the intelligent layman. Recently purchased examples include *The Atom in the History of Human Thought* and *Oasis in Space: Earth History from the Beginning*. Following these are class manuals from both Santa Fe and Annapolis; audiotapes, primarily lectures, language learning aids, and authors or poets reading from their own works; and videotapes, mainly dramatizations of program works, operas, and classic films. Among the library's collection is *Nosferatu*, *Don Giovanni*, *Star Wars*, and *The Treasure of the Sierra Madre*.

The circle farthest out from the center in the book collection contains resources that are outside the scope of the library's academic holdings, but are of interest to the community, such as career and education guides (*Peterson's Guides to Graduate Schools*, for example), self-help books, and popular fiction.

In the periodicals collections, the library includes those periodicals that provide news and current awareness, such as *The Washington Post*, *The Chronicle of Higher Education*, and *Le Monde*; those that provide scholarly articles published in fields of direct relevance to the program, such as *ISIS*, *Speculum*, and *Interpretation*; and those that provide scholarly or professional literature, such as *American Anthropologist* and *Mathematics Teacher*.

The library also collects transcripts of Friday night lectures and provides access to several online databases such as JSTOR (which features the complete backfiles of scholarly



The St. John's library is for "intelligent non-specialists," says head librarian Lisa Richmond.



journals, sometimes as early as the 17th century), the Philosopher's Index, and WorldCat, a union catalogue of thousands of academic libraries. All books published by tutors on both campuses are collected and the library keeps on file tutors' published articles, lectures, and other writings.

#### Scholar-Librarian

Any library, however complex, is made more effective for its users by its staff. Decades of Johnnies have worked in the library as student aides (there are currently 23), and since the New Program, there has been a remarkable continuity in the staff.

The current head librarian, Lisa Richmond, arrived from Canada at the Annapolis campus just two years

### *A parent once asked: "What's in your library? 100 copies of each of the 100 great books?"*

ago, but her Johnnie credentials go way back. She studied music at the Royal Conservatory of Music in Toronto; majored in French in college; and received a masters degree in theology, a course that included religious and philosophical history, Greek, and Latin. Long before she ever set foot in Annapolis, she'd read a long list of program books, from Pascal, Descartes, and Leibniz to Spinoza, Montaigne, and Machiavelli.

But while she's always been a Johnnie at heart, her college educa-

tion began inauspiciously.

"I got off to the wrong start because all the adults in my life talked about going to college as training for a job. I didn't know what I wanted to become—I was only eighteen—and I felt pressured into picking a career, so I picked a pharmacy major," says Richmond. "I still think it would have been interesting, but I felt like there were so many other things worth studying that if I specialized I would not have a chance. I finally ended up with a French major. What I really wanted was St. John's, but there was not anything like that at the University of Regina [in Saskatchewan]."

After finishing college, Richmond moved to Vancouver, British Columbia, and enrolled in a graduate program. "It took eight years to finish," she says. "It was a

really expensive program and I totally put myself through school, so I went part time. When I got a job in the library I realized that was something I could really see myself doing." In 1996, while pursuing her degree in theology, Richmond entered graduate school in library science.

By the time she saw the St. John's job announcement in May, 1998, Richmond says that she was feeling somewhat demoralized, thinking she would never find the kind of library environment she was looking for. "Posting after posting called for expertise in this computer system and proficiency in that software program," she says. "Certainly, computer skills are absolutely necessary, but one phrase in the St. John's announcement jumped out at me. It described the library as book-centered." •

## FROM JOHN LENNON TO JOHN CALVIN

*The Greenfield Library's special collections include theological books from a famous French ventriloquist, Alexandre Vattemare; Elizabethan and other early English imprints; "incunabula," or books printed prior to 1501; and the 800 books, maps, and globes that Annapolis merchant Lewis Neth left to the college in 1832. Among the most prized collections are the library's newest: the Prettyman Collection, and its oldest: the Bray collection.*

#### The Prettyman Collection

I wish I could begin to explain what these books mean to me. They are first, my friends. But they are something more, because very few friends can comfort you, in person, in the shank hours of the morning, before daylight. How many times—countless—have I been unable to sleep and wandered into my library, taken down a volume, savored a few pages, read the inscription, felt the texture of the pages, the jacket, and the binding, and reassigned the book to its place on the shelf? Only someone who loves writers, the writing process, and the end product can understand that 4 a.m. feeling—the one that sends you comforted back to sleep." These words, by E. Barrett Prettyman, accompanied the 1999 inaugural display of his collection at the Greenfield Library

Prettyman, a Washington lawyer, gave the college a group of almost 1000 signed and inscribed books, mostly by American and British authors, political figures, and cultural icons from the 20th century, although there are a number of volumes from the 19th century as well. Authors include Mark Twain, Alfred Lord Tennyson, John Galsworthy, Winston Churchill, Leo Tolstoy, Albert Einstein, Albert Camus, Ralph Waldo Emerson, George Eliot, Harry Truman, Rosalyn Carter, J.D. Salinger, John Lennon, and Kurt Vonnegut. Prettyman also has a strong interest in the Supreme Court, having argued before it, and the collection includes the signatures of all the current justices.

In addition to the heavy hitters in his collection, there are quite a few best-selling authors, such as Ruth Rendell, John Irving, and Judith Rossner, and some more whimsical choices as well, including a copy of *Where's Waldo* inscribed by Nick Nolte, two books by Art Buchwald, John Lennon's *Lennon Remembers*, and Cab Calloway's *Of Minnie the Moocher & Me*.

While Prettyman will no longer be able to visit the books at 4 a.m. in his own home, he can see them during the Greenfield Library's regular hours. As part of the donation agreement, the college has agreed to keep the collection intact and display some of its books on a continual basis.

#### The Bray Collection

by Becky Wilson (HA83)

Had it not been for an English clergyman's distaste for 17th century coffee houses, St. John's College might not own the Bray Collection: remnants of the first and for many years the largest public library in America.

Thomas Bray, founder of the collection, was a man who may be as important as Andrew Carnegie as a benefactor of American libraries.

There was this difference: Carnegie was a wealthy man. Bray, who came of a poor farming family and whose intelligence won him an education at Oxford, spent years filled with passionate determination raising funds for the books, seeking money from the clergy and gentry and even from the princess royal herself, the future Queen Anne, a devoted churchwoman whose name would later grace the capital of Maryland.

By the time of his death in 1730 at the age of 72, Bray had founded, abroad and at home in England, 111 libraries, 50 of them in the colonies. In all, he sent 34,000 religious books and tracts to America.

Charlotte Fletcher, former librarian of St. John's, said that the collection is the only one which came to America that was universal in scope and purpose. It was intended to include "All parts of Useful Knowledge, both Divine and Human." Among the categories Bray sought to fill were theology, morality, economics, polity, law, history, physiology, and logic.

Bray's primary purpose in establishing libraries was to assist the poor clergy, a third of whom he estimated were "not in a position to buy a sufficient quantity of books." He also sought to establish libraries for sea-ports where missionaries might be detained for weeks or months. Ports were generally "loose places and dangerous for young men to bide in long," noted the Rev. Richard Rawlinson, an early biographer. Rawlinson wrote of Bray's hope that libraries would enable clergymen, during their stay on shore, to "lose no time toward their better improvement, but to prevent also the expense and Scandalls to which they would be too much exposed, by sauntering away whole hours together in coffee Houses, or may be less sober places.

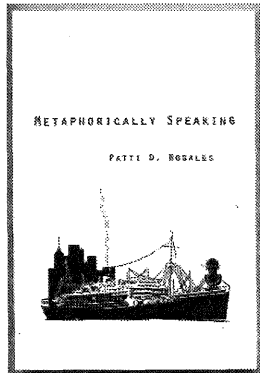
"But could they have a library in each of these ports, to sett down in all the time they could spare from their meals, and where they might recreate themselves after hard study with the conversation of their Brethren, whether Fellow Missionaries or the Sea Chaplains, or other ingenious passengers in Ports."

The library, originally kept in the State House, was transferred to the King William School in 1704 when the State House burned down. St. John's is believed to have acquired the books when it absorbed the school in 1786, but the circumstances of their arrival are undocumented. Although most of the collection was lost over the years, five of the original volumes remain in the Rare Book Room on the Annapolis campus, and another 200 or so are housed at the Maryland State Archives.

## Scholarship...

## BOOK REVIEW: METAPHORICALLY SPEAKING

Metaphorically Speaking, by Patti Nogales.  
Stanford: Center for the Study of Language  
and Information, 1999



How weary, stale, flat, and *merely* profitable human speech would be without metaphor! What would remain of poetry but pretty diction, of science but formulas, of philosophy but argument? Hence whoever cares how we ascribe significance and beauty to our world will wish to understand this greatest of all figures of speech.

Patti Nogales (A82) had told me about her metaphor project some years ago at a Homecoming, and when I read in a recent *Reporter* that her book had appeared I ran to get it. It proved to be a really worthwhile investment.

Its most important feature is an original theory of metaphor: metaphor as reconceptualization. Don't be put off by the dry term—the theory has the immediacy of most good explanations. But before saying a little more about the thesis of the book, let me mention some of the unexpected bonuses this book offers to a willing reader.

For my own part, I feel no obligation at all to live in my so-called own times, but I do feel a duty to be acquainted with what my contemporaries think. Patti Nogales has the knack of giving clear capsule versions of the plethora of current opinion concerning metaphor, accurate where I can judge and plausible in the many other cases. She prepares us for her own theory by giving summaries of metaphor-theory in linguistics, cognitive science, and philosophy, distinguishing along the way not only these disciplines but also their terms in the most reader-friendly way. Reading in these burgeoning disciplines can be very irritating because the researchers talk to each other and have no thought for the innocent bystander who wants in. In Patti Nogales's book the fields and their subdivisions (such as semantics and pragmatics as parts of linguistics) are clearly explained and the terms of the art (such as the "subject" and "vehicle" of a metaphor) are clearly defined. The book is a considerate teacher.

It is an everlasting problem to writers in the disciplines that are suspended between the hard sciences and the soft humanities how to put the great number of mutually canceling theories to some progressive use. Patti Nogales has a clever and, I think, exemplary solution to this problem. She examines preceding analy-

ses not only for positive answers, which she critiques incisively and finds wanting, but also for new criteria that she appreciatively includes in a tabulation. So she slowly accumulates a checklist of questions that her own analysis must satisfy. She seems to me to have the model of a method to be used by any inquirer who does not want to work in a vacuum. I am all for working in a vacuum when we are on our way into the depths of a subject, but when the time comes for public presentation, we must test our thoughts against previous thinking. Patti Nogales's book is an ingenious paradigm.

There is a comical but suggestive little drawing on the cover of *Metaphorically Speaking*. It figures an ocean liner. Astride its bow sits the black bust of a balding philosopher. On its stern the ship carries the silhouette of a city skyline. From a funnel amidships there rises a snaky legend: "The philosopher is the city's pilot"—a sentiment any Johnny will place in Plato's *Republic*. How is this metaphor analyzed under the theory of reconceptualization? To put it simply and without the attendant ramifications and subtleties: There are standard classifications, or "category schemes," that we all attach to our language: what the familiar, properly specific features of ships, cities, pilots, and philosophers are:

...when Socrates describes the philosopher as the pilot of the city he is saying that the category scheme underlying his description (in which the city is a cohesive entity that requires guiding by a human being, namely the philosopher) allows a better understanding of the philosopher and her/his role (and of the other entities in question, such as a city) than a category scheme that classifies philosophers as non-working talkers or even students of philosophical works.

The Nogales theory thus addresses what turns out to be the chief problem of metaphors. It concerns not so much how they come about as what they accomplish: Do they, in their own way, tell truth? Is there a specific metaphorical truth? Previous writers were divided about the answer; some leading theories are reductionist and literalist to the point of being ornery: metaphor may prettify the world but it does not illuminate it. Through Patti Nogales's theory metaphor can be understood as an intellectual revisioning of the world that casts a new light on the nature of the subject of the metaphor. Metaphorical truth consists both of the *shifting* of the categories by which we see the world and the new *view* that results; it includes both the moment of learning and the thing learned.

This, it seems to me, is the kind of analysis that takes you places—probably the most useful one in my metaphor library.

—by Eva Brann, tutor, Annapolis

## THE META-LIST



When they're finished with St. John's, graduating seniors often get this wonderful feeling of freedom: "I can read anything I want to now! No more seminar deadlines! Psychic space for something other than Hegel!" But then the question arises: "What do I read now?" Santa Fe tutors come to the rescue with this list of recommended beyond-the-program books, compiled by Britta Riley, SF00.

## Literature

Sam Beckett, *Murphy*  
Janet Lewis, *The Wife of Martin Guerre*  
Isak Dinesen, *Winter's Tales*  
Henry James, *The Tragic Muse*  
Loren Eiseley, *The Immense Journey*  
Thomas Pynchon, *Gravity's Rainbow, V*  
Jean-Jacques Rousseau, *Confessions*  
Proust, *Remembrance of Things Past*  
R. M. Rilke, *The Notebooks of Malte Laurids*  
Brigge, *Letters To a Young Poet*  
Saul Bellow, (anything by him)  
Pierre Delattre, *Episodes*  
Jorge Luis Borges, *Collected Fictions*  
Frank Herbert, *Dune*  
John Muir, *Stickeen*  
Boris Pasternak, *Dr. Zhivago*  
Albert Camus, *The Rebel, The Stranger,*  
*The Plague, The Fall*  
Thoreau, *Walden, Civil Disobedience*  
Hermann Broch, *The Spell, The Sleepwalkers*

Andre Dubois, *The Times Are Never So Bad*  
Stendhal, *The Charterhouse of Parma*  
Flannery O'Connor, *A Good Man Is Hard To Find*  
Joseph Conrad, *Nostromo, The Secret Agent*  
Faulkner, *The Sound and the Fury*  
Dylan Thomas, *Under Milkwood*  
Salman Rushdie, *Midnight's Children,*  
*The Ground Beneath Her Feet*  
P. G. Wodehouse, *Jeeves Takes Charge, Leave it*  
*to Psmith, The Great Sermon Handicap*  
Tom Wolfe, *The Right Stuff, The Kandy Colored*  
*Tangerine Flake*

## Philosophy

Cicero, *Academica*  
Dogen, *Being-Time, Uji*  
Ludwig Wittgenstein, *Tractatus Logico-*  
*Philosophicus, Blue and Brown Books,*  
*Philosophical Investigations*  
John Austin, *How to Do Things With Words*  
The Presocratics: Parmenides, Heraclitus  
*The Inwood and Gerson Anthology of*  
*Hellenistic Philosophy* (Hackett transl.)  
Mill, *On Liberty, Utilitarianism*  
Quine, selections from *From a Logical Point of View*  
William James, any of several essays on  
Pragmatism, and *The Will to Believe*  
Bertrand Russell, *Problems of Philosophy,*  
*Logical Atomism*  
AJ Ayer, *Language Truth and Logic*  
Newman Nagel, *Godel's Proof*  
Jacques Maritain, *Art and Scholasticism, A Preface*  
*to Metaphysics: Seven Lectures on Being*

Thomas Aquinas, *On Being and Essence*  
G. E. Moore, *Principia Ethica, Naturalistic Fallacy*  
A. Prior, *Critique of Moore*  
Rawls, *Theory of Justice, Political Liberalism*  
Hannah Arendt, *On Revolution, The Human Condition*  
A. MacIntyre, *After Virtue*  
Levinas, *Ethics and Infinity*  
Josef Pieper, *Leisure: The Basis of Culture*

## History

Lynn Hunt, *The Family Romance of the*  
*French Revolution*  
Robert Darnton, *The Great Cat Massacre*  
*and Other Stories*  
Christopher Hill, *The Experience of Defeat*  
Polybius, *Histories Bk. 6*  
Bruce Catton, *The Army of the Potomac Trilogy*  
Taylor Branch, *Parting the Waters*

## Math/Sciences

Jacob Klein, *Greek Mathematical Thought*  
*and the Origin of Algebra*  
Richard Trudeau, *Introduction to Graph Theory*  
Richard Feynman, *The Character of Physical Law,*  
*The Feynman Lectures on Physics*  
E.F. Taylor and J.A. Wheeler, *Spacetime Physics*

## Miscellaneous

David Hockney, *Camera Works*  
James Bellington, *The Icon and the Axe*  
Keith Johnstone, *Impro: Improvisation*  
*and the Theater*

continued on the next page



# Letters...

## Wrong Year

I note with sadness the passing of Bob Sutton. The item in *The Reporter* lists his class as 1974.

I was a student at St. John's Annapolis 1940-43 and Bob was a class or two ahead of me. (He later came as Rector to my home parish in Denton, Maryland). Unless he returned to St. John's in later life, there is no way he could have been of the class of 1974.

Bob left Denton for Towanda, Pennsylvania, and later had several parishes in Garrett or Washington County. I visited him and his wife, Rebecca in 1962 or '63 near Boonsboro, Maryland. When a student at St. John's he was active in the Episcopal Young Peoples group at St. Anne's Church.

—Lindsay Clendaniel, class of 1942

Editors note: Mr. Sutton was in the class of 1942. We regret the error.

## Missing Lectures

Enjoyed, as usual, the latest *Reporter*. The senior thesis follow-up on those who wrote about Don Quixote is worth following up with other subjects.

An item of curiosity, in the Student Polity notes, "early '60s": I was a student from 9/61 to 6/65—I missed these lectures [for women, on Psychology of Sex, Physiology, Hygiene and Sex in Marriage] and now fear that all the good of the Great Books cannot possibly make up for this omission. Where was I? Has my marriage suffered? Did anyone else attend? I hope you will pursue the issue.

Hoping to make our 35th reunion...

—Susan Liebersohn Ginsburg, class of 1965

## Chancellor Johnson House, ca 1948

From Roberta Gable, Director of Alumni Activities: Ned Lathrop (A38) dropped by to give us an address change and have a gander at the new office. I was amazed to learn that this was not the first time that the alumni office got a toehold in Chancellor/Reverdy Johnson: Ned was the "Alumni Secretary" from 1947 or 1948 until 1950, when he went back into active military service. His office was in the room that we're now calling the parlor. The music library was upstairs. He shared a secretary with

Logan Morrell, the director of development. The secretary was Hallie Rich, who later married the writer Frank O'Connor. Ned was Director of Athletics briefly, and also a tutor; his wife Kitty was the bookstore manager, and pretty much the official sweetheart of every guy on campus.

## Reflections After Fifty Years

Although no one asked me, I feel it is appropriate to mention some aspects of the St. John's program which have been of service to me in the 50 years since I was graduated. The class of 1950 was one of the first classes to start uninterrupted study of the program after the end of World War II. We were a rather mature group. Most of us had wartime experience and many had some college experience which they set aside to come to Annapolis. My friend and classmate, Jack Carr, recalls that a tutor, Claude Iefell, hailed us at our senior banquet as "the bourgeois class of 1950." Although many of us have long puzzled as to the meaning of this toast, I have come to feel it is apt enough on one condition. The term "bourgeois" must be properly understood.

A glance at the list of professional careers chosen by the members of my class shows one thing clearly. The term "bourgeois" cannot be applied to us in any pejorative sense. There are among us teachers, public administrators, medical doctors, research personnel, and those concerned with the arts. This is a group devoted to public service and cannot be considered insular or reactionary.

I would adopt the remark of an expert on the subject, Gustave Flaubert, the French author. It is well to live as a bourgeois, he said, but to think like a bohemian. The intent here, I think, is to describe a life of cautious prosperity but one that is open to the whims and needs of society. These whims and needs are always challenging our concepts. Were I to confine myself to my own experience, I would have to confess to a great sense of puzzlement as to where I fit into Flaubert's pattern. My wife and I raised five children and next year will celebrate our 50th wedding anniversary. My wife puts up the numbers for the hymns to be used in the church service and takes altar flowers to the sick. These activities might make Emma Bovary quiver with despair.

But I had a modest career in journalism, attempting to do a public service by informing people about the operations of their democracy. Once again, I must confess it was not public service that drew me into newspaper work but rather the notion that newspaper work was better than working for a living.

During the many years in which I observed civic turmoil, talked to the people enmeshed in it, and listened to endless debates about taxation and government, I carried with me something important that I learned here. And that was the reading of good literary works. Such reading is not a natural impulse among the general population. Rather it is something to be cultivated as a result of the pushing and shoving we get here as part of the St. John's program. Constant contact with good books and listening to the remarks of people who have read them evolves into an insatiable curiosity for mature reading.

But there is another matter to be noted in this connection, and one that strikes me as delving deep into the modern consciousness. In the 50 years during which I have navigated the world with a St. John's education, I have learned nothing more valuable than to read good literary works with pleasure. To read with pleasure as the only object, one must put aside all thoughts of profit, instruction, learning, and many other utility demands. How illogical this sounds in an era devoted to absorbing information on the Internet for an ambitious purpose!

Of course, the reading of novels, plays, poems simply for pleasure has been advocated by many. It is not a newly discovered revelation linked to St. John's. Further, common sense would tell anyone that reading for profit and instruction is necessary at times and that other times we read for pleasure.

In my case, however, having a St. John's education and having observed the world for 50 years, I am struck with a mysterious link between reading for pleasure and communication with others in the world. Such a connection is not easy to elucidate and is anchored in the liberal arts at the heart of the college program.

Virginia Woolf, in her essay on Michel de Montaigne found in her *Common Reader*, notes that the 16th-century Frenchman "...mused for hours over old books" and, she might

have added, wrote some 107 essays. "Is pleasure the end of it all?" Mrs. Woolf asks. "Whence the overwhelming interest in the nature of the soul? Why this overmastering desire to communicate with others? Is the beauty of this world enough, or is there, elsewhere, some explanation or mystery?" Mrs. Woolf, in the end, chose to cite Montaigne's famous summary, "What do I know?"

I can go no further.

Just let me add this. Being a St. John's program graduate, I was inspired to read good literature. And there came a time, with no one asking me, that I sat down to write this communication, arising out of my 50 years.

—Theodore Hendricks, class of 1950

## Corrections:

One of the senior essay titles was printed incorrectly in the last *Reporter*, in the article titled "Hot Essay Topics." The title should read "Can Science Know God? The Question Posed in Newton's *Principia*, The Answer Found in the Book of Job."

The whereabouts and activities of Eve Gibson Pytel and Todd Pytel (both A00) were described incorrectly in the spring issue because of incorrect information sent to *The Reporter*. They are in Chicago, not New York, and Todd is not writing screenplays.

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

**Annapolis** — *The Reporter*, Public Relations Office, St. John's College, Box 2800, Annapolis, MD 21404 or e-mail b-goyette@sjca.edu.

**Santa Fe** — *The Reporter*, Public Relations Office, St. John's College, 1160 Camino Cruz Blanca, Santa Fe, NM 87501-4599 or e-mail classics@mail.sjcsf.edu.

There's a form for letters on the website at [www.sjca.edu](http://www.sjca.edu); click on "Alumni," then click on "Contact the Reporter."

Sextus Empiricus, *Outlines of Pyrrhonism*  
Lao Zi, *Dao De Jing* (or Lao Tzu, *Tao Te Ching*)  
Mencius, *Meng Zi* or *Meng Tzu*  
Nagarjuna, *Mulamadhymakakarika*  
(Fundamental Wisdom of the Middle Way)  
Robert Nozick, *Anarchy, State and Utopia*  
Beth Kobliner, *Get a Financial Life*  
David Macaulay, *The Way Things Work*  
Harold McGee, *On Food and Cooking*  
Laurie Colwin, *Home Cooking*

Scott McCloud, *Understanding Comics*  
Edward Tufte, *Visual Explanations*  
Christopher Alexander, *A Pattern Language*  
Steve Brahm, *Negotiation Games*  
Konrad Lorenz, *On Aggression*  
Zhuang Zi (Chuang Tzu)  
*The Cloud of Unknowing*  
Al Franken, *Rush Limbaugh is a Big Fat Idiot*  
D. Sobel, *Longitude*  
Stanley Elkin, *Searches and Seizures*

Emmanuel Levinas, *Otherwise Than Being*  
Maurice Blanchot, *The Space of Literature*  
Lorrie Moore, *Anagrams, Self-Help, Who Will Run the Frog Hospital*  
Jose Saramago, *Blindness*  
Wendell Berry, *Standing By Words*  
Marguerite Yourcenar, *The Abyss*  
Michel Foucault, *The Order of Things*  
*The Mahabharata* (Indian Epic)  
William Blake, *Marriage of Heaven and Hell*

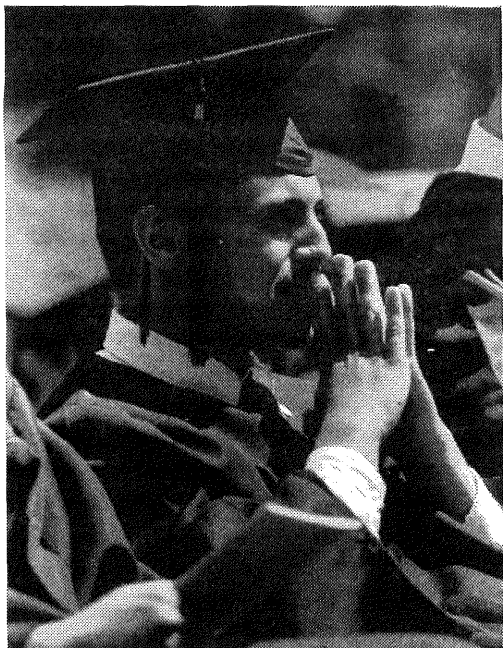
## Commencement 2000...

EDUCATION AS THE  
BEGINNING OF VIRTUE

— Annapolis —

On Sunday, May 14, the 85 seniors and 31 masters candidates who made up the 208th graduating class in Annapolis were granted their degrees on the college's front lawn. They were the first class within memory who did not receive their diplomas beneath the sheltering branches of the Liberty Tree, the 400-year-old tulip poplar that was destroyed by Hurricane Floyd last September. This year for the first time, friends and family of the graduates sat facing McDowell Hall, which formed a backdrop for the speakers.

Nancy Buchenauer, a St. John's faculty member since 1980, delivered the commencement address.



Three years ago she moved to Annapolis from the Santa Fe campus; since she arrived mid-year, she considered herself a Febbie member of the class of 2000. The theme of her talk was self-knowledge and awareness. In the course of her address, she quoted many bulwarks of the program, including Homer, Plato, Kant, Gerard Manley Hopkins, and Shakespeare, but she referred most often to Aristotle.

Ms. Buchenauer began by speaking of the need for such customs as commencement ceremonies, "ritualized to protect what is most human in us from a potentially savage crossing point: if we were not determined to set up markers, as symbols of our commitment to permanence at times of change, we'd risk mere passing by like unfeeling and unconscious atoms falling in a void."

She spoke of the need for awareness and conscious choice, of not "hardening into rigidity" or being

blind to the world around us. She cautioned against becoming dull or senseless in "minds and hearts, ears and eyes" through habit or despair. "For despair, too, is an imprisonment," she said, "a hardening of the spirit against itself that leaves it helpless and alone, rooted merely in what was and what then feels like it must always be. It steals us away from the present and the future, leaving us rigid against change."

Ms. Buchenauer pointed out that these human foibles have their comic side, and that it generally makes us laugh to see our self-portraits on the stage. She quoted Henri Bergson's essay on laughter: "Look closely: you will find that the art of

the comic poet consists in making us so well acquainted with the particular vice, in introducing us, the spectators, to such a degree of intimacy with it, that in the end we get hold of some of the strings of the marionette with which he is playing, and actually work them ourselves; this is what explains part of the pleasure we feel... To realize this more fully, it need only be noted that a comic character is generally comic in proportion to his ignorance of himself. The comic person is unconscious."

Education is the process that "leads us out of what might otherwise lie uselessly inert within." By thinking and talking to one another, we "stay awake"—and avoid the

mechanical condition of unconsciousness or ignorance of ourselves. In order for teachers to thrive while being left behind by their students year after year, they must not lose the childlike quality of taking delight in new things, Ms. Buchenauer said. For them, the best hope of their lives depends on retaining some essential aspect of their initial pleasure and delight. We should strive to retain this quality throughout life, she said.

Ms. Buchenauer cited Aristotle's notion of human excellence to illustrate the connection between freedom, thought, and the ability to be touched by the new: "A virtuous person has to know himself as well as other human beings, he has to have trained his physical and mental faculties to respond when called upon as he wants them to. He must be sufficiently in command of his feelings not to be swept away by them against his will, and he must have so



Tutor Nancy Buchenauer.

refined and attuned his awareness of what is at stake in encounters with other people that he can act with full mind, at one with all that he is and wants to be."

Ms. Buchenauer further spoke of Aristotle's belief in the revealing and essential quality of work. "Every craftsman loves the work of his hands more than he would be loved by it, if it were to come to life.... The reason for this is that existence is for all men desirable and worthy of affection; but we exist in activity, i.e., by living and acting, and in his activity the maker is, in a sense, the work produced. He therefore loves his work, because he loves existence. And this lies in the nature of things; what a thing is potentially is revealed in actuality by what it produces.' Hence, we make ourselves as we make things, and we show what we are by what delights us." Therefore, she urged, "We have to hold on to the gifts we have been given, put them to use, and develop them out of ourselves in generosity and gratitude, returning the same hospitality to the world which we have received."

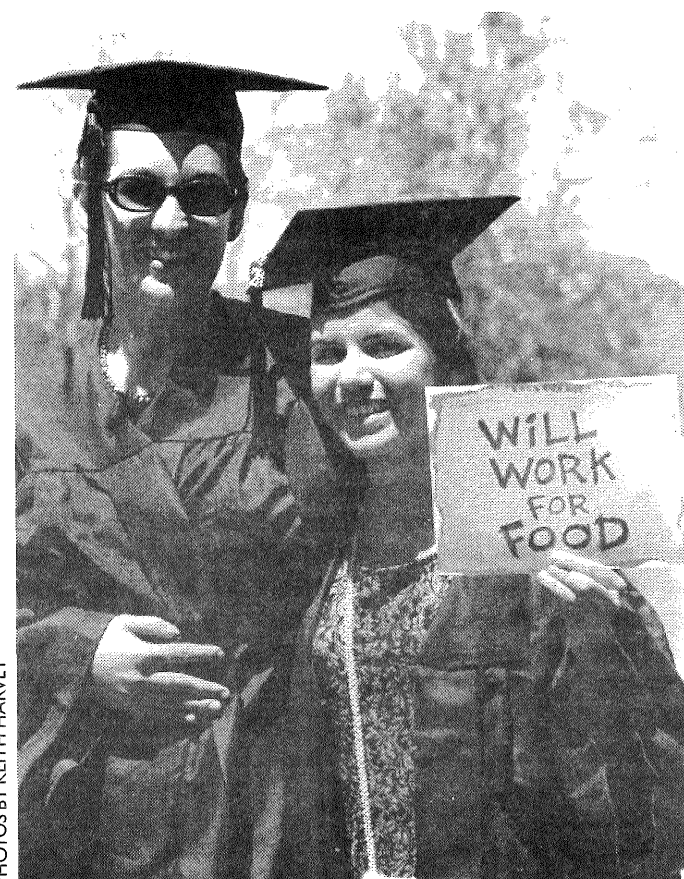
She argued that virtue alone can allow us to hold ourselves truly open to the future, and to meet what is actually present. She described virtue as the marshaling of resources for a crisis, "when

we bring all we own and are, to bear upon the new... Necessity then offers itself as a kindness, an instigation to discover and make. Philosophy, we learn in the *Symposium*, is born like love of just these parents, resource and need."

In conclusion, Ms. Buchenauer offered two last thoughts. "It is when we are functioning in this way, acting mindfully with virtue and putting our highest powers to use in pursuit of something greater than ourselves, that we are truly free and are truly happy. Education is the beginning of this virtue. I wish you all a fulfilling and joyful life in its completion." •

—by Beth Schulman

Note: The complete text of Nancy Buchenauer's address is online at [www.sjca.edu](http://www.sjca.edu)—click on "Events."



PHOTOS BY KEITH HARVEY



# WORLDLY PRESERVATION OF THE SOUL

— Santa Fe —

The question of what the future holds is especially prominent at graduation. Many well-wishing friends and family ask about one's "plans." Often the questioner is apprehensive for the graduate's happiness, an idea entangled with the vague concept of success. Will the graduate go on to achieve, gain prestige, and make money? This is the agonizing question. Few would go so far as to explicitly equate happiness with accomplishments that make money. Yet, prosperity is one of the ways by which we judge a person's situation.

The fact that one must say repeatedly that money does not buy felicity only proves our nagging doubts about this truism. Turn on the television to see how the right product (bought with cash, credit or check) will make us in every way content. Surrounded by this materialistic context the graduate's future occupation takes on great importance. Acquaintances take half a second to rate the graduate's prospective happiness based on the unspoken ranking process (you know it— medical school ranks high, waitressing low). This bond between money and contentment is entrenched in our culture and may go as deep as human nature.

The graduate, therefore, must not only face judgments about success from without but also from within. Any discussion regarding the future inevitably stirs up questions concerning the value of St. John's. One perspective is that the program is an uncommon yet excellent preparation for achievements after graduation. Others see it as a turning away from the standard ideas of prosperity in favor of different (usually intellectual) notions of worth.

Commencement is the occasion when the graduate orients himself according to these views. On this day he must answer questions about his prospects, debts, interests, and goals. The entire weekend is pervaded with a latent anxiety about success.

The standard graduation speech revolves around how the graduates' education has prepared them for dazzling accomplishments and good citi-



Graduate Institute master's degree candidates await the ceremony.

zenship. In this time of uncertainty, graduates and their families want to believe the truth behind these comforting statements. At the very least they want to feel that college has been a preparation for something worthwhile.

William Cass, author, professor emeritus in the humanities at Washington University and director of the International Writers Center, started his speech by notifying the audience that he was going to deliver them from their worries. "I'm here to tell you what you would like to hear: why, in doing what you've done, you've done the right thing." In his speech entitled "The Good Books," Cass combated the smug rejection of success as well as an enthusiastic embracing of the fast track.

Cass asked why the good books resonate with the reader. In quick succession he took on three commonly held notions of why one reads "the good books." Initially, Cass proposed that the good books "glow because their authors are such fine upstanding people from the best families, graduates of the most expensive schools, and representatives of the nobler classes." Some quick biographical information on Balzac lay that myth to rest. But more importantly the

episode drew a self-conscious titter from the crowd who in their fine summer clothes were playing the part of an

American educated class. Furthermore, he did not allow the graduate to congratulate himself for having studied books that "uphold the finest ethical examples, support the highest values, [and] display the most desirable attitudes."

It was "up a donkey's rear" to that suggestion. "It is not," he declared, "a contradic-

tion for the Chaucer scholar to beat his wife." Lastly, Cass refuted the idea that one should read the books because they contain the truth. He pointed out that "The human world has always been in violent disagreement." Differences in perspectives overshadow their similarities. "[H]ow shall we choose between the Aztecs and the Romans, The Zoroastrians and the Hindus, among the seven saviors? or select from the myriad descriptions of the world...?" He concluded that [T]he good books don't sing in harmony. They cannot be good because of that."

Why then, does one read these books? Cass maintains the books will not do us any good "if we mean good looks, good times, good shoes; yet" he says "they still offer us salvation."

Having dismissed all the standard benefits of reading, he has nothing less to offer than worldly preservation of the soul. Books provide endless worlds of textures and flavors to savor. They provide thrilling glimpses of perfection and simultaneously contain ugly failures of human thought. "Anyone who looks with care into the good books shall find fine sentences of every length on every imaginable

subject, expressing the entire range of thoughts and feelings possible, in styles both unidentified and various as the colors of the spectrum." For Cass, the "good books are cookbooks." He

argues that they "provide us with the most varied intellectual diets" and that "we should be omnivorous; try kale, squid, try rodent on a spit... even try - good heavens! rice with beans."

The "healthy mind" he asserts, goes everywhere. Some days it may go "hiking many a hard mile through Immanuel Kant or the poetry of Paul Celan - a pair, he claims, "will provide a better workout than the local gym." Cass trades off the popular notion of the active, healthy life for one centered around reading. "You will live longer and better by consuming deliciously chewy fats and reading Proust than treadmilling to a walkman tune and claiming to be educated because you peruse the *Wall Street Journal* and have recently skimmed Tom Wolfe."

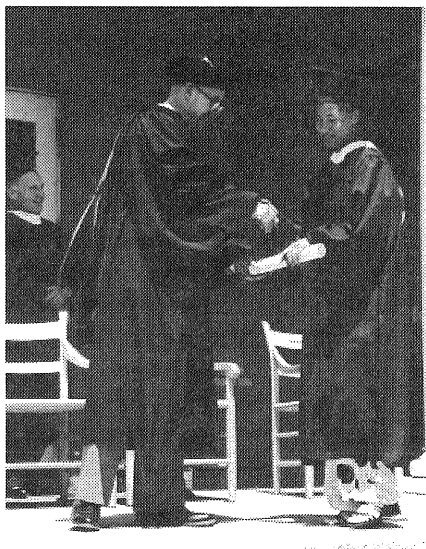
With humorous irreverence for the lofty ideals that swirl around reading great books, Cass served up some unorthodox advice about how to view St. John's and the future. Concluding his address he said; "Here at St. John's, you have made the acquaintance of some of the good books." Instead of lazily resting after college he urged the graduates to read many more books and to "stain their pages, adjust ingredients, pencil in evaluations, warn and recommend their recipes to friends."

Furthermore, "not liking broccoli or squid or beets, or brains, or kidneys or kohrabi is not permitted for the cultivated palate." Our future job is to refuse "to let our mind flag so that we close their covers forever, and spend our future forgetting them [and] denying our mind's best moments... Spinach never made Popeye strong sitting in a can." It takes a lifetime to become "lovers, friends, and loyal allies" to books. Cass' advice for the future was "Go now, get about it."

He offered a refreshing approach to questions about the worth of St. John's and where the worth will lie in the graduate's future. Each graduate will still have to contemplate how much money, how many marriages, and how long a commute he or she requires for contentment. He will also have to think about happiness, what it is and whether it is the ultimate goal. At St. John's, however, the graduate has savored a small sample of books. Instead of forgetting these four years of school one should remember that one's relationship to reading might determine the richness of one's future. •

—by Andrea Quintero, SF00

Note: The complete text of William Cass's address is online at [www.sjcsf.edu](http://www.sjcsf.edu)—click on "News."



PHOTOS BY SUZANNE COOPER

Louvenia Magee receives her degree from Dean James Carey.

## BROTHER ROBERT: AN ORAL HISTORY INTERVIEW

*For a project sponsored by the Alumni Association, Valerie Pawlewicz (A89) recorded oral histories about the early days of the New Program from tutors and alumni. Here are excerpts of her talk with Brother Robert Smith, now a tutor emeritus, who's been teaching at the college since 1966.*

**Valerie Pawlewicz:** I wanted to start by finding out about who you were and how you heard of St. John's College.

**Brother Robert:** In '41 I began to teach at St. Mary's College (in Moraga, California). The college had already established seminars, in imitation of St. John's, for everybody, and that still goes on, after all these years. Anyway, that led me to be very interested in the college, and a friend of mine who taught there came to St. John's, must have been in the fall of '43, and spent two or three weeks. Then he wrote two articles that were published in the *Commonweal*, and that gave me great interest. So in '43, in the summer, I came to visit.

I met Buchanan and Barr, I came to a lot of seminars, and I was staying with some people who were very kind and good to me. Also I had lunch with Jascha Klein. We became friends then and remained friends until he died. One of the people that I knew best was Raymond Wilburn, and he later was dean here. He had studied with Buchanan at the University of Virginia, he and Winfree Smith were together at Virginia, and also Harvey Poe, who later was a tutor in the college... so I knew all those people.

Wilburn, at the beginning of the war, knew he wouldn't join the Navy, and he was put into the pre-flight program, to prepare young aviators. He was assigned to the station at St. Mary's College. I met him and we talked endlessly about St. John's, and I got to know it from his point of view, which was principally the point of view of Buchanan. Also he knew Klein, but he wasn't as close to him as he was to Buchanan.

Later, during the year of his deanship (1948 - 49), which was a very troubled year, we talked about that by phone, and then I came and stayed with him that summer, and again the following summer, and we remained in contact for a long time. Those were my earlier associations with the college.

Then after that, after graduate school, I taught. I taught in the seminar program and other things at St. Mary's College until '57. And in '57, somebody who had been given a large grant to start something new at St. Mary's College became ill, and I had to take over the project, so what I did was start a small group within the college, with the help of one or two of the people—an experimental first year at St. John's. It was made a permanent part of the college, and there is a program still in existence that imitates St. John's... There are graduates of St. John's teaching there.

**VP:** What about St. John's appealed to you?

**BR:** Oh! Just the very nature of an education through conversation. It seems to me that it was so much superior to the lecture system, which I knew about, which I thought was deathly. And then, it's living contact with people, a living interchange between living people who were putting themselves on the line because they were saying what they really thought of things. It seemed to me as worthwhile a project as there could be.

**VP:** Why not pack up, and leave California, and go to Annapolis?

**BR:** Well, I had obligations, I was already a member of the Christian Brothers; I had obligations to the order, and anyway, at that time, my aim was to do what I could to make the St. John's program, parts of it at least, work at St. Mary's. When I was establishing the Integrated Program, I was able to get the help of various people who taught at St. John's, who had come for a year or two... Winfree Smith came for two years, actually ran the program while I was on sabbatical; Robert Sacks who teaches at Santa Fe was there, as was Michael Ossorgin... And many others were involved—Klein came to lecture, Douglas Allanbrook came, Zuckerman came, Edward Sparrow.

**VP:** So you brought Annapolis to the west coast.



Photo by Vivian Ronay

**Brother Robert:** "St. John's seemed to me as worthwhile a project as there could be."

**BR:** Yes. Meanwhile, right after my sabbatical, I gave a lecture at St. John's on Rabelais, and Jascha Klein suggested that I would probably be invited to come and teach here, after that lecture. I was in fact. That was '66.

**VP:** So you had had a long association through hearing about the school, you had friends who were connected with the school, you had visited... That's a long time, and..

**BR:** That's right, that's right.

**VP:** Would you describe some of the people? Describe Jacob Klein, or describe Raymond Wilburn.

**BR:** I'd love to do that. Let me talk about Raymond Wilburn first, because very few people remember him, only old timers. He was an undergraduate at Virginia, was captivated by Buchanan; he saw all the wonder of him, the strong points about Buchanan, his ability to raise questions that people hadn't thought of. It often awakened people, as it did Wilburn, to begin to see what causes needed to be asked about society, about government, about oneself. He was able to make people ask questions that stirred them up. The moment in which they tried to answer those questions may have been the best moment in their life. They were stirred by that, and then, often they didn't have the courage, or the ability, who knows what it was, but they never lived up to that again. But they remembered that moment, they remembered his praise of them, and some of them mechanically repeated his kinds of questions. Wilburn saw that was a disadvantage and unfortunately it in a way described him.

[Wilburn became dean after Buchanan left, in 1948.] He had a very unhappy deanship here, about as unhappy a deanship one can have. There were personal problems; there was the fact that he was teaching Newton for the first time. I remember asking him, 'what do you need to teach Newton? you need to know Apollonius?' He said 'yes, and the courage of a lion.' He was staying up till two o'clock in the morning preparing his Newton. There weren't many people around him who knew how to teach Newton; Mr. Comenetz's father of course did, and Winfree Smith, who was his classmate at Virginia, knew through teaching himself. (Winfree learned it by, as he said, the Jesuit fathers, because in the 17th and 18th century, the Jesuits taught Newton in the Latin text—and they left notes on Newton, and Winfree knew enough Latin to read those notes.)

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*"Klein questioned everything,  
but it was through a very deep knowledge  
of the things he was examining."*

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Now, most people who've been here a while are comfortable with most parts of the program. That wasn't the case in the beginning; it was very difficult. So Wilburn had those problems. There were problems between him and the president, who was Kieffer at the time, and it upset the college greatly. I've rarely seen anything since that even approached that.

**VP:** What was the division over?

**BR:** It was really about power, I'm afraid. Too simple a statement about it was that the two were miscast, that Wilburn would have done better as president, and probably could have raised money, and Kieffer could have done better as dean. Both of them resigned from their positions. Later Kieffer was dean, and that was successful. Jacob Klein was appointed acting dean when Wilburn left.



**VP:** Eventually Klein became dean, in 1949.

**BR:** Yes, and he put everything together. All of the things that were unsettled about how to teach these things. See, when people had difficulty teaching, they would go to Buchanan and he'd say, "Well, that's what you're here for, to figure out how to teach this," but the program probably couldn't have gone on that way, because it's hard enough when you have the best help, right now. Incoming teachers find it very difficult; then, there was no one to go to. Klein immediately took it on as his task to educate the young tutors.

**VP:** What happened to Wilburn? In the photos and the yearbooks he seems so young-looking.

**BR:** Yes, yes, he did seem young-looking. He did some work having seminars for business people, more or less the Mortimer Adler way, but then, I regret, I lost touch with him. We should have kept more in touch with him, but we didn't. I particularly feel regretful, I'll never get a chance. I speak about him; I'd like to preserve his memory.

**VP:** I'm very interested in finding out about the people that you worked with that you met here. For example, Jascha Klein—

**BR:** Love to talk about him. He's one of the two or three people that I've known in my life that I think is the most remarkable. Jascha really did embody, in the deepest way, the kind thing that Buchanan stood for: he did question everything. But, it was through a rather deep knowledge of the things he questioned. Raymond (Wilburn) said that Scott did not know Newton really while he was here; it was only when he went to Santa Barbara, when he had some leisure, that he worked through Newton. Jascha did all those things; he knew the sources already in his dissertation, which he wrote in Germany. He showed knowledge of Descartes' mathematics and that sort of thing, things that are deep in the Program now. And he asked questions of the deepest kind—we live in a world of science, that has created all these wonders. It made the modern world.

But how it happens, and what science is, and what its foundations are, how it grew out of earlier things, and how it leaves so many unanswered questions...to know the answers to those is to understand the modern world. Without asking and answering those questions, you just live in it like animals do. They enjoy the sunlight, but they never ask questions about it. The college was founded to attempt slowly to answer those questions. Jascha's books are a record of his attempt to do that... that and his lectures...and the work he did here as a tutor. They're an exemplification of what the college can be.

Now people take it for granted that this is do-able. It wasn't so in the

beginning. Most people aren't up to doing those things. They had to learn them, and piece by piece the college has learned to be up to doing them. Here's an example of what I mean. When I came here, most people were able to read Kant. There are people like Eva Brann who learned it while she was here and wrote about it, she wrote about the *Republic* of Plato, she wrote about her discoveries of Kant. That became part of the tradition—the written and oral tradition of the college. When I came here first, the Hegel readings weren't understood by everybody. Klein and a couple of others perhaps knew them—but we didn't have a body of people capable of understanding it. Later that happened—we changed the readings in Hegel, we repeated them year after year, and now, most people who've been here a while can teach Hegel. We won those battles slowly.

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**VP:** When we last met, we were discussing some of the personalities of the college, and we were discussing your experience here. What about the Old Program tutors who carried over to the New Program; I don't know if they were around when you were. I know Scofield was one.

**BR:** Richard was a remarkable man; he did English at Berkeley and was a Rhodes scholar, and highly regarded. Richard could have gone anywhere, but things were harder in the Depression, he landed here, and became interested in the New Program. He was maybe the best seminar leader outside of Klein that I've ever seen, just a superb seminar leader.

**VP:** What made him a good seminar leader?

**BR:** He could listen. He could really listen. And then he would very slyly—his wit was sly—ask questions about what you seemed very sure about. It would open up everything. He could force people to rethink their thoughts, to go deeper than they ordinarily would; he was just a wonder at it.

He turned out to like the place, and he did almost everything in the program. I don't know about lab, but he did all the math I think. He influenced people in the junior language program. We still basically have his program in language.

**VP:** What about the junior language is his?

**BR:** His sense of how important the *Phedre* of Racine is, and things that build up to it. And it was his sense that that's how we at the college mainly talked about morality, in terms of those plays, in analyzing them. But without that, we would have a program based on mathematics and philosophy without any close, hard look, in a dignified way, at things like the erotic. Richard was very aware of this.

**VP:** Who are some other people, that may not have been in the earliest group that you remember, but some of the people that were important when you were here?

**BR:** I'll speak a little bit about Kieffer. There are people who are better able to do that than I am, but I'll speak a little bit about him. He lectured when I was visited here, very early days. It was on some Greek topic; it was either about fate, or something like that. And I thought it was a very good, very solid academic lecture. He had studied the classics, he got his doctorate in the classics from Johns Hopkins. It wasn't a St. John's lecture—but it was very carefully reasoned, and it was very well laid out, but it was an article for a journal, not for a discussion. I remember talking to him afterwards, and—because he didn't give properly St. John's lectures, he wasn't very often praised, and any praise he warmed to. And he deserved it, in many ways; he was an honest man, a good man.

He was from the Old Program—he was one of the survivors from the Old Program. When he saw these new ways of interpreting the classics and asking questions about them, his whole life became more interesting. He never would have taught mathematics and a lot of other things that he taught. And he gave his best. He was dean for a time [from 1962 to 1969], you know, and not imaginative, but he very much held the place together, very much—he had a firm role.

**VP:** What were some of the issues that he dealt with, that he worried about as dean? Do you remember?

**BR:** He was here in the beginning of the drugs trouble, and he tended to take a very authoritarian stance, which was not warranted.

**VP:** Is there a specific event that set off this issue, or was it just the increasing number of drugs on campus?

**BR:** There were students who had to be sent away, and then there were students who were vociferously advocating drugs in the student magazine. They would say, we're taught at the college to be reasonable about everything, why aren't the administrators reasonable about this? The tutors had no experience in these things. His stance towards the students was harsh. And counter to that, I remember one of the dramatic things that happened was that Klein and Eva Brann, and maybe one or two others, had the college come together with some students at the table, and then everybody gathered around, and they discussed the *Phaedrus*, and went home. It brought kind of a peace to the college; we had so many things in common that we didn't need to hate each other about drugs.

\* \* \* \* \*

**VP:** You had mentioned that you were going to talk about Debbie Traynor [a tutor from 1964 until 1975].

**BR:** Oh, yes, I'd be glad to talk about her. She was very capable, and was regarded by the students as a good tutor. She worked well with them, tried to make things clear, and was interested in all these matters, but she was most memorable as a personality. I can't think of any word to describe her; eccentric is not the word, because in a certain way, she wasn't eccentric, she was like other people. She was a woman who carried out what she had in mind. Well, I'll give you a good example. She worked very hard to get tenure here. No sooner than did she get tenure than she thought of leaving. She had to get tenure first, though.

One thing that was outstanding about her was that she knew a great deal about James Joyce. She was Irish, came from a long line of Irish politicians and things like that. She had readings of James Joyce and she had preceptorials on James Joyce. I think she saw James Joyce from the inside, I think she understood him thoroughly. Now after she left here, she went to Ireland, and she didn't do any of the things that anyone else would do. She got a job as a scrub woman in an ecclesiastical college. She wrote at great length about this; she just wanted to see the world from that side of things. She had been to Ireland a good deal before that, she had friends on an island, a Gaelic speaking island, one the Erin Islands, and she used to go there for summers. But she wanted to see this entirely different world. She became a part of that, and they looked for her to go back, and she did, summer after summer. She went from that to New York, where she worked in a kind of safe house for people who had become prostitutes.

**VP:** As a scrub woman?

**BR:** No. I think as a cook, this time.

**VP:** Again, just to get another perspective on life?

**BR:** No, I just think that she thought it was good work. I think by that time she had decided not just to look at the world, but to take some active part in it. But I don't quite know. She had met a man, who was a stockbroker, and strangely enough, the two of them decided that they didn't want to be part of that world anymore, the New York world, either as helping the down-and-outs, or being part of stockbroking; so they bought a place way up on the Canadian border. They stayed there until she died. It was cancer, I do think. And—I think at the end they had very little money. Very little.

**VP:** That's rather a sad story.

**BR:** In some ways it's a very sad story, but in some ways it's not, because she did what she wanted to do. •

# THE MERITS OF

*A stunning example of  
or a building that just never worked*

## AN APPRECIATION

*Architecturally, much-maligned Mellon makes a statement about our place in nature.*

by Camilla Schwarz, A84

Mellon Hall. Two words that evoke a level of facial distortion and eye rolling normally associated with discussions about outrageous freaks of nature like Martha Stewart or two-headed snakes. They are ridiculous, but impossible to ignore. Before dismissing the building though, we should give it the examination it deserves - even try to understand it.

In 1958, Mellon was to be the epitome of cool and sleek; a future classic that promised a sparkling contrast to buildings that held their sway over the campus by sheer historic mass. Contrary to popular rumor, it was not designed or intended for Santa Fe. It was part of a big plan, never realized, that included a house for the president of the college on back campus, nestled into the hillside by the boathouse. The house was designed to complement Mellon Hall, and to be a small reflection of the big idea. (The house was never built because another became available a short distance from the campus and it remains the official residence of the president.)

Richard Neutra (1892-1970), the architect of Mellon Hall, lived and worked in California, where most of the examples of his work

can be found. In his time, his ideas were extreme and challenged the vernacular box known as the ranch house. He strove to build structures that blurred the distinction between inside and outside. In a Neutra building, large panes of glass serve as walls; outside paving or ground treatment continues in to the living area without interruption. A flagstone terrace becomes a living room floor simply by virtue of passing under a pane of glass. The success of his designs is dependent on their placement in the topography as well as the landscaping surrounding the structure. Southern California is the perfect place to display and enjoy his ideas. The climate is hot, arid, and very bright, and the land is hilly. His houses are sanctuaries where one can feel part of the surrounding landscape and at the same time, remain protected from the harsh glare and intense heat. Inside, cool rooms with high ceilings and large windows that allow light to enter create a feeling of continuity with the outside. There is a light peculiar to the southwest; the interaction between this light and space makes his ideas come to life.

Annapolis, on the other hand, presents quite a different backdrop. To begin with, the historic buildings on campus stand as reminders of

who we are and our perceived place as primary in the universal pecking order. The old buildings were created to protect and elevate us. They stand as symbols of what separates us from the rest of the world. They reflect the idea that we are separate and maybe superior to nature, which is distinct from us and exists outside of the

building. In McDowell Hall, our attention is drawn to the details of the building and the placement of ourselves in it. Light is allowed in through carefully proportioned windows because we need to see the work by which we define ourselves, work we ourselves are doing. Just being in the grand and elegant rooms makes us feel distinct and somehow special. The focus is on us—the people in the building—and the building itself.

Mellon demands that we look beyond ourselves to the outside. With its big glass panes in the lobby and louvers designed to move in relation to the sun, it aims to be a place that invites nature in, while protecting us. The light and space around us define us in this building, and not the building itself. Neutra knew intuitively that to look outward is a way to find one's center, and he incorporated this notion into his designs. Perhaps the reason Mellon Hall evokes such strong reactions is that we are used to perceiving ourselves in relation to the buildings that are most familiar to us. Mellon chal-

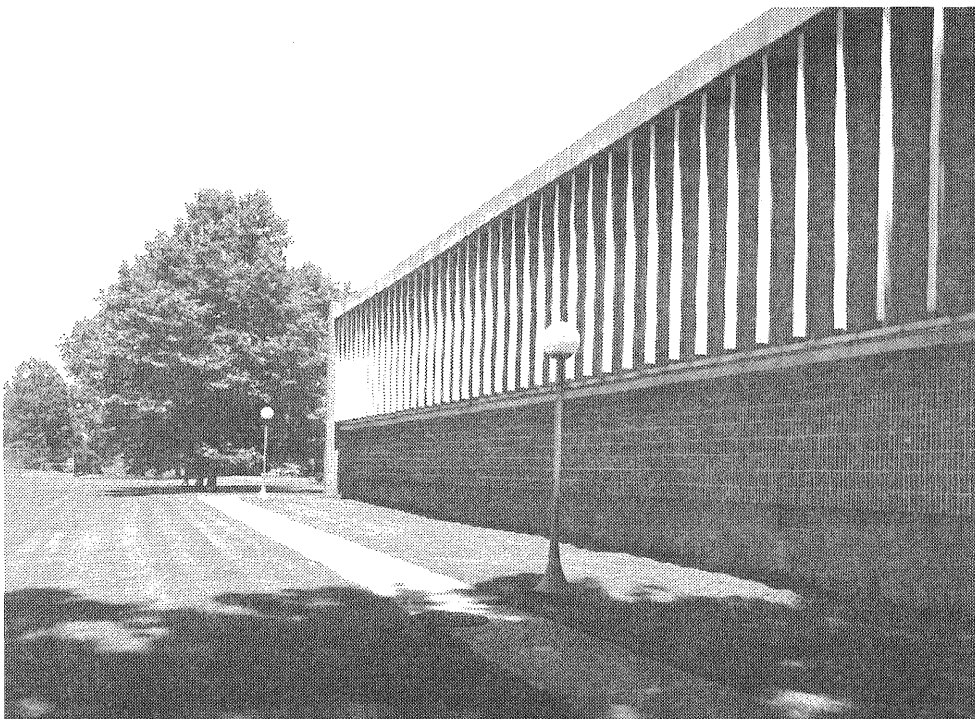
lenges our habits and forces us to view ourselves in the context of an unfamiliar landscape.

In its realization, the idea behind Mellon Hall suffered from two overwhelming setbacks. First, Annapolis and specifically the site of Mellon provides little in the form of landscape or climate in which these ideas can shine. Secondly, and most harmful, is the fact that the existing structure is little like the original plan. Initially, the design called for a much smaller building that allowed for more light and continuity with the outside. The building grew beyond the original size even before construction began and thus obscured Neutra's idea by decreasing the vital connection with outside.

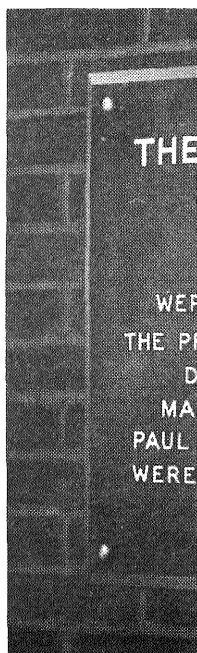
Although Mellon's size may compromise the impact of his idea, the concept is still perceptible in some parts of the building. The lobby of FSK is the most obvious space that still projects an idea. The glass walls and plantings inside should be mirrored on the outside with foliage, and provide a sense of continuity of the space from inside to outside. The hallway from the lobby to the music rooms most likely gets overlooked because it is not a



Pendulum pit: Classic experiment or ultimate party destination?



The louvers: Pigeons love 'em.





# MELLON HALL

modernist architecture,  
—two alumni offer their opinions.

## IS MELLON A LEMON?

by Susan Borden, A87

Which building is the most scorned on the Annapolis campus?

Mellon Hall, of course, with its dreary atmosphere, its institutional look, and, of course, its clunky louvers that keep out sunlight and fresh air but manage to trap pigeons and howling winds.

Which building, upon its opening, was the most celebrated building on the Annapolis campus?

That wouldn't be beloved McDowell Hall, which in its early days was referred to as Bladen's Folly because its extravagance caused the underfunded structure to lie unfinished as rain poured through the roof, bricks molded, and weeds grew through cracks in the walls. No, the building on the Annapolis campus that was the most celebrated upon its

opening is none other than Mellon Hall.

Reading the nationwide press the building garnered when it first opened in 1958 is an exercise in ironic hindsight. Nearly every aspect of the building that was celebrated in its early publicity has needed to be remodeled, rethought, or just ignored.

Designed by the esteemed architect Richard Neutra (who appeared on the cover of *Time* and won the American Institute of Architects' Gold Medal), the building is considered a respectable part of his oeuvre. A cata-

log from a 1984 University of Maryland exhibit "350 Years of Art and Architecture in Maryland" says that it represents "the full flowering of modern architecture."

But for generations of Johnnies, it represents something else. Far from a blossoming example of contemporary design, it is more like an expensive, unsightly heirloom: too valuable to get rid of, endearing only in its familiarity, beloved warts and all.

Over the past 15 years, a series of remodeling projects have removed some of Mellon's major warts. Beginning in 2001, a new project will take the building even further, adding classrooms, labs, and offices; revamping the heating and air conditioning; and improving the landscaping. As we contemplate the future of Mellon, let us examine its past, taking a brief tour of the building that was so celebrated in its inception and is so cursed in its use.

### A Schnook's Tour of Mellon

Where to begin? Perhaps with the Conversation Room—that's where the Campus Planning Committee began when it first tried to correct some of the building's major problems. A 1950s press release describes the room: "Here the orange-red-coral color appears at either side of the room and contrasts with the dark walnut paneling, which also is used in the adjacent lobby. In this room the floor is pitched on three sides to a lower level to be reserved for the speaker and a table." Just one problem: acoustics. And that's a big problem for a room dedicated to conversation. A 1989 renovation improved the acoustics, added beautiful new tables, and ditched the orange-red-coral for more soothing shades of soft gray and white.

One of the most bragged-about parts of Mellon, mentioned in newspapers from Monterey, California, to Dallas, Texas, to Norristown, Pennsylvania, was Francis Scott Key Auditorium, billed as "the largest in the Washington-Baltimore area outside the Lyric in Baltimore." A few things, however, were overlooked in this masterwork, and were corrected in 1989, when hard walls and a gypsum board ceiling were added to the stage to reflect sound, and noisy heating and cooling systems were moved from the ceiling of the auditorium to

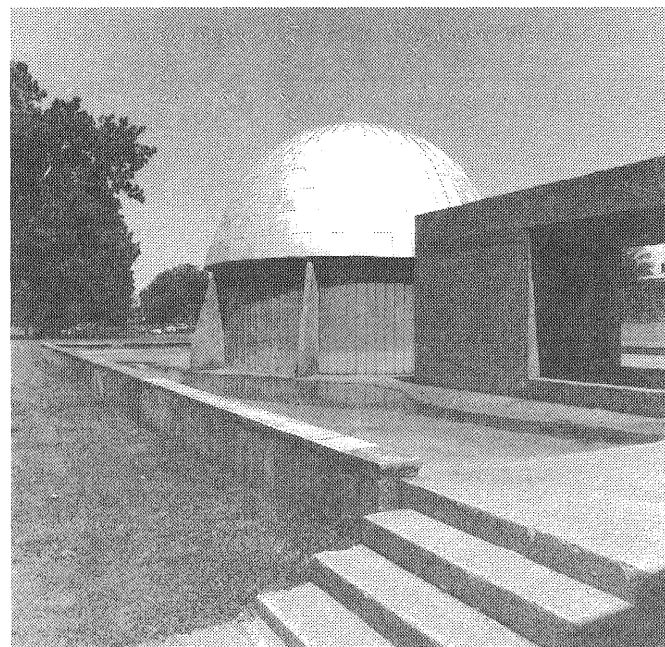
backstage and the roof.

Just a few steps from backstage we find the music classrooms. Remarkably poorly placed in Neutra's original design, they were situated on the side of Mellon closest to the street.

It's funny how everyday traffic can interfere with the reverie inspired by the *St. Matthew Passion*. The 1986 renovation corrected this oversight, and now the music rooms look out over one of the least-used spaces on campus: the Mellon Courtyard.

"A patio outside the new buildings will be used as weather permits and its steel trellis will be covered with vines," promises a 1958 article from the *Washington Post Times & Herald*. Now, the courtyard of Mellon does have its charms. It is graced with four magnificent magnolia trees and is a peaceful and quiet place. Some would say too quiet. College travel patterns completely bypass the courtyard, and I'd guess that quite a few students have graduated without ever setting foot there. As for the steel trellis, did someone say oxymoron? The vine-covered vision never materialized and the steel frame standing on the concrete patio gives the space all the ambiance of an abandoned construction project.

A 1956 *Annapolis Evening Capital* article notes plans for a "reflecting pool, which also will be used for the development of biological

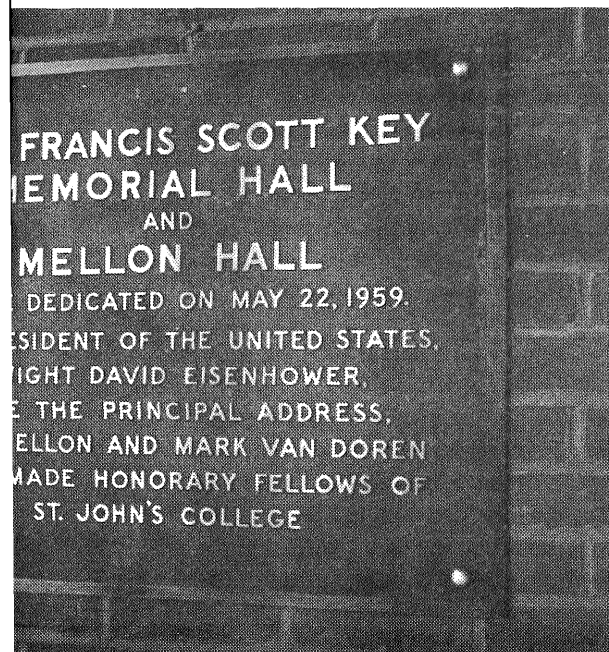


The planetarium and reflecting pool.

cultures." What a profound combination of *aesthōs* and *scientia*: the beauty of a reflecting pool providing the raw material of laboratory study. Aristotle would be proud. Yet consider the reflecting pool today—drained, dry, and cracked. What does it reflect, but poor planning and failed dreams? Members of the class of 1993, however, are reviving those dreams. As a class gift, they are funding the transformation of the pool into a garden—a project planned to be part of the 2001-2003 renovation.

At the western corner of Mellon we find the Foucault Pendulum, described in a 1956 *Baltimore Morning Sun* story as "an intricate device which demonstrates the rotation of the earth." An intricate device it might have once been, but currently, visitors to the pendulum pit will notice only a box marked "Dangerous and Fragile Object: Do not touch." Even without a working pendulum, however, the pendulum pit enjoys a certain cachet among campus hot spots. It has, for decades, been the sight of some of the wildest parties this side of

continued on page 25



## A MODEST PROPOSAL

From the Delegate Council minutes (circa 1971)

Mr. Grant reported on the attempt to fill the reflecting pool. It leaked like a sieve, he said. The Business Office checked the cost of repairing it and found it prohibitive (about \$4000). A delegate suggested that it be filled with dirt and used as a garden. Miss Chalek, in support of this idea, noted that if it leaked like a sieve it had good drainage. Mr. Brown asked if it would be possible for the repair work to be done by students. Mr. Grant thought not. Mr. Spaeth asked how much it would cost to get rid of the reflecting pool altogether. Mr. Sonheim replied that the price of three sticks of dynamite would probably be sufficient.





# Alumni Association News

## SUMMER 2000 ✱ ST. JOHN'S COLLEGE



✱ Glenda Eoyang (SF76) and Mark Middlebrook (A82) communications committee chairs - Barbara Goyette (A73), newsletter editor ✱

### Alumni Association Awards



Larry Clendenin

At the Homecoming dinner in Santa Fe in July, the Alumni Association presented its award of merit to Glenda Eoyang, SF76, and to Larry Clendenin, SF77.

In introducing Glenda Eoyang, Chris Nelson (SF70 and president of the Annapolis campus) said, "No one in this last decade has worked harder in the service of her alma mater or has deserved more the honor of serving as our Alumni Association president than Glenda." He called her "a guardian of the idea of the college" because she is fiercely protective of the program...and has a clarity of vision for the college as a whole—a sort of NeverNeverLand or Magical Kingdom of Oz that does not have its place in either Santa Fe or Annapolis, but somewhere up high

among the forms."

Since graduation, Glenda has been an energetic member of the Alumni Association. She founded and served as president of the Twin Cities Chapter and has served on the Board as chair of the Chapters Committee and the Placement Committee. She is currently co-chair of the Communications Committee and president-elect of the Alumni Association. Also a member of the college's Board of Visitors and Governors since 1995, Glenda has served as chair of the Visiting Committee and the Placement Committee. Most recently, as chair of the Governance Committee, she helped to develop the new management structure of the college.

In her professional life, she is a staff development specialist; as president of Excel Instruction, Inc. and Chaos Limited she devises training and organizational programs. She is the author of *Coping with Chaos: Seven Simple Tools*, and is working on a second book, *The New Manager: Chaotic Strategies for Chaotic Times*.

Larry Clendenin returned to St. John's in 1987, when he became the

Director of Admissions. At that time, the Santa Fe enrollment was small, and every student counted. Larry brought professionalism to the office; under his direction, the number of applications and the yield of acceptances to applications is now high.

After graduating from St. John's in 1977, Larry stayed involved with the education world. He was an admissions counselor at American University, director of admissions at Prescott College, associate dean of admissions at the University of Denver, and director of admissions and financial aid at College of the Atlantic. Along the way, he did graduate work in English literature and computer operations at the University of Denver.

Introduced by Alumni Association president Allan Hoffman, Larry thanked people at the college for the support he received as a student and member of the community: Philip LeCuyer, who was his senior paper advisor; Istvan Fehervary, Dick Weigle, Bull Dunham, and Burch Ault. At the college, he said, "our best and our worst is reflected in our activities... St. John's has allowed me to learn how to do my job better. It's a place where you learn how to be more human." •



Glenda Eoyang

### Four Reasons to Stay Involved

I was chatting with some students while I was in Santa Fe for the winter Alumni Association Board meeting. They were juniors, so they were worried about Kant and Millikan. Like good Johnnies, they asked a thoughtful and probing question: "Why are you still involved with the college?" I gave a quick and off-hand response, "Because it is fun!" then I trundled off to yet another meeting. I've been thinking about that question and the myriad answers that come to me, and I'd like to share them with other alumni—old and new.

**It is fun.** Four times each year (twice in Santa Fe and twice in Annapolis) I have a chance to see old friends and make new ones. I visit locations that are beautiful and full of memories for me. I taste, again, the excitement and frustration that made my sojourn at the college such a unique experience.

**It is informative.** As a student, I didn't pay much attention to the college as an institution. Facilities and fundraising, planning and curricular changes were beyond my frame of reference. By being involved in the Alumni Association, Philanthropy, and the Board of Visitors and Governors, I see a facet of the college that is practical and necessary. I learn what it takes to sustain the mundane, though essential, aspects of the community.

**It is challenging.** When I left the college, I wondered whether my strong feelings were based on individual friendships, the wisdom of the program, or the vulnerability of youthful discovery. Over the years, I've come to understand that no one of these is any more powerful than the others. Integrating these three aspects of the experience has been one source of growth for me over the years. The other, perhaps more difficult, has been integrating the experience at the college with the rest of a busy and relatively productive life. By continuing a connection, I am challenged to reflect on St. John's as an integrated part of my lifetime experience.

**It is satisfying.** I have a debt to pay to the college. The institution and the people in it provided opportunities for me that I couldn't even have imagined. Because the college existed and because it accepted me, I developed skills, built insights, and discovered life-changing questions. The debt I owe is to future generations of students who desire the same opportunities. I choose to repay that debt by investing time and financial resources to support the college and its community. It is satisfying to do what I can to support St. John's, so that juniors in years to come can worry about Kant and Millikan and ask insightful questions of middle-aged alumni. •

by Glenda Eoyang, SF76

### Chapter Contacts

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

ALBUQUERQUE:  
Bob & Vicki Morgan  
505-880-2134

ANNAPOLIS:  
Roberta Gable  
410-295-6926

AUSTIN:  
Joe Reynolds  
512-280-5928

BALTIMORE:  
David Kidd  
410-728-4126

BOSTON:  
Ginger Kenney  
617-964-4794

CHICAGO:  
Lorna Anderson  
847-467-3069

DENVER:  
Elizabeth Pollard Jenny  
303-530-3373

LOS ANGELES:  
Elizabeth Eastman  
562-426-1934

MINNEAPOLIS/ST. PAUL:  
Carol Freeman  
612-822-3216

NEW YORK:  
Fielding Dupuy  
212-974-2922

NORTH CAROLINA:  
Susan Eversole  
919-968-4856

PHILADELPHIA:  
Jim Schweidel  
610-941-0555

PORTLAND:  
Dale Mortimer  
360-882-9058

SACRAMENTO:  
Helen Hobart  
916-452-1082

SAN DIEGO:  
Randall Rose  
858-576-9124

SAN FRANCISCO/  
NORTHERN  
CALIFORNIA:  
Jon Hadapp  
831-393-9496

SANTA FE:  
John Pollak  
505-983-2144

SEATTLE:  
Jon Bever  
206-729-1163

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

ISRAEL:  
Emi Geiger Leslau  
15 Aminadav Street  
Jerusalem 93549  
Israel  
972-2-6717608  
boazl@cc.huji.ac.il



## Alumni Notes...

### 1935

"I'm still practicing law in upstate New York and hope to get it right after 62 years at it," writes **Richard Woodman**. "I'd like to hear from my age group," he adds.

### 1941

**Irving Lewis** has retired from Goodwill Industries of the Chesapeake, as of December 1999.

### 1945

**Gene Thorton** reports from Chapel Hill, North Carolina: "Fifty years after 'completing' my studies at the all-elective Art Students League of New York, I have been taken on by the leading local art gallery and have actually sold some paintings."

### 1949

**The Rev. Frederick Davis** writes, "While chronic physical problems keep us close to home, we expect to celebrate some big events in 2000: my 75th birthday in March, Rita and my 50th wedding anniversary in September, and the general election."

### 1956

**Pasquale Polillo** is a partner in a start-up dot-com on Cape Cod, where he moved in July 1998 with wife Kristine, who has established a holistic cardiology practice.

### 1959

**Gay Hall** is working part-time as an addictions counselor and using Touchstones with a group of resident felons. "This plus weekend

classes in addictions keeps me busy," she says.

### 1960

**John Lane** is continuing to run networks and distributed computing for Bank of America. "Marie and I are thoroughly enjoying life and collecting orientalia," he adds.

**Peter Ruel** writes, "I am reading the biography *When Pride Still Mattered*. Hmm! Now who could that be about? Hint: I'm from Wisconsin."

### 1962

**Sarah Pratt** (known as Raven Davis-King for the last 21 years) is living at 1659 Sweem Street in Oroville, California 95965, and would welcome communication from old friends.

**Michael Elias** reports: "I am preparing to direct *A Dead Man in*

*Deptford* from my screenplay adopted from Anthony Burgess's life of Christopher Marlowe. Recently I sold my screenplay *Man in the Maze* (from Robert Silverberg's novel which was based on Sophocles' *Philoctetes*) to Mel Gibson."

### 1963

"Since 1995 I have been involved in bringing 'hi-tech' manufacturing to West Virginia, and have been absorbed in GTR Labs LLC. My daughter, Kate, has two children, Tatiana, 5, and Beowolf, 3, and my daughter, Jenny, was married on April 29, 2000," writes **Peter Silitch**.

### 1964

**Judith Wood** is a reference librarian at the Tulare County Public Library in Visalia, California.

## REVIVING THE BIG-SCREEN CLASSICS

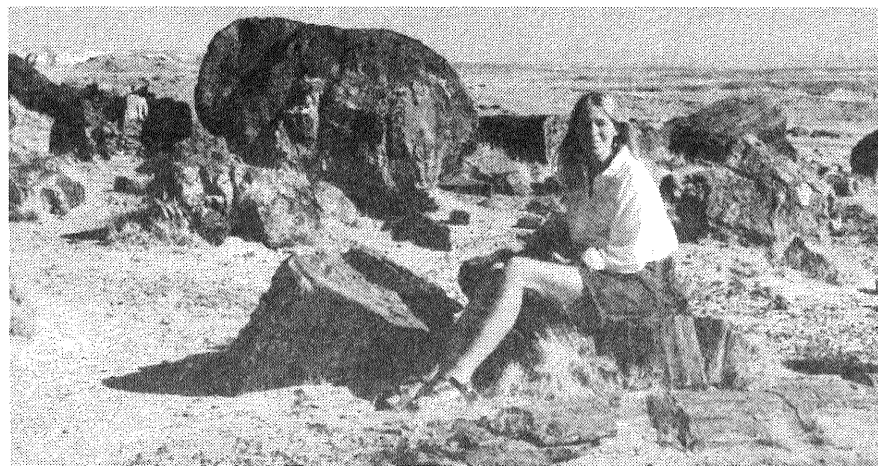
When scholars bemoan young people's lack of familiarity with the classics, they are usually talking about the works read in St. John's seminars: the *Iliad*, *Oedipus Rex*, the *Bible*, *King Lear*. But when Janet Braziel (SF74) brings up the subject, she's talking about a different set of classics: the works of Truffaut, Eisenstein, Hitchcock, and Kurosawa.

In 1996, Braziel was a trial lawyer defending lawsuits involving prescription drugs and devices, medical malpractice, personal injuries, employment, insurance, and business. The mother of two children, then three and eight, she made sure she had an excellent nanny when she took on a three-month jury trial. "But at the end of the trial," she says, "my three-year-old called me Janet and the nanny Mom. I had to admit that this was not just a problem with nomenclature. He was accurately reflecting who was doing the mothering."

Nine months later, Braziel resigned as a lawyer. Friends worried for her: what would she do? How would she fill her time? This was not a problem for Braziel. "I discovered the wonders of weeklong horseback rides and elaborate family vacations. I put a lot of time into my children's schools. I recaptured reading and gardening and having time for friendships, going to lunch, taking a walk, shopping, watching an afternoon movie..."

And, in 1998, she and two friends, Janis Gogel and Sylvia Wittels, bought the Guild, an arts movie theater in Albuquerque.

Braziel, who grew up in Albuquerque, says that when she attended St. John's Santa Fe campus in the '70s, the Guild was one of two "favorite university intelligentsia-type art theaters." By the mid-'80s, Braziel says she was astonished to learn that, though the population of Albuquerque had grown to half a million, the Guild was the only surviving art theater. Then, in 1998, when word got out that the Guild was closing, Wittels, on a lark, called the owner. "We looked into it and realized we could afford to buy the theater, not as a way to make money—although we wouldn't object to that—but because we felt that it was an important community service. The idea that foreign and independent films simply wouldn't play in Albuquerque anymore was distressing," says Braziel. "We decided that the fact that neither of us had any experience running a theater would not hold us back. It's not rocket science, after all." Braziel, Gogel, and Wittels all jumped in with both feet. They learned to navigate the world of film distribution and work out scheduling and film selection; they have bought new seats, a new screen, and new lenses; they cleaned the theater, renovated the bathrooms, and recarpeted. "Almost everything has been replaced," Braziel says, "and we were happily astonished to find that we had just about doubled the number of patrons in the first year. It's still not a roaring money-making proposition, but it pays its own way, it pays its improvements, and I think we bring wonderful films to Albuquerque."



After re-prioritizing her life, Janet Braziel spent more time on her 3 v's: volunteering, vacations, and vocation. The latter turned out to involve renovating a movie theater.

Recent films shown at the Guild include *Ghost Dog*, about a hit man who follows the Samurai code and works for a Mafioso boss, and *The Cup*, about Tibetan Buddhist monks who become obsessed with World Cup soccer. "Some of the best films we show have come out of Iran," Braziel says, naming *Children of Heaven* and *Color of Paradise* as two of her favorites. This year's biggest successes include Almodóvar's *All About My Mother*, the German film *Run Lola Run*, and the French film *Dream Life of Angels*.

Braziel's love of film was nurtured during her high school and college years when, she says, she saw all the great movies: Fellinis, Bergmans, Coctaus...the basic library of fabulous films. "It used to be that near a university there would be art film houses that would show four different films a week: everything from Fellini to the movies with Divine. I don't think kids these days are seeing those movies, because the revival theaters have been undercut by video stores. But while the films are available on video, I don't think they're being seen. I talk to people who are movie nuts but have never seen those classic films."

While the classic film tradition seems to be fading, Braziel is excited about showing quality, thoughtful movies to the film fans of Albuquerque, who would otherwise be reduced to watching independent and foreign films on video. Braziel, no fan of the VCR, is happy to provide an alternative. "One of the nice things about seeing the movie on the screen is that you tend to go to the theater with somebody and you talk about the movie," she says. "You're doing something with it—like reading a book and having a seminar."

Braziel observes that running an arts theater is not an illogical thing for a Johnny to do upon retiring. "The films that we bring in are films that you really have to pay attention to," she says. "Mass market films tell you what to feel and think. The music tells you what emotion is up on the screen, the dialogue spells everything out. The foreign and independent films are much more subtle and complex. They make you work and are inherently more rewarding." •

by Susan Borden

## 1965

"After 33 years in computer technology, 10 at 3M Company, I'm still energized by it," says **Michael Woolsey**. "I'm looking forward to retirement in the next year or so. My daughter Katie married last September. Another daughter is at Northern Michigan University and a son is graduating from high school next year. I have canoed in Minnesota's Boundary Waters canoe area every year for the past 25 years, lately with **Lincoln Castricone**, also A65."

## 1966

**Ian Harris** participated in an international peace education forum at the University of Tel-Aviv at the end of May. In August, he will be convening the Peace Education Commission meetings at the International Peace Research Association conference in Finland.

## 1967

**Larry** (A67) and **Hazel** (A69) **Schlueter** are new grandparents. Their first grandchild, Grey McNeill Schlueter, was born on January 11, son of **Charles McNeill Schlueter**, class of 1990, and Kaye Dorian Schlueter. They have several new CDs out. "What great fun!"

## 1969

**Mark Mandel** (A) reports that his daughter Susanah has been accepted to the Clarion Writers' Workshop at Michigan State this summer.

**Robert Rosenwald** (SF) writes that he is now running Poisoned Pen Press, a small independent publishing company specializing in mysteries. "We are publishing 25 titles in 2000. In three years we have had two of our books nominated for Edgar Allan Poe Awards, the mystery publishing equivalent to an Oscar," he says.

## 1970

**Susan Swartzberg Rubenstein** (SF) is hosting the program "Tuesday Night at the Opera" on Santa Fe Public Radio, KSFR 90.7 FM. "I have received a commission to do the cover of the new adaptation of Euripides' *The Trojan Women*. The translator is Howard Rubenstein," she says.

**Melanie Sollog Schryver** (A) was remarried on March 20. Her new husband is James Schryver of Annapolis.

**Susheila Horowitz** (SF) writes: I am currently in our Madonna House in the Russian Far East. We are in Magadan, located on the Pacific coast of Russia. Magadan was

a transit camp for many Russians who were sent to the labor camps."

## 1971

**John Stark Bellamy** (A) just published his book, *By the Neck Until Dead: A History of Hangings in Cuyahoga County*. "This publication is an exclusively Internet offering," he notes.

## 1972

**David L. Moore** (SF) gives a brief overview of his life: "I got a BA and MA from the University of South Dakota in 1974 and 1980; taught English at Salish Kootenai College on the Flathead Reservation in Montana in the 80s; got a PhD in English from the University of Washington in 1994; taught English at Cornell University from 1994 to 1999; and am now an Assistant Professor in English at the University of Montana. I live with my wife, son, and mother here in Missoula."

"I'm a firm believer that the process of education, formal as well as informal, is life-long," writes **Geraldine Kline** (SGI). "In the years since my graduation from St. John's, I've completed an MSEd from Creighton University in Omaha, followed by some years as a high school principal. Upon returning from 10 years missionary work in South America, I took a year of clini-

## THE JAPANESE WAY

From Maggie Kinser Saiki (A85): I've been meaning to write for a long time, but as my life would have it, 12 hours before my computer is packed away, I finally find time and psychic space to write. I've been living in Japan for the past 14 years, and am about to move back, with my Japanese artist husband, Hiromu Saiki, and three kids, Hannah, 8; Tom, 5; and Molly, 3. After 6 years in Tokyo, where I wrote annual reports for huge Japanese trading companies and started working as a freelance, non-fiction writer, I met Hiromu, fell in love at first sight (truly, just on sight!) and moved to a thatched house in northern Kyoto Prefecture that he was renting with a friend for 50 dollars a month. The friend moved out, I moved in, and here we are.

For the full 9 years we've been in the country, to allow me the freedom to freelance and raise kids, Hiromu worked a lot of part-time jobs while doing large alternative art events at the pace of a couple a year, and painting on the side, as well as teaching art to kindergarten kids. In 1994 he held a great exhibition at the Anderson Gallery in Buffalo, N.Y.

Meanwhile, I breastfed the babies while conducting interviews, and built up a portfolio of articles on great Japanese designers, including Issey Miyake and Ikko Tanaka, for *Graphis* magazine, and wrote about traditional housing. My interest was sparked by a visit about 13 years ago to an outdoor museum of traditional houses in Kawasaki, near Tokyo. The end result of all of the great karma we fell into was the first cross-cultural rethatching of a traditional (100+ year-old)

house—ours. A British thatcher worked with a Japanese assistant applying Japanese water reed to our house, and we shook up the staid Japanese thatching world. We were featured in an hour-long documentary on commercial television, and wrote many articles and did many speeches in the architecture/vernacular housing field.

My father, Bill Kinser, who attended the Graduate Institute for a year, and suggested St. John's to me in the first place, was the instigator of our project, and died in January 1998, before it was even begun. The most beautiful lesson I learned living in the countryside of Japan was the importance of the three-generation family. My dad, just months before passing away, told me he wanted to try this lifestyle. He had been teaching graphic design in Japan for one year, and saw the three-generational family in its splendor at Hiromu's home, where his brother and wife and son live with his mother. After taking the devastating phone call from home that Dad had died, we made the decision to move, and fast. Hiromu hopes to continue his work in art therapy (begun before we were married) and enter the NY gallery scene at last. He lived in New York while in his 20s, and was busy with performance sculpture. I'll be working on more articles for *Graphis* and a book, *Japanese Masters*, about all the great designers I met over the past 10 years. We'll be back home in July, and hope to make it to the Annapolis reunion in October. I look forward to hearing from all and sundry at the following cyber address: ckdesign@mail.csrlink.net.

cal pastoral education and worked as a hospital chaplain. I am now completing the academic requirements to become a Licensed Professional Counselor. My roots in a strong liberal education have been both responsible for and supportive of my varied interests."

**Juan Hovey** (SF) reports that his daughter Maya is working on her second dot-com startup. His middle daughter Miriam got a degree from Berkeley in May. His youngest, Kate, is a freshman aiming at a major in molecular biology at UC San Diego. "I am a proud papa!"

**Claude Martin** (A) says simply: "Life is good!"

## 1973

**Jan Huttner** (A) and husband Rich Miller have moved to Cyberia! "Check out films42.com—the online guide for busy couples, for monthly updates on theater, video, and cable choices," writes Jan. "This is definitely a work in progress, so I appreciate all constructive feedback from fellow Johnnies."

## 1974

**Wesley Sasaki-Uemura** (A) received tenure this year at University of Utah, in the history department. His book is forthcoming—*Organizing the Spontaneous: Citizen Protest in Postwar Japan*—from the University of Hawaii Press.

## 1975

**Eric Scigliano** (SF) reports: "My first book, *Puget Sound: Sea Between the Mountains*, on the natural history and mythology of the local littoral, is out from Graphic Arts Center Publishing, with photos by Tim Thompson. So far, the book-signing ritual doesn't seem to be the nightmare I'd heard about. I'm taking the year off from newspaper work to finish another book—a history of human-elephant relations."

## 1976

**Julie Born** (A) requests a correction about a note in the winter issue: "**Timothy Born** (A76) does indeed work for the U.S. Agency for International Development in Mozambique but, alas, is not the director. He manages a program to encourage trade and private investment and to build roads in this vast, beautiful, high-potential, but miserably poor country. Tim and I (I also work for USAID) have spent our careers in Africa; we've been in Mozambique since 1989, following stints in Mauritania, then-Zaire, and Liberia. We have three children, Christopher (19), Levin (15), and Margaret (4). Our e-mail address is born@virconn.com."

**Brian Lynch** (A), who's living in Chicago, has been involved in work with the Silvan S. Tomkins Institute, located in Philly. "I'm applying the



thought of Tomkins to Family Medicine and to any other endeavor I find myself involved in. Some of those are working on a 'violence in medicine' committee, co-director of a drug detox unit, and being appointed to a committee addressing drug abuse for the Chicago Housing Authority. An alumni seminar here on Tomkins' work seems to have gone well. Other than that life is fairly quiet except for trying to survive corporate medicine. Welcome contact live or otherwise. Welcome especially anyone that would like to explore the work of Tomkins or simply be introduced to it."

## 1977

**Judy Kistler-Robinson (SF)** was in Annapolis in April for the birthday celebration of **Barbara Lauer (SF76)**. "Although four of us hold periodic mini-reunions (**Elizabeth Cochran Bowden**, **Glenda Eoyang**, Barbara, and me—all SF76), it was great to see **Mary Cerullo (A76)**, who came down from Philadelphia for the party, and the many SF graduates from my era who serve on the Alumni Association Board and the Board of Visitors and Governors. My only news is that we now have three grandchildren—thanks to my husband's son in Oklahoma. I'm looking forward to seeing more Santa Fe friends at Homecoming in July."

## 1978

"Life is nothing if not stable," says **Robert Perry (A)**. "I was recently made a Fellow of the American Physical Society. I continue to teach and do research and enjoy physics, as well as put in a good word for SJC at every opportunity. We're starting to practice croquet, so life is good."

**Lucy Adams (A)** and her husband, Andy Dligerman, adopted their second daughter in December 1999. "Alice is a delight to all, including her older sister, Anna," she writes.

**Christopher Currin (SF)** writes: "I recently sold the insurance agency I'd developed since 1988. I'm now establishing a fee-only practice as a personal financial advisor. I spend as much time as I can with my son, Cormac (5) and daughter, Flannery (3)."

**Stephen Hills (SF)** has sold Pro Sound & Video Corporation and retired to West Maui with his wife Vicky. He writes: "We now enjoy swimming, beach walks, and beautiful sunsets." For fun, "Sunny" Steve is working weekends as a radio DJ and doing some part-time business consulting, as well as composing music and producing CDs on his 24-track Pro Tools Digital Workstation. He invites your e-mail at sunny-hills91@aol.com.

## 1979

**William Salter (A)** is working for Pricewaterhouse Coopers and living in Tokyo. He's responsible for management consulting services in capital markets to the Asia/Pacific region. He's married to Teresa and has two children, Liam, 4, and Francesca, 2.

**Gary Edwards (SF)** would like to thank all his classmates who have given generously to support the St. John's College Annual Fund in response to phone, mail, and e-mail contacts by him and co-class leader Susan Eversole over the past several months.

**Jeff McElroy (SF)** has completed his MBA in non-profit management at the University of Judaism in Los Angeles this spring. His life partner of ten years, Enrique Noguera, passed away in December from HIV and cancer. Jeff is learning to be a single dad to their five-year-old son, Raul, whom they adopted two years ago.

## 1980

"My wife Frances, our four children, and I have moved to Hendersonville, N.C.," writes **Rob Crutchfield (A)**. "For those who don't know, this is one of the finest places to live on the face of the earth. (Anyone who hasn't seen the Blue Ridge Mountains should go there immediately. You can stay with us.) My wife works for the Forest Service. I'm trying to get back into computer work, but everything changed while I wasn't working, so I have a lot of homework to do. (Anybody who knows me well will know what to think about that.)"

**Guy Patrick Jennings (A)** has received the Outstanding Attorney award for 1999, from the tax division of the Department of Justice. He collected \$1.6 million in delinquent taxes.

## 1981

**Sabine Schweidt Cranmer (SF)** is moving to the Philadelphia suburbs this summer and is looking forward to exploring a new region and meeting area alumni.

## 1982

**Geoff Henebry (SF)** writes: "After three years of New Jersey living, my family and I fled back to the Great Plains. I am working as a full time research scientist at the University of Nebraska. Ana, Patrick, Claudia, Gus, Thomas, Isabel, Maria, and I all agreed that living is better here."

**Steven Sayre (SF)** writes: After more than a decade in New York, followed by a stint in San Francisco, I've taken the next step in slowing my life down. I'm now

living in Phoenix, working as Chief Content Officer and Publisher for a dot-com company based in Scottsdale. The great thing about all this is that I get to do what I love, without the pressure of the Silicon Valley workday. I have a house and a couple of dogs and my health and my sanity—in short, a life, at last. In my spare time I work on my house and travel. In the last two years I've been to Vietnam, Thailand, Bhutan, Poland, and the Czech Republic. I'm happily single and developing lots of new friends in the Valley of the Sun. I've enjoyed my return to the great southwest, and I'm hoping I'll be here for a while. Old friends and classmates can reach me at

602.906.9188 or at steves@coriolis.com. P-p-p-paula Gruber, where are you?"

## 1983

**Peter Rossoni (SF)** writes: "I'm developing constellations of small satellites for NASA in Greenbelt, Md. These micro- and mano-satellites will map magnetic and charged-particle activity around Earth. Good junior and senior year stuff!" Peter can be contacted by e-mail at petegem@yahoo.com

## 1984

**John Bush (SF)** and Elizabeth say hello to all.

## OUR MAN AT NPR

In an "organized mess" of an office (complete with a thinking man's bookshelf, a CD player, a cassette player, and lo! even a turntable) on the second floor of the National Public Radio building in northwest Washington, D.C., Ken Hom (A80), the Senior Producer of NPR's *Weekend Edition Saturday*, asks questions.

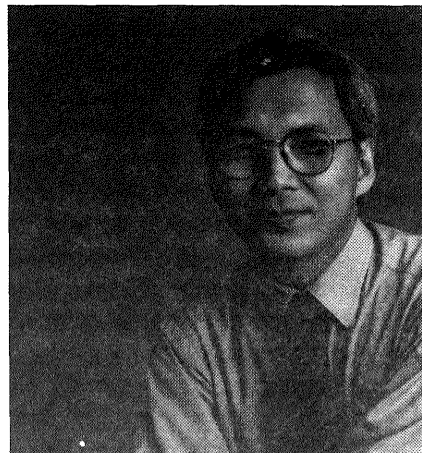
Because question-asking is what drives his show. But the questions he asks aren't much like the opening questions he considered during his college career. Instead, he's musing about "What became of the guy who invented the Pet Rock?" and "What makes Bobby Fisher's manner of playing chess beautiful?" and "Can you really use Zeitgeist and The Clash in the same sentence?" He covers the news, but he also looks for stories that "interest us as human beings, and reflect the range of human experience." *Weekend Edition Saturday* is an eclectic mix of news analysis, cultural reporting, acerbic sports commentary, gardening advice, the reading of children's books, and anything else that strikes Hom as stimulating, interesting, or worth looking into.

The show is two hours long, and airs on Saturday mornings on public radio stations throughout the country and abroad. (You can find the station in your area at npr.org.) Monday is theoretically Hom's day off (when he does get to take it off he's often to be seen in Annapolis, shooting baskets in Iglehart Hall)—and then the week begins in earnest on Tuesday. On a four-by-six-foot whiteboard out in the hall, by the table around which his staff of seven gathers to eat, talk, read newspapers, and think about stuff, Hom posts potential stories for Saturday's shows. Some have been carried over from previous weeks, and some are newly proposed; and once a story idea has Hom's approval and makes it to the big board, it has more than a 50/50 chance of being produced and heard on the show. Ideas on the board are passed to producers, who launch the research, investigation, and reporting.

The scenario may sound like any number of TV news show sitcoms; but Hom laughs and says it's more like the *Dick Van Dyke Show*. "We're just a bunch of intelligent, curious people. Nobody is a specialist in anything, and among us there's a wide cultural range of backgrounds." Hom keeps up the spirit of generalization by making sure, say, that a particular producer's aversion to business will almost guarantee his assignment to business stories.

The voice of the inquisitive generalist in fact pervades the show. Fans of *Weekend Edition Saturday* will be glad to learn that the on-air persona of Scott Simon, the host, is closely reflected in the man himself. "He's almost too easy to work with," says Hom. "He has all the sensitivities you hear. People identify with him and feel like they know him. He's the Sensitive Man—the Alan Alda of public radio."

Meanwhile Hom scours the world for provocative ideas. ("I don't think I'll ever get married," he remarks. "But if I did, I'd like to marry a woman who could help me appreciate Rothko.") He dares to do radio stories on Archimedes and Fermat, but on the other hand doesn't flinch when it comes to mulch and pet rocks. There's no real reason not to expect, eventually, a *Weekend Edition Saturday* story on whether virtue can be taught.



Ken Hom produces radio stories on Archimedes and Fermat, mulch and pet rocks.

## Alumni Notes...

### 1985

**Margo Hobbs Thompson (A)** will be teaching modern art history at Illinois State University in Normal, Ill. next year.

### 1986

**Melissa Muir (A)** just celebrated five years with the U.S. Court in Seattle as Human Resources Specialist, and she's still loving it. "My husband, Alfredo Keung, and I

keep busy with two boys—Sage, 7, and Jordan, 3. I made it to Annapolis on one of my business trips to DC last summer, and didn't know that it would be my last time under the Liberty Tree. I would enjoy getting back in touch via e-mail—my address is [mkmuir@worldnet.att.net](mailto:mkmuir@worldnet.att.net)."

### 1987

**Beth Morris (A)** finished her philosophy work at University of Maryland and has been employed for the last 10 years in the non-profit

sector, currently at the National Association for College Admission Counseling (where she is Director of Information Services). Along the way she has done some freelance writing (and works continuously on the Great American Novel), been married and divorced, taken up sea kayaking and been named to the Board of Directors of the SCA, Inc. (an international historical recreation group). She has stayed in contact with some Johnny friends, including **Michael Smith (A87)**. She lives in Alexandria, Virginia,

and would welcome contact from old friends and classmates at [bmorris@iamdigex.net](mailto:bmorris@iamdigex.net).

### 1988

**Cat Mantione-Holmes (A)** and Mike, Cloe, 6, and Orion, 5, welcomed baby Gabriel on January 9, 2000. "This summer we're moving to the country—Farmington, Ga., ten miles south of Athens. Puppies Valentina and Ben joined the gang in March. Life is wonderful."

## OVERNIGHT SUCCESS

*Steve Hancoff (A70) is a real player with a real passion, according to the Midwest Record Recap.*

Steve Hancoff is a unique hot guitarist with a special vision of early jazz and ragtime," writes noted jazz critic William Schafer. Hancoff (A70) has released five recordings, all of them for solo guitar. His first were two LPs of classic ragtime. Next came a CD, *Steel String Guitar*, a historical overview of jazz, including Sousa marches, Joplin rags, Jelly-Roll Morton stomps, Harlem stride, and hits from Tin Pan Alley.

After living in New Orleans' French Quarter and playing with many of the creators of traditional New Orleans jazz, Hancoff recorded his next CD, *New Orleans Guitar Solos*. And now he's been signed to a contract with DGM records, which has just released his latest CD, *Duke Ellington For Solo Guitar*. "DGM is the most artist-friendly record company there is," says Hancoff. "My music will be distributed everywhere: on amazon.com, at your local Tower Records... all over Europe and Japan." In addition to this coveted exposure, Warner Publications is issuing a book of his Ellington arrangements this summer. "After playing the guitar for 39 years," says Hancoff, "I'm an overnight success."

But life for Hancoff hasn't been all swing and ragtime. While still at St. John's, he was given a book of the Bach lute suites. "When I started trying to learn how to play them, I just fell in love with them," Hancoff says. "That's how I started learning theory, by playing Bach." Later, the great classical guitarist Michael Lorimer suggested he play Bach's cello suites, calling them more "guitaristic." "To this day," says Hancoff, "whenever I feel I need to get grounded in my music again, I sit and practice the cello suites."

After graduating from St. John's, Hancoff moved to Vancouver, British Columbia, where he taught guitar. "I created my own style by trying to duplicate what I'd hear on records. Even if the record had two or three musicians on it, I'd try to play the whole thing by myself," he says. "I wore out a lot of records that way."

In 1975, Hancoff was in Scott Joplin's hometown of Sedalia, Mo., attending the first annual Scott Joplin Ragtime Festival. "They had a contest, and, just for the pleasure of playing on a stage set up on the spot where the old Maple Leaf Club once stood, I entered. And to my amazement, I won," says Hancoff. "The judges were like a 'Who's Who' of the ragtime world: Eubie Blake, William Bolcom, Max Morath, Rudi Blesh, Trebor Tichenor—the real thing."

The following year, Hancoff stopped in at Tichenor's house in St. Louis and Tichenor invited several friends over. Hancoff played two hours of classic rags and a record producer among the group signed him to record two LPs. "That sort of got me thinking that I had something here," Hancoff says.

And indeed he did. *The Washington Post* praised *Steel String Guitar*: "Exceptional technique and arrangements and a delightfully eclectic repertoire, brimming with vitality and grace." Don Heckman of the *Los Angeles Times* wrote: "His transcripts are fascinating, often including note-for-note simulations of instrumental passages."



While pursuing his interest in jazz, Hancoff attended graduate school at the University of Nebraska to become a psychotherapist. He also became a practitioner of Rolfing, described as a way of organizing the physical body in its relationship to the earth's gravitational field. Around 1980, Hancoff was spending more and more time practicing Rolfing, he says, "but then I heard a guitarist play 'The Stars and Stripes Forever.' It tickled me, and I thought: 'I could do that,' and I did. That led to the next recording, and that's when I started to get invitations to perform at jazz festivals where I would do solo sets and sit in with jazz bands."

In 1993, Hancoff's invitations expanded to stages worldwide, when he became an official Artistic Ambassador for the United States Information Agency. Hancoff travelled all over South America, Arabia, and South Asia with Bud Wachter, whom he calls "the world's greatest four-string banjo player ever," giving concerts of Americana from Stephen Foster through Duke Ellington.

Hancoff recalls a trip to Greece where he arrived early to take in some sights before he began his concert schedule. "The first thing I wanted to see in Athens was Socrates' Cave, the jail where he was held and where he drank the hemlock, where the trilogy of dialogues around his death took place," says Hancoff. "I figured it would be a glorious monument and major tourist attraction, and I was wondering how I was going to get a little privacy to meditate there and take it all in. But when I looked for it and asked people where it was, nobody had ever heard of it. I finally found it near a major thoroughfare with cars whizzing by. The place was deserted and filthy, littered with empty cigarette packages and candy bar wrappers. It had iron gates around it so no one could get in. I was there for about two hours and not another soul showed up."

Hancoff's concert proved far more rewarding than his sightseeing, thanks to a bit of St. John's Greek—the first paragraph of *Meno*—he inserted into one of his songs. "It knocked them out," he recalls. "The concert got written up in the papers and special mention was made of my St. John's song."

Although Hancoff has used his music to take him across the country and around the world, he laughs at the notion that a musician's life is glamorous. "I sit at home a lot and practice, so most of my music life is spent in my basement trying to figure out what the next measure is," he says. "The pleasure is in immersing myself in, getting a taste of, the quality of genius that a Bach or an Ellington expresses. For me, that transcends the demands and concerns of the world."

by Susan Borden

### JAZZ CD FUND FOR THE MUSIC LIBRARY

Heavy on Josquin, light on Joplin; heavy on Elgar, light on Ellington; heavy on Stravinsky, light on Sousa. No matter where you look, the Annapolis campus Music Library does not have a very impressive jazz collection... yet. Steve Hancoff plans to change that. After consulting with music librarian Eric Stoltzfus, Hancoff is developing a list of seminal jazz works and important jazz artists and bands, from which he will create a list of CDs for the library to acquire. To raise money for the collection, Hancoff will donate to the jazz fund all profits from his three CDs and music book that are sold to the St. John's community. If you buy a Hancoff CD or book through the bookstore, \$10.00 will be earmarked for the jazz CD fund.



# Alumni Notes...

**Christina Paige** (A) is teaching math, biology, and Shakespeare classes at Kino, an alternative school in Tucson. She has also returned to school and is pursuing an MA in counseling. She and her husband Alfonso have a four-year-old daughter named Adela.

**David Johnson** (A) earned a fancy degree in classics at Chapel Hill in 1996 and has landed himself a job at the jewel in the crown of the Southern Illinois University system in lovely Carbondale, Ill., "one hell of a long way from Annapolis or Santa Fe." Reach him at [mjohnson@siu.edu](mailto:mjohnson@siu.edu).

**Barbara Hahn** (A) reports: "I ought to finish my MA in American History at Cincinnati this summer, and I'll be moving to Chapel Hill for the doctorate in the fall of 2000. My thesis is focusing on the relationship between businessmen and city planners as revealed by the big train stations of the turn-of-the century. In subject matter I most love the nineteenth century, though we can go round and round about when it begins and ends. I'm something of both an urbanist and historian of technology. I love my vocation! I'd love to hear from Johnnies at [hahnbm@email.uc.edu](mailto:hahnbm@email.uc.edu)."

**Devlin Eun-Jin Back** (A) sends a hello to all classmates, especially '85 Febbies. "I'm getting married in August. It seems to me that when I make a big change, I get flooded with memories. I'm having fond memories of St. John's these days, and I'd welcome an opportunity to get in touch with old friends. My e-mail is [Phoenix4me@aol.com](mailto:Phoenix4me@aol.com)."

## 1989

**George Turner** (A) writes that he and Abril had a baby daughter, Elena, on April 15, "which also happens to be Abril's 30th birthday. Everyone's healthy and happy," he says.

**Kyung Chon Cioffi** (SF) is married to Joseph, an Internet and advertising attorney, and works for Heidrick & Struggles Executive Search. She would love to hear from others in the class of '89 residing in the New York metro area. Her e-mail address is [ksc@h-s.com](mailto:ksc@h-s.com).

**Cherie Craigs Rees** (A) and **Dave Rees** (A90) will celebrate ten years of marriage this year. They have Lydia, two and a half, Sam, nine and a half, and are living in Vienna, Va.

**Scott Miller** (A) reports; "I am leaving private practice at Sidley & Austin, PC, to work as a lawyer at the Justice Department's Antitrust Division."

## 1990

**Sandro Battaglia** (A) says that he now works as a lawyer with Lester Schwab Katz & Dwyer, a firm located at 120 Broadway, New York City. "I continue to maintain that the movie

*Cable Guy* has been grievously underrated," he writes.

"Having just returned from a business trip/family holiday in New Mexico and Colorado, I am unable to justify a return to our tenth class reunion," writes **Rebecca Ashe** (SF). "It was wonderful to see the college, Santa Fe, and the mountains again, but also scary to realize I no longer knew my way around. What has my life become? Basically, I am the mother of three amazing daughters, Anna (6 1/2), Lia (4 1/2), and Zahra (8 months). I also work as a clinical social worker doing outpatient psychotherapy with adults. Pretty crazy life, but never dull. Wonderful husband, lots of laundry, lots of paperwork. No books, or rather no time to read the books which gather dust in my home. Hi to all the good people in the class of 1990!"

**J. Clinton Pittman** (SF) reports two new things in his life: "our first child, Adam Wilson Pittman, born April 19, and a new job at the law firm of Spain & Gillon here in Birmingham, Ala."

**Art Wells** (SF) was married on July 4th 1999 to Julia Tones (who isn't a Johnny though her last name may sound appropriate to one). "I've been a web developer in Portland, Ore., for the last five years, spending most of my working time on [refuvenation.com](http://refuvenation.com) and play time on [artwells.com](http://artwells.com). Life is very good."

## 1991

**Patrick Cho** (A) graduated from the School of Medicine at Temple University in May, and was married to Suzanne Chong, a classmate in medical school.

**Katharine Schott** (SF) reports: "After nearly five fabulous years, it was with pride and joy that Kurt and I checked off the 'unmarried partner' box on the census this year. We're official! I am working part-time as a goldsmith while I build up my own line of jewelry working with hot glass and metal. We're hoping that a winning lottery ticket will enable us to reprise our travels in Europe last spring or fund bigger, faster motorcycles. Would love to hear from all those that the many moves of a slacker's life has made it hard to keep in touch with. Our e-mail: [attn.Kait:assmithird@earthlink.net](mailto:attn.Kait:assmithird@earthlink.net)."

## 1992

From **Jennifer Accardo** (A): "I'm happy to announce that by the time you read this, I'll have graduated from St. Louis University School of Medicine in St. Louis. My pediatrics residency begins in July, at Cook County Children's Hospital in Chicago. Meanwhile, I am knee-deep in boxes..."

**Jennifer Graham** (SF) writes: "I am moving to Adana, Turkey, expanding my business in offshore Web production, competing in bridge tournaments, and will be designing and exporting pottery to the U.S. Hope I have time after all of that for my seaside philosophical wonderings. Talked to **Oliver Reynal** and he's managing a ski area in Argentina—he sounds great. **Leah Ankeny** has been doing theatre in Seattle, and is getting married in October (I'm looking forward to being there). **Joanna Cooney**, after the Peace Corps in Africa, married a fellow mud-hut adventurer, moved to Seattle, and is soon to be a mommy. **Kristin Young**'s here in LA, looking lovely as ever, and working in the fashion industry. **Jenny Smith** got married too, moved back to Santa Fe, and rumor has it that she's becoming a bridge expert. For the rest, I haven't heard any recent news, but would enjoy some letters. I am also making a CD of our class photos, and would be very happy if anyone wants to e-mail me pictures they have—I will send a copy to SJC, or publish it on the net. Where is Michael Zinanti's website, anybody know? Does anyone know if Karl Brown's still in Seattle? Thanks and best wishes to all of you." [jennifer@neonwhiskey.com](mailto:jennifer@neonwhiskey.com).

**Suzanne Baker** (A) is enjoying life as a painter. She lives with her husband, Seth Hogan, in Atlanta. "Just bought an old house and now have a great bedroom. Welcome friends I've lost touch with: [hogans@atlanta.com](mailto:hogans@atlanta.com) is our e-mail."

**Boaz Roth** (AGI) and his wife have become proud (and tired) parents. Their daughter Liat was born on January 5. "For some recent pictures and movie clips, go to [www.tjs.org/~br/Liat](http://www.tjs.org/~br/Liat)."

**Michael Stevens** (AGI) reports: We've added a daughter, Julia Linda, born at home on April 22. My wife Linda is supervising dynamics between baby and big brother Ethan, while I try to grade the enormous stack of essays hidden beneath the diapers. Our lives are blessed, indeed."

**Jide Nzelibe** (A) finished his clerkship last year with a judge on the U.S. Court of Appeals for the D.C. Circuit. He is now working at a local law firm in Washington. His e-mail is [jnzlibe@KHTE.com](mailto:jnzlibe@KHTE.com).

## 1993

"I just finished a third year of doctoral studies in comparative literature at the CUNY Graduate Center in NYC," writes **Christopher Leydon** (A). "I'm teaching a class at Queens College called 'Great Books I,' which ends up being Homer to Dante. Those who remember freshman year will understand my inclusion of Herodotus, Book I, in a so-called literature class. Anyhow, I

wrote to out myself as medievalist—and a budding hagiographer. Will let you know if/when I am given a degree. My e-mail is [figlet@earthlink.net](mailto:figlet@earthlink.net)."

**Thornton Lockwood** (AGI) starts a two-year project at Boston College's Center on Religion and American Public Life ([www.bc.edu/publife](http://www.bc.edu/publife)) this summer. He will be organizing a conference on choice and vouchers.

**Nancy Marcus** (A) is in her fourth year as an attorney, wrapping up a law fellowship with the D.C.-based Alliance for Justice, where she has fought hard for the federal judicial nominations of the Clinton administration. In June, she begins her new career as a lawyer for the state affairs department of ATLA, the Association of Trial Lawyers of America. She can be reached at [msquire@yahoo.com](mailto:msquire@yahoo.com).

**Amalia Uribe** (A) e-mails: "I am currently living in the Bay area of California. I moved here to study massage therapy at the National Holistic Institute. The program of study is a year long, and I am now halfway done with my studies. The course is broken down into a 'Western' and 'Eastern' segment. I have completed my studies in Western massage, specifically I have learned Swedish massage, deep tissue, sports massage, and reflexology (to name a few). I got an A on my final exam for the first semester. Also, received a 'letter of excellence' from the dean for my 3.83 GPA and excellent attendance :) I am very pleased with my decision to train to become a massage therapist; I have found my calling (at least for the next few years) I just started my Shiatsu training. On a sad note, my father passed away in June of 1999. My mother has now retired to the mountains of California. My e-mail address is [AmaliaU@worldnet.att.net](mailto:AmaliaU@worldnet.att.net). I would love to hear from my classmates from the class of '93 (especially Morgan Hough, David Jennings, the Kohlers, Owen Kelly...also, Jonathan Bricke Rowan, class of '96 SF, where are you??? I would love to hear from you as well)."

## 1994

**Anthony Chiffolo** (AGI) has written a new book, *Be Mindful of Us: Prayers to the Saints*, recently released by Liguori Publications. The book is a collection of prayers addressed to the saints and blessed from around the world, one for every day of the year.

**Nathan Humphrey**'s (A) e-mail address is [njahumphrey@hotmail.com](mailto:njahumphrey@hotmail.com).

"Greetings from upstate New York!" writes **Yvonne Belaner** (A). "Jeff Pomerantz and I are living in Syracuse. Except for being the second cloudiest city in the country and getting 130 inches of snow every

## Alumni Notes...

year, the weather's quite lovely here. Jeff's working on his doctorate in Information Science and I am excited to be working with the Ask ERIC project doing digital reference for their Q & A service. I'm also taking classes at the university and will probably start officially working on a master's in instructional design soon. I recently finished an ERIC digest on "Laptops in the K-12 Classroom" and continue to be interested in educational technology. I'd love to hear from classmates—write to me at [yvonne@askeric.org](mailto:yvonne@askeric.org)."

**Lynarra Featherly** (SF) writes: "**Kathleen (Eamon)** (SF97) has been accepted to the Ph.D. program for philosophy at Vanderbilt University in Nashville—yahoo!—the heart of the bible belt. I am going to pursue my dreams of becoming a country Christian gospel rock singer! Or possibly life insurance saleswoman."

**Corinne Belsky** (SF) writes: "I graduated from medical school in May and just finished my first month of psychiatry residency at University of Virginia-Roanoke. I was prepared for residency to be horrible, but so far it's a lot of fun despite long hours. I'd like to get back in touch with other Johnnies. [corinnejb1@juno.com](mailto:corinnejb1@juno.com)"

**Catherine McGuire** (SFGI) would like to thank Frank P. Harmon for the use of *Economics Principles and Policy* and would be happy to return the book. She is director of Joslyn Castle Institute, a non-profit for sustainable design and development. Two recommendations: *Earth in Mind on Education, Environment, and the Human Prospect* by David W. Orr, and *Better Not Bigger: How to Take Control of Urban Growth and Improve Your Community* by Eben Fodor.

### 1995

**Sarah (Van Deusen) Flynn** (A) and her husband are expecting their second baby in August. She finished her first year of medical school at the University of Maryland. Henry, her first baby, is 11 months old, "just started walking, and has beautiful red hair." The family is going to Guam for two years.

**Meghan Juday** (SF) is happy to announce her engagement to Eric Savage. They are living in Philadelphia where they bought their first home. Meghan is working as a business analyst for a systems integration and consulting company. She welcomes e-mail from old friends at [mjuday@csc.com](mailto:mjuday@csc.com).

**Philip Katz** (SF) completed his Masters of Architecture in the spring of 1999. "I am working at Kahler Slater Architects. Currently I am working on the Milwaukee Art Museum project designed by Spanish architect Santiago Calatrava (a web site was done by the contrac-

tor of the project—[www.sgschmidt.com/mam-cam](http://www.sgschmidt.com/mam-cam)). I would love to hear from any tutors or students from my years in Santa Fe—[pkatz@kahlerslater.com](mailto:pkatz@kahlerslater.com)."

**Laura Giannini-Joyner** (A) became a mother on April 29 with the birth of Thomas James Joyner. They're living in Hawaii (husband James is in the military—nice posting!).

"After leaving St. Johns, I worked on a dude ranch in the Idaho panhandle for almost a year," e-mails **Mike Layne** (SF). "Thereafter, I moved to San Francisco and worked as a paralegal for two years at Thelen Reid & Priest. Next, I attended Franklin Pierce Law Center in Concord, New Hampshire, from 1998 to the spring of 2000. I have since taken an indefinite leave of absence from law school. I was married to Rachael Stafanson in Berkeley in June of 1999. Most recently, we moved to Barrow, Alaska (the northern most and coldest city in North America) in May of this year. My wife is working as a public health nurse, and I am applying for a position in a social services program. I can be reached via e-mail at: [mlayne@barrow.com](mailto:mlayne@barrow.com)."

**Gil Roth** (AGI) runs Voyant Publishing, a literary small press based in Rutherford, N.J. Voyant recently released *1984*, a collection of letters by Samuel R. Delany. The company is donating a portion of the sales of *1984* to the health fund of Robert Drake, a fellow graduate student who is making a slow rehabilitation from injuries suffered in a gay-bashing attack in January 1999. More information about contributing to Robert's health fund can be found at [www.voyantpub.com](http://www.voyantpub.com) (which was designed by John Castro (A93)) or by e-mailing Mr. Roth at [groth@voyantpub.com](mailto:groth@voyantpub.com). On a personal note, Mr. Roth's jump shot has somehow gotten even worse.

### 1996

**Francesco Guiseffi** (SFGI) reports: "After leaving a small, Quaker boarding school in Ohio, where I was teaching history and serving as the dean of students, I accepted a position teaching American history and geography, coaching, and working for the admissions department at Missouri Military Academy in Mexico, Mo. My e-mail address is: [fgiu@mma.mexico.mo.us](mailto:fgiu@mma.mexico.mo.us)."

**Nathan Jongewaard** (A) is a content editor supervisor with AskJeeves, Inc. ([ask.com](http://ask.com)).

**Cheryl Heneveld** (AGI) is still in New Delhi. She says that Naranasi and Khaguaho are worth seeing and the layers of Indian history in old and New Delhi are fascinating.

### 1997

**Gillian Tan** (SF) says that she will no longer be the hellion and all-around scourge of sample sales in Manhattan. She has decided to leave the distinct odor of the meat-packing district and head for distant shores. Come September, she will be setting up an English language program at a Tibetan institute in the hinterlands of China.

**Brenda Johnson** (AGI) is studying theology at the Ecumenical Institute of Theology in Baltimore. Her writings can be found at [msawomen.org](http://msawomen.org) under scholarly works.

**Brenton Hinrichs** (AGI) is presently assistant head of Hillbrook School, an independent K-8 school in Los Gatos, Calif. He finished an MA at Stanford University in 1998 after his fourth summer at St. John's.

**Alexa Behmer** (SF) writes: "Having inadvertently elected to take the seven-year plan through St. John's, Michael will graduate with the Annapolis class of 2000. We will be heading to New York City in August where I will be pursuing a Masters of Education degree at Columbia and Michael will re-enter the ranks of the working world."

"After a year in Yale's philosophy department, I am crossing the street to start work on a JD at Yale Law," writes **Richard Schmechel** (A). "I would welcome advice from any alumni who are aspiring or confirmed lawyers and anyone interested in Yale's graduate program should feel free to contact me too. My e-mail is [richard.schmechel@yale.edu](mailto:richard.schmechel@yale.edu)."

**Aaron Clay Walker** (SF) and Amelia Grace Henning plan to marry on October 8 at Holy Cross Orthodox Church in Williamsport, near her family home in rural north central Pennsylvania. They intend to continue living in the Chicago area until the fall of 2001, when Amelia returns to U. Penn to complete her training as a midwife.

**Jill Hienhiser** (SFGI) and **Weldon Goree** (A98) work as communication architects for Mind and Media, Inc., a full-service communications company in Alexandria, Va. Mind and Media helps corporate and government clients develop clear messages and solid communication strategy.

### 1998

**Stephen Conn** (SF) spent last summer (1999) in Chicago, studying acting and skit writing at Second City and Improv Olympics. He has just concluded an internship at *Saturday Night Live* in NYC, a most interesting and elucidating experience. Sends greetings to all members of the great class of 98!

### 1999

**Cheryl Huff** (AGI) is living with her son, Gabriel (born in August 1999), in Oriental, N.C., the sailing capital of North Carolina. She is writing, teaching, and playing with Touchstones at an elementary charter school and at a community college. "Anyone in the area, please get in touch," she says. Her e-mail is [rambuncions2@coastalnet.com](mailto:rambuncions2@coastalnet.com).

**Spencer Haynsworth** (SF) is enrolled in the Masters Program at the University of Virginia's School of Architecture.

### 2000

**Sonya Schiff** (A) and **Kit Linton** (A97) are getting married in beautiful Ocean Township, N.J. on September 9.

**Amina Stickford** (SF) writes: "I recently moved to Seattle. I haven't contacted the alumni chapter here, although I plan to just as soon as I get my business in order. Moving here was a lot of work! I just took a job as an Applications Specialist with Object Publishing Software. I will be helping to test software for usability, documenting software development, and implementing marketing projects. My job description is pretty amorphous, but this is good, since it gives me the opportunity to shape my role as time goes on. Fortunately, I was able to secure employment right away, and never had to put alumni connections to use. I'll be glad to make their acquaintance at chapter events."

### Calling All Alumni!

*The Reporter* wants to hear from you. Call us, write us, e-mail us. Let your classmates know what you're doing.

**In Annapolis:** *The Reporter*, St. John's College, P.O. Box 2800, Annapolis, MD 21404-2800; (410) 295-5554; [b-goyette@sjca.edu](mailto:b-goyette@sjca.edu).

**In Santa Fe:** *The Reporter*, St. John's College, 1160 Camino Cruz Blanca, Santa Fe, NM 87501-4599; (505) 984-6104; [classics@mail.sjcsf.edu](mailto:classics@mail.sjcsf.edu).

**Alumni Notes on the Web:** Read Alumni Notes and contact *The Reporter* at: [www.sjca.edu](http://www.sjca.edu)—click on "Alumni & Advancement"



# Graduate Institute...

## A LIFETIME OF BOOKS

.....

*Twenty years after starting as a freshman, Lorin Cuoco returned to enroll in the Graduate Institute.*

By Elaine Pinkerton Coleman

C o-founder and associate director of the International Writers Center, Lorin Cuoco (SF77, SGI97) traces her life's milestones to a passionate love of reading. "Books were everything to me," she says.

Cuoco grew up in Lebanon, Ill., a town notable for having hosted Charles Dickens during his lecture tour across America. An inveterate reader from an early age, she started writing when she was 13 years old. "I was eager to leave Lebanon," she recalls. "I started my search for a college during the earlier years of high school. The ACT was the big test to prepare one for college, and my answers to their questions matched me with St. John's College. St. John's sent me a booklet that literally bowled me over. When I saw the reading list, I ceased looking for other colleges."

She visited Santa Fe the first time in 1972. "Santa Fe was the first exotic place I'd ever been. After someone tried to break into my five-dollar room at the De Vargas Hotel (now the upscale St. Francis Hotel), I went to the St. John's campus to complete my visit. I was a high school junior when I applied. The day I received my acceptance letter from St. John's was one of the happiest days of my life. I entered the college in 1973. I had some great tutors and brilliant colleagues."

Halfway through her sophomore year, however, with the impending death of her mother, Cuoco left. She returned home to raise her younger sister, 14 years her junior. She earned a degree in television and radio at Southern Illinois University in Edwardsville.

Cuoco forged ahead with a career in public radio. For almost 11 years, she reported on and produced arts programs for her local public radio station and National Public Radio. Cuoco produced a weekly poetry program, shows on opera, a series of literary profiles, and a radio play titled "The Coffee Room." Despite being immersed in the arts, her chosen area, recalls Cuoco, "I came to realize that this was not where I wanted to be."

Just as the brochure from St. John's College took Cuoco out of Lebanon, an association with Washington University professor emeritus William Gass led to another important change. "I'd been on the board of a literary group called 'River Styx' with William Gass, and I'd also interviewed him for the series of literary profiles," says Cuoco. In 1990, she and Gass together founded the International Writers Center.

Building on Washington University's tradition of excellent faculty writers, the Writers Center aimed to serve as a focal point for writing excellence in all disciplines and to provide a directory for writers at Washington University and beyond. Cuoco is proud of the center's accomplishments, which include the inaugural exhibit titled *A Temple of Texts: Fifty Literary Pillars* (50 works of literature and philosophy that have influenced Gass as a writer), international literary conferences, publication of the St. Louis Literary Calendar, a prestigious reading series.

The center publishes their conference proceedings (*The Writer in*



The GI Dinner is a grand tradition in Santa Fe every semester—a celebration of those who are receiving degrees. The usual requirements are toasts and roasts and declarations about "what I imagine myself doing next year." At this year's dinner, Rachel Balkcom and Denise Wolff joined tutor Steve Van Luchene (top photo), while James Lewis, Andre Rodriguez, and Davin Cox took in the view from the balcony (bottom photo).

*Politics, The Dual Muse*). Along with Professor Gass, Cuoco serves as editor for the books in this series. From 1993 through 1997, the center sponsored a marathon Bloomsday reading of James Joyce's *Ulysses*. The center's newest books, *Literary St. Louis*, and *The Writer and Religion*, will be published this fall.

Cuoco never lost her desire to return to St. John's in Santa Fe. Her early love of the college and its great books program, as well as a deep-seated love of Santa Fe, drew her back to the Santa Fe campus to the Graduate Institute. "Over the years, I'd returned often to Santa Fe," she recalls. "Whether it was a friend's graduation, attending St. John's reunions and getting a 'seminar fix' or going to the Santa Fe Opera, I maintained an association." In 1992, after attending her 15th St. John's reunion, she decided to enter the Graduate Institute.

Her second time around at St. John's College—with the Graduate Institute in Santa Fe—lived up to Cuoco's expectations. "I believe profoundly in the St. John's

approach," she declares. "It is very hard work. It's not for the faint of heart. You pick apart ideas, and what you learn is that there are no easy answers. I was in my late 30s when I went back to St. John's. It was rough but it saved me. I loved being able to study all day long for two months of each year of the program. Ultimately, it was completely rewarding."

When William Gass presented the commencement speech at the May 20, 2000 Santa Fe graduation (see story on page 11), alumna Lorin Cuoco was in the audience. Throughout the weekend, she saw her former tutors and fellow alums, joined in the festivities, and visited her beloved Santa Fe. Graduation 2000 might have been almost as happy an event as finally getting her degree from St. John's, which she did in 1997, twenty years after first coming to campus. •

Elaine Pinkerton Coleman, SFGI88, is the author of *Santa Fe on Foot*, *The Santa Fe Trail by Bicycle* and an upcoming book, *From Calcutta with Love* (pub. date Sept. 2000).



Lorin Cuoco and William Gass, who work together at the International Writers Center.

## MY LIFE AS A DOG EATER

*He did the undergraduate program in Santa Fe. He worked on the Annapolis campus handling the audio-visual stuff. He wrote a hilarious column for The Gadfly. He traveled west, back to Santa Fe, to learn about the Eastern Classics. In this memoir, he travels to Korea in search of understanding (and some bucks).*

By Cobalt Blue, SF92; Eastern Classics, '97

Odyseus had it easy. Gulliver was a wimp. In their great, heroic journeys they faced such terrible opponents as a one-eyed shepherd, a feminist who thought all men were pigs, and a bunch of teeny, tiny people. Those illustrious travelers were lucky they never landed in South Korea. The wily Korean businessmen would have reduced them to tears and sent them packing. Heck, I only managed to survive a year of teaching in Korea because of my fine, upstanding St. John's education, a set of weights, a book of magic tricks, Alice Cooper's *Greatest Hits*, and the sheer power of spite and revenge that comes being constantly berated for xenophobic reasons. (Oh yeah, a couple of bottles of soju helped, too.)

I went to Korea because I was down on my luck. I was living out of a Volkswagen. I was bumming food from family and friends and just sort drifting aimlessly. All the while, Guido and Rico from the Student Loan Agency were looking to detach me from the kneecaps that I had grown so fond of. It was in that Holy Grail searching mode that I stumbled upon an advertisement to teach English in South Korea. See the world! Earn some money! Get some first-hand experience with cultures I had only read about in the Eastern Classics program! No one mentioned that I would get stuck with seven other lost souls under the tyranny of an insane Korean businessman who called himself the "Director." He was a man so screwy he probably needed an adjustable wrench to put his pants on in the morning. He would put six of us into a car that looked like a lunchbox on wheels and take us to classrooms where the windows were left open in the bitter cold of winter to keep the air fresh inside. Then, in the hot, muggy summers the air conditioners would not be used because of a fear that the evil machines would suck all the air out of the room.

The first six months was like being stuck on top of a Ferris wheel. I could see a lot of the fair and distinguish the popcorn stand from the guy selling snow cones but I couldn't get to them. I could see the teachings of Confucius in Korean society but I had no idea of how to interact with normal Koreans. It was one thing to have read and discussed Buddhism and Confucianism but completely different to live under those influences. From my Western perspective the Korean people seemed like a mass of contradictions. They wanted to learn English to become part of the global market but they were also afraid of how English would change their culture. They hated American businesses but they loved Big Macs. And even though every Korean claimed not to

be prejudiced they all seemed to hate the Japanese. (Which was not too surprising since Korea had been a Japanese stomping ground for so long.)

The Korean logic boggled my Western mind. They can be very nice people, sometimes even to the point of what we would consider rude and offensive. I consistently met women on buses who would not leave me alone until I accepted food from them and complete strangers would stop me and adjust my tie, dust off my jacket, and even try to comb

my hair. On the other hand, some Koreans simply ignored me because their society was so rigidly structured that they didn't know where to place me in their Confucian hierarchy. They didn't know if foreigners were to be respected or feared so they simply stuck their heads in the kim chi pot and hoped I would go away.

It didn't take long until my Western ideas of individual space and freedom of expression were completely stamped by a herd mentality. At first, I resisted. I tried to live like an American. All that did was place me in full opposition to all of Korea. I soon realized that the odds were not in my favor. I had to adapt to their ways. I learned to talk and walk and dress like a Korean. I ate kim chi everyday and learned how to distinguish good kim chi from bad kim



Cobalt Blue flanked by traditional guards at the Hwasong Fortress.

chi (which is a pretty remarkable skill since one would think that any rotting vegetable matter placed in a pot and buried underground for six months couldn't be anything but nasty). I mastered chopsticks and all of the strange rituals that went with eating. I spent a huge amount of time taking my shoes off and on. (No wonder the Korean workday is so long. They spend all their time fidgeting with footwear.) There was very little room for creativity or individuality. The Koreans do everything in groups. They eat together. They bathe together. They drink (a lot!) together. They walk down the street holding hands. It was not uncommon, especially at the National Police University where I taught, to see

men in class holding hands or massaging the earlobes of their best friends.

I saw the most beautiful women working at gas stations and cellular phone stores. Their job was simply to wear short skirts and dance in front of the stores to attract customers. It must work though since seventy-five percent of all Koreans had cell phones and people still bought gas at four dollars a gallon.

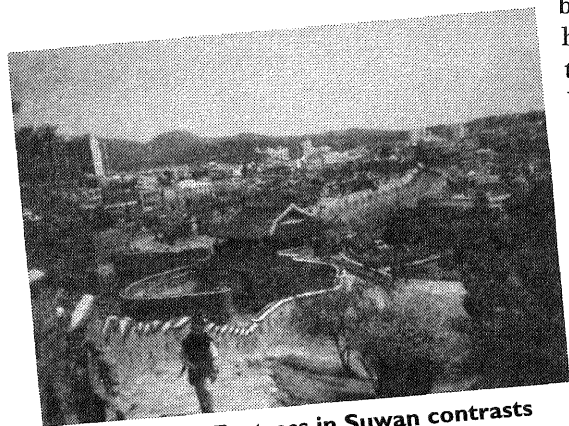
The rest of Korean society seemed to have the same tension one would find at a junior high dance - boys on one side of the gym, girls on the other and nobody in the middle doing any actual dancing. Only by introduction did people ever meet. I found it rather amusing that a country that takes such great pride in its claim to be three thousand years old has yet to develop the concept of a singles bar. That is what Confucianism can do to you.

My typical day consisted of walking up early and going through the whole dressing ritual. You had to look sharp in order to have any effect in the classroom. Facial hair or wrinkled clothes were outward sings of inward turmoil. My first week there I was considered an idiot and incapable of teaching anything simply because I had a beard. I wore a blue jacket and was considered wild and eccentric because Korea is a very conservative place where to fit in everyone wore black, gray, or white and drove cars that were black, gray, or white. It was rare to see any other colors and people who did wear something else were often taunted for being "too Western."

The days were long. We sometimes taught for ten or eleven hours. That did not account for the two or three hours of travel time when we were sent to different agencies to teach tax officials or government workers.

As far as actual teaching, most students (like most Koreans in general) were hard workers. Although it didn't really matter. Some classes were graded on such a rigid curve that even if all the students talked like native English speakers we were still forced to fail one or two of them. Other classes, for government officials, had grades that were tied to their promotion so we were not allowed to give anything less than a B even if they spoke as well as a mime in a vacuum. Anything lower would be a loss of face, which was unacceptable. Under these conditions, I began to understand what was really expected of me. My employer did not care if the students learned English or not. He was just concerned with the bottom line. If the students came back, enrolled in more classes, and spent more money, then my boss didn't care if they spoke like toothless cavemen on morphine. His idea of a good teacher was one who kept the money coming in. So I changed my strategy from teaching to entertaining. I performed magic tricks. I sang every song I knew. I taught a lot of Koreans to say, "Fuzzy Wuzzy was a bear..." I gave them comic books and made them watch videos. I instructed them in the finer nuances of "Go Fish" and "Monopoly." Did they learn English? Maybe a little. Did they take more classes? Yeah. Did that make me a good teacher? Only in the eyes of a Korean businessman.

Overall, I can look back and say that the difficulty of it made it a good experience. Yet in the back of my head I can still hear the words of my good friend Bill. He was also trying to breathe an English virus into a country that was full of individualism antibodies. He said, "I ain't ever been to Hell but I taught English in South Korea and that's close enough." •



The Hwasong Fortress in Suwan contrasts with modern high-rises in the background.



## Obituaries

### Gust Skordas Class of 1934

Gust Skordas, retired assistant state archivist of Maryland, died in April in San Diego. He was born in Washington, D.C. and graduated from Annapolis High School and St. John's College, class of 1934. At St. John's he was an athlete, participating in football and basketball. He also played tennis and was historian for the college's Varsity Club. After graduating, he worked at the G.C. Murphy Co. department store on Main Street before being hired by the Maryland State Archives as a general research assistant. He became assistant archivist four years later. He was a Fellow of the American Society of Archivists. He wrote articles for professional journals and served as editor of "The

Early Settlers of Maryland." Surviving are his wife, Edna Skordas, a son, a brother, three sisters, and two grandchildren.

### Martin Kalmar Class of 1969

From Deborah Warren Kalmar (A70):

My wonderful husband of 33 years, Martin Kalmar (A69) died suddenly on March 14. Martin and I met in high school in Michigan in 1963, where his wit and intelligence attracted me. He found the *Saturday Review* article about St. John's and he eventually rejected Harvard and Yale to come here. I followed him a year later. We both loved St. John's, and Martin continued the studies he began there for all his remaining short life.

Martin received his doctorate from Hopkins in history of science (Cartesian mechanics was the theme). By the time he received the doctorate, that field had "dried up," so he taught math (and loved it, as he did everything he taught himself and others). He was a tutor in the Graduate Institute one or two summers in the mid-1980s. When he died, Martin had been the head of the math department at Frederick (Maryland) Community College for 15 years. He loved teaching adults, and he found that at a community college he could "cross disciplines." Thus, he was able to offer political philosophy seminars as well as teach math. He was considering adding Shakespeare's *King John* to his seminar readings, which usually included Thucydides, *The Republic*,

Machiavelli, Hobbes, and more. Martin's senior thesis was on *The Statesman*, advised by Mr. Klein. He read Leo Strauss with great enthusiasm. Martin and I had a very happy life, and I am thankful for every minute. We were blessed with two dear children, who are now a rabbi and a teacher. They take after their father in keen, inquiring intelligence and good-heartedness.

### Also Noted...

Ron Armetta, A81  
Ernest L. Bartle, class of 1950  
David J. Beach, class of 1943  
Dr. Robert Allan Bier, class of 1919  
Ben Moskowitz, class of 1950  
Dr. Allan P. Evans, class of 1940  
Frank T. Willing, class of 1928

Lemon continued from page 15

Reality. The pendulum itself received a brief revival of fame in 1986 when it was kidnapped by two well-wishers who hoped to devote its ransom money to its repairs.

Descending the pendulum pit stairs takes you to the basement of Mellon, one of the college's most curious scenes. It houses the aptly-named "cages," storage rooms divided not by doors but by iron bars, lending it that county jail atmosphere that every serious liberal arts colleges hopes to replicate somewhere on its campus.

### A Touch of Class

But not all is broken and dreary in the land of Mellon. In 1997, Director of Labs Mark Daly arranged to showcase our beautiful collection of antique lab equipment along the first floor hallways nearest the lab rooms. The equipment, which includes a barometer, oscilloscope, spectroscope, balances, and thermometers, shares the elegant beauty of the program books: deceptively simple, it

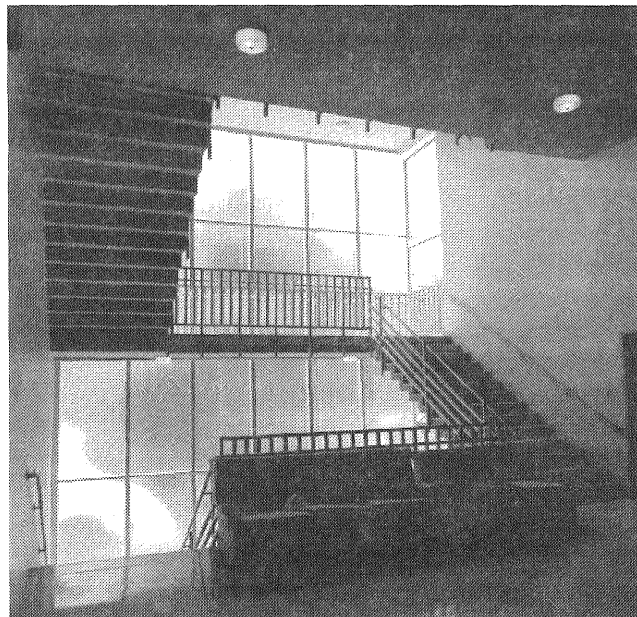
asks and answers a lifetime of questions.

In 1996, the college received a million dollar grant from the Howard Hughes Medical Institute; part of the money went to renovating the lab rooms used for chemistry and biology and adding project rooms snazzy enough to do state-of-the-art tissue culture experiments in.

The indoor garden planted in the FSK lobby softens its car-dealer-showroom ambiance and, when lit up at Christmas, is positively festive. By the lobby's glass doors is an elegantly rendered quote from the "Discourse on Education" by Francis Scott Key, our most star-studded alumnus, as well as the text of the National Anthem.

Another star-studded feature of Mellon stands above the Pendulum Pit: the observatory, which opened in 1996 thanks to a grant from the National Science Foundation and the shepherding of tutor Jim Beall. The observatory's equipment includes a permanently mounted 16-inch reflector telescope, a 12-inch computer-operated Schmidt-Cassegrain telescope, and a camera that can be hooked up to the telescopes. The observatory is opened, weather permitting, several times a month (usually after seminar) and Beall has led several preceptorials that made use of the telescopes.

Below the observatory is a mural painted in 1983



Mellon's back stairway.

by Pierre Gagnier (A84) and Kevin Tracy (A83). An intriguing symbolic work depicting the *Oresteia*, it features a running Orestes, swarming furies, and Athena painted as an owl perched upon a pillar of the court.

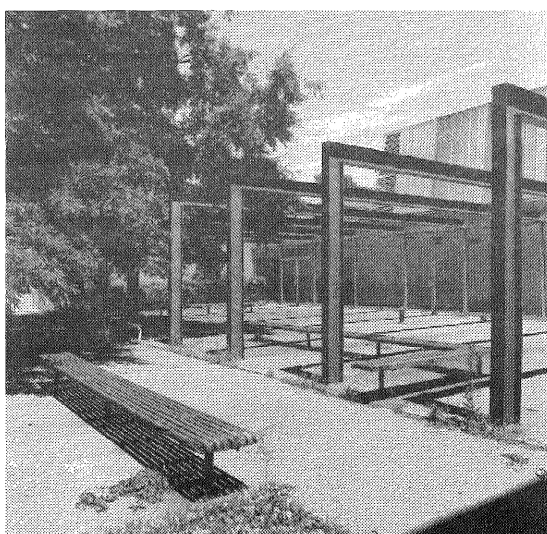
In 1988, a new wing was added to Mellon, changing the original "U" shape into a square. The wing houses the offices of the president, dean, assistant dean, and registrar. Student admissions guides can be heard introducing the corridor to prospective students by its unofficial nicknames: the mahogany wing and power alley. This wing gives us a hint of what Mellon Hall might become after the 2001 renovation: respectful of Neutra's architecture, but without the industrial feel. The hallways are slightly smaller, the materials warmer, the colors softer. And it has no louvers.

Ah, the louvers. They are mammoth, they are ugly, they make noise, they block the light, and they are useless. They were originally intended to

move throughout the day, providing ever-changing and appropriate amounts of sunshine and shade. The mechanism for this movement broke early in the building's life, and a plan for their manual movement was too cumbersome for the college to undertake.

While the 2001 renovation calls for great improvements in Mellon, the removal of the louvers is not among them. Director of Admissions John Christensen, a longtime member of the Campus Planning Committee, says that it is unlikely that Annapolis's Historic District

Commission will ever permit the removal of the louvers because of the Commission's commitment to the preservation of the original architectural intent. In addition, it seems, the joke is on us. Christensen reports that the architects who are working on the renovation have come to an interesting conclusion about the louvers: Mellon would look even worse without them. •



Oxymoronic steel trellises in the courtyard.

Appreciation continued from page 14

destination but it provides a good example of the concept. The glass wall, outside terrace, structural elements, and, finally a garden provide a segue from inside to out.

Mellon Hall is a case of a good concept in the wrong place. It has suffered from the impact of needs from a growing campus population and a somewhat unfortunate placement, but it represents a great idea expressed; which, as we know, is what counts at St. John's. •

## ON TUTORS AND THEIR LEARNING

*Excerpts from the Dean Harvey Flaumenhaft's Statement of Educational Policy and Program, Annapolis, Spring 2000*

It's easy to be ignorant. To be profoundly ignorant, however, or to be ignorant at the highest level—that takes plenty of work. To know what you don't know, you need to have learned a lot.

Here at St. John's College, we make much of the figure of Socrates: we hold up as a model the man who presented his knowledge of his ignorance as his very virtue. Our Socratic profession certainly has its benefits as a spur to learning and as a rein upon complacency and pride. We need to be on our guard, however, lest it provide an excuse for demanding too little of our students and ourselves.

Defects in our knowledge are inevitable, but deficiencies in how we go about learning what we lack are not. As an institution we should try to do better in providing ways for the members of our faculty to deepen their understanding and to raise the level of their work. Improvements of the sort that I have in mind are called "faculty development" elsewhere. Faculty development is something for which we have a special need here at St. John's College. Why is that?

Consider the initial and continuing demands upon a member of our teaching faculty. . . . Rejecting the constraint of pre-set departmental boundaries to inquiry, our program of study aims to foster thoughtfulness about many of the most important questions faced by human beings. . . . Our entire curriculum—half of it devoted to works of mathematical and natural science—is based upon discussion of many of the deepest and most difficult books in the archives of the human race. Members of our faculty are expected to teach a dauntingly wide range of classic works of Western thought. . . .

Thus, because of the range of the studies that we require, and the level of the readings that we assign, no one joins our faculty being very well prepared, and many years must pass before novices can feel themselves even minimally adequate to the task of teaching at St. John's. . . . A teacher elsewhere can devote a career to just one of the books we read or to just one of the topics we examine. Elsewhere, Thucydides is not usually the province of the Newton scholar, nor is quantum mechanics part of the work of those who teach dramatic poetry.

It's true that we emphasize exploration rather than mastery. Members of our teaching faculty are meant to be model learners, not professors of a departmental specialty. All of our classes proceed by discussion. . . . All that, however, which might seem to make the task of a tutor easier, in fact makes it even more difficult. To help a class to learn takes much more preparation when you cannot direct it according to a script, but rather must be ready to deal with whatever might arise. . . .

Thus, because of the quantity of work, and the kind of work that it is, it's hard for a tutor to find time to study. . . .

What all of that means is this: St. John's tutors have an immense need of time for study; they have always had too little of it, but now they have even less than they used to. Most disturbing, many of them are now teaching round the year, besides picking up extra teaching jobs during the ordinary school-year (community seminars, and in executive seminars, and in whatever else comes along). While some of that is done for its own sake, or as a service to the college, much of it is done for the sake of making ends meet by supplementing a very low income. While the situation could be alleviated by considerably higher salaries or by lighter teaching loads, such alleviation cannot be expected to come anytime soon.

What, then, can be done to help our tutors learn what they need to learn in order to do their work well?

We already do some things to try to develop our tutors' capabilities. We have orientation groups for tutors who are about to begin their first year of teaching here, and we have a generous sabbatical policy for tutors who have accumulated many years of service. The sabbatical provides a particularly important opportunity for the sustained study that's essential to the intellectual development of a tutor. . . . Another mode of faculty development is provided by a practice of ours that prevents the ordinary isolation of college teachers from prevailing here—namely, our pairing of tutors as co-leaders of seminars. In pairing tutors for seminar, we try to match a newer one with one who is more experienced, and also to match two tutors whose backgrounds, interests, and approaches are complementary. For classes that are not led by a pair of tutors, we have weekly meetings in which a more experienced tutor serves as "archon" to give some guidance and to lead discussions of content and pedagogy. We have question periods after weekly lectures, and we schedule seminars for the faculty several times a year. . . .

We have, moreover, a vigorous culture of study groups—some of them formally established, with funding, and some of them spontaneous. It is indeed one of the glories of this college that so many spontaneous study

groups vigorously spring up despite the constraints under which the tutors who take part in them must work. . . .

Some opportunities for more leisurely study in Annapolis are provided by regular income from endowed funds that support released time (namely, the funds for the NEH Chair and for the Schmidt Tutorship), as well as by occasional grants that include summer stipends (like the support from the Howard Hughes Medical Institute for several summers of faculty work in modern experimental biology). We surely need as much of that as we can get. But we need, in addition, another kind of faculty development, one that would institutionalize a new combination of certain features already present in those two sorts of activities. Although our resources won't permit us at any one time to support more than a small portion of our faculty in this kind of study, the effect over time would be very great.

What I mean is this: we need to make permanent, through income from endowment, generous funding for the faculty to study together under the direction of experienced and knowledgeable tutors who will take the lead in actively teaching colleagues what they otherwise wouldn't have the opportunity to work through for themselves.

Our President in Annapolis, with his deep appreciation of what we do and of how we do it, has agreed to the establishment of such a program of serious faculty study funded not by "soft" money—that is, not by grants given for particular projects that run for a limited time—but funded rather by the steady income from an endowment exclusively devoted to this use. We shall be setting aside, as the beginning of an endowment for the purpose, between one and one-and-a-quarter million dollars of the recent gift from the estate of Paul Mellon. Calculated at 5%, the income from this portion of Paul Mellon's gift will amount to between 50 and 63 thousand dollars a year.

. . . This coming summer, "soft" money that's already been secured will support two groups—one of them the last of three faculty summer study groups in experimental biology that have been funded by the grant from the Howard Hughes Medical Institute, and the other one the first of the three summer classes in classical geometry and its transformation that will be funded by a grant from the Andrew W. Mellon Foundation. . . .

In any case, a serious program of faculty development should generously fund released time for a tutor, during the school year, to prepare a class for faculty members who would receive either a stipend to participate during the following summer, or released time to participate during the following school-year. Either way, such a group should not be established in any given year unless a tutor who has become especially knowledgeable in some study has engaged in preparation to teach a class in it for members of the faculty.

Now by speaking of a "class" for members of the faculty I do not at all envision rows of tutors patiently sitting through hours of lectures until, filled up with expertise that's been dispensed from his or her storehouse by the tutor in charge, they go forth to their own classes, where they faithfully transmit to their own students the methods and results that have been poured into them at the class for tutors. Rather, by speaking of a "class" what I mean to emphasize is that I'm envisioning a group whose leader has the responsibility not merely of asking questions and moderating the ensuing discussion but also of doing a good deal of presenting for discussion the fruits of extensive and intensive preparatory work. I have no fear that any group of tutors in a faculty like ours will ever become a herd that follows some leader who has trained them.

It's true that in our dealings with our students we need to be especially careful—indeed, we need to lean over backwards—to provide protection against tendencies toward passive acceptance of intellectual authority, and toward fearful refusal to venture boldly out beyond limited areas of competence; but we may presume that the members of our faculty are mature enough to need no such protection. While in many respects the educational needs of our tutors are the same as those of our students, in some very important respects they are different: our students mostly need help in becoming aware of and eager for the many great adventures of the mind which they are capable of enjoying; the members of our faculty mostly need help in understanding the many difficult texts and topics which constitute our curriculum, but which take more time to understand than is available to any single tutor. . . .

Now it might be said that faculty development if done as I suggest would run the risk of turning loose among us a spirit of departmentalism that would transform our program of instruction into a warren of academic niches, each presided over by an expert condescendingly protecting his or her

*continued on last page*



## ODE TO ALUMNI WEEK

Moving "visit Santa Fe" up on the "to do" list.

By Hank Constantine, A70

When I began my freshman year in Annapolis in 1966, I knew we had a sister campus in Santa Fe, but I really wasn't interested. That campus was only a few years old. Besides, it was in Santa Fe. That must be about 20 thousand miles away from the real world, out in the middle of God-forsaken nowhere. I mean, have you looked at a map lately?

Besides: Could they *really* have tutors as good as Annapolis? Yeah, I thought, someday I need to get out there.

Over the next four years (yes, I graduated with my class—in those days that was a real accomplishment since only 15% of the class of 1970 did that), I knew a number of people who came from—or left for—the Santa Fe campus. I can recall no bad reports, and I do remember several rave reviews. So around the time I graduated, I added *visit Santa Fe* to that list of things I absolutely gotta do before I die—but I put it somewhere in the middle. Be patient, I told myself; you'll get around to it.

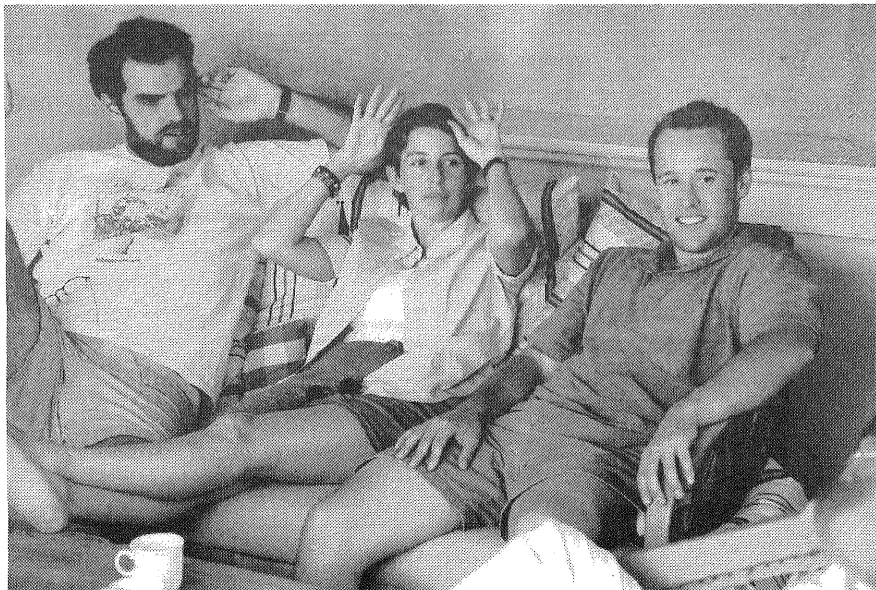
Then in the late '80s a good friend of mine (Ron Fielding—a fellow fifteen-percenter who also graduated from Annapolis in 1970) came back from a week of alumni seminars in Santa Fe on Chaucer's *Canterbury Tales* saying, "You know what we did wrong at St. John's? We went there when we were kids. Once you hit 40, those *Canterbury Tales* make a lot more sense than they did when we were professional students still getting familiar with the bodies our souls were attached to back in the '60s."

I was impressed. Okay, I thought, let's move *visit Santa Fe* up to, oh I dunno, let's say the bottom of the top third of that big To Do list in the sky.

And there it remained. Until I got a little notice last spring saying that Eva Brann would conduct a week of alumni seminars on Jane Austen in Santa Fe. Eva Brann! My old seminar leader, preceptorial leader, and senior thesis advisor. At that point, I knew it was either move *visit Santa Fe* to the top, or take it completely off the list.

Then I started putting plans in place and realized one of the big reasons why *visit Santa Fe* has always tended to remain part of my *indefinite* future: You gotta give up a vacation! But you still have to do all that vacation stuff: buy plane tickets, rent cars, pack suitcases, fly across the continent, etc.

Oh yeah. And don't forget the seminar reading—not for a single class, but for a whole week no less (seven seminars in four and a half days!). So when I say you gotta give up a vacation, I'm actually being a bit



Homecoming weekend, between the two Alumni Weeks, featured a Saturday picnic, seminars, volleyball and soccer, a rockin' party Friday night with Tom Larsen (SF75) performing live music, the banquet (see story on page 16), and a waltz party Saturday night. Alumni found time to meet up with old friends and just hang out in the midst of all the activity. Above, Kelly Koepke (SF90) and classmates; below, Elaine (SF90) and Martin Perea.

generous. You gotta give up a vacation, *and* go back to school!

As the week progressed I had several different insights into the wonderful beauty of what I had done for my "vacation." Let me recount just a few.

**Everyone gets it.** I left St. John's in 1970 for academia and the business world. Since then I have felt a bit like a Jew in the cathedral. I know stuff that few around me can understand. I am continually engaged with a lot of very nice people who would be otherwise quite interesting except for the fact that they just don't get it. And without packing them off to St. John's for a few years, they probably never will.

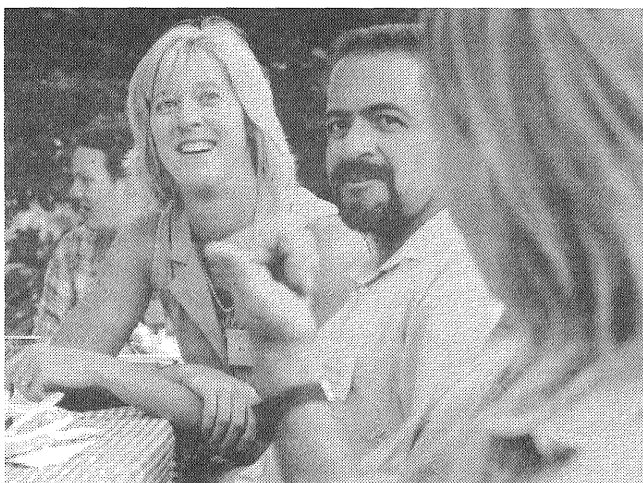
Yet once on campus for a week of alumni seminars in Santa Fe, you find yourself back in the temple. You don't have to explain diddley. They all get it. They all know how to talk. And they all know how to listen.

**A single seminar is not enough.**

Over the last 30 years I have been to a number of alumni chapter seminars and alumni seminars at Homecoming. You get together for a few hours. The conversation is good. The experience with the reading is good. But you

spend a lot of time wondering what these people are doing nowadays. If you ever knew them way back when in seminar, you wonder what they're like now. Or you wind up talking to people who may live near you, but you don't really know what they're like. You lack any real familiarity with the resplendent, mundane, or even dreary architecture of their souls.

You have no time in a single seminar to work out the particular rules



for how the dynamics of this particular group will work in seminar. You've just begun and then the bell rings. Seminar's over. On to the cocktails.

But not so at an alumni seminar in Santa Fe. The dissatisfactions of a single seminar become terribly apparent in retrospect. A single seminar is a snack. A week in Santa Fe is a steady diet. For the first time in decades, you're eating right, and you start getting back into "fighting trim." Your

seminar group has the time it needs to become the little community it's supposed to be. Positions, approaches, reactions, peeves, and tendencies all become known.

**All the tutors are a lot better than you remember.** Of course, if that little notice I got last spring had said this was my big opportunity to read Jane Austen with some guy named Harley Bumstutter who's been a tutor for 12 years in Santa Fe, I would have been relaxing on a beach somewhere this summer thinking about how I should consider moving *visit Santa Fe* up my big To Do list in the sky.

It was Eva Brann—not Santa Fe, and not Jane Austen—that got me out of the office, not on vacation, and into a seminar in Santa Fe. But after this summer, I'll be back to hear from Bumstutter if he's reading something as good as Jane Austen. I met several tutors in Santa Fe besides Eva (both in and out of the seminars). All were total strangers to me, and yet each brought back that old feeling of talking to someone who speaks in a natural way (and not a "scholarly way") about stuff they've spent a lot of good time thinking and wondering about.

**It's the wonder that counts.** Toward the end of the week, one of our seminar members marveled that even though he thought of himself as a real Austen aficionado, he had found that there were all sorts of things he missed in the books that others—particularly some of the women in our seminar—seemed to know all about. Miss Brann responded, "That's why we have seminars. Twenty-three minds are better than one."

He also observed that he seemed to be raising questions in his mind faster than he was finding answers. Away from St. John's, you forget that the wondering is the real work. Those questions that have answers—even difficult answers—are not nearly so interesting, nor so good, as those that bring on ever more wonder. A Jew in the cathedral can remember what it was like to worship in the temple, but under that vaulted ceiling, all his prayers must be silent.

Away from St. John's, we miss the wonder as much as we miss the community. And in Santa Fe for an alumni seminar you get it all back. For a whole week.

One could do much worse than waste a vacation on a week at Santa Fe. And many more Johnnies should engage in just such wasteful activity. Forget the vacations. Move *visit Santa Fe* up your list of things to do. Before you die. •

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## Campus Life...

### HAS SUCCESS SPOILED CROQUET?

**A**pril 29 was a glorious spring day. The sun was shining but the temperature was cool enough for comfort. The croquet team was confident, having just won its fourth straight national victory. And while the college's most celebrated athletic event was occurring, over a thousand fans were milling about, completely unaware of what was happening on the croquet courts.

On occasion a bit of applause would break out among those closest to the action, and a few people would look up and ask a distracted "did we win?" before going back to their Merlot and paté, not even waiting for an answer. Apparently our 14 and 3 record, our string of

national championships, and the dim memory of our last loss (1991) has made Johnnies so blasé about the certainty of victory that the match risks becoming marginalized: a footnote to a grand fête, an afterthought to an all-day alfresco cocktail party.

Due to the demise of the Liberty Tree last September, the field of play was moved to back campus between the tennis courts and the French Monument. The layout of the three croquet courts created a giant loop, and many alumni spent the day literally making the rounds, running into old classmates, former tutors, and ex-roommates as they circled the courts, blissfully ignorant of what was happening on the field of play.

While most people gathered with friends and classmates for impromptu reunions, there were a few more formal efforts. The class of 1989 staked out a spot of its own and marked it with a banner attracting stray members to their fellows. The class of 1984 had a beautiful tent with a table featuring an array of hors d'oeuvres, liquid refreshments, and what they called the "Croquake." The croquake, created by Anastasia Keazar (A84), was a sheet cake trimmed in St. John's orange and black and decorated with an antique miniature brass croquet set. In the center of the '84 spread stood a pen and ink drawing of the



The trophy retained: SJC is now 15 and 3 against the Naval Academy.

Liberty Tree, framed in black and sporting a mourning ribbon.

Over 250 alumni found their way to the Alumni Party Tent, where the alumni office offered the now-traditional selection of "proper cucumber sandwiches" and "invisible hand punch" and distributed yo-yos stamped with the college seal. Rumor had it that the yo-yos were made of wood from the Liberty Tree, but according to Alumni Director Roberta Gable (A78), rumor is not to be trusted. An unexpected and entirely pleasant surprise was the appearance of the Trident

Brass, a swing band made up of members of the Naval Academy's 28th Company and led by Midshipman First Class John Wilt.

But for a crowd that had convened for the ostensible purpose of watching a croquet match, it was the rare spectator who knew what was happening on the field. So for those of you who were too busy with your chardonnay, your chevre, and your chitchat to pay attention to croquet, here is the briefest of rundowns:

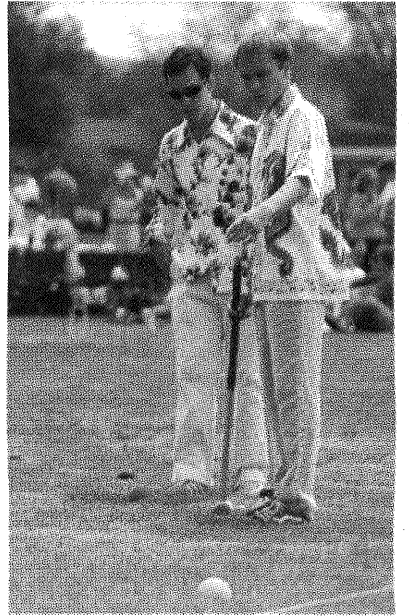
Imperial Wicket Bob Dickson (A00) and Wicket-Elect Paige Postlewait (A01) won the first game, which, at 45 minutes, might have set a record for fastest victory in the entire series. The day's longest-running match, lasting upwards of two-and-a-half hours, was played by Ben Young (A00) and Michael Behmer (A00). Also scoring victories for the college were the teams of John Lawless (A00) and Mark Alznauer (A00), Nate Carpenter (A00) and Matt Calise (A00), and Tim Carney (A00) and Mike Bush (A00). In addition to the five official matches, Galen Nuttall (A00) and Lucas Ford (A02) played a scrim-

mage, which also resulted in a victory for St. John's. (Not surprising, all this triumph. Two weeks before the match with Navy, St. John's captured the National Collegiate Croquet title—for the fourth time.)

And so we stand, the trophy retained, our record now 15 and 3. The mantle of Imperial Wicket has been passed to Paige Postlewait of Beaumont, Texas. Alumni are already making plans to meet at next spring's match.

If success has spoiled croquet, so be it. Odds are, few people looked up from their champagne and caviar long enough to notice. •

by Susan Borden



Nate Carpenter and Matt Calise consider their strategy.



Current students puttin' on the Ritz competed with alumni and townies for the "best dressed" honors. James Inzeo (second from right in front), a junior from Greenbelt, Md., combined a refined linen suit with face-painting—a more aggressive declaration of the spirit of croquet.

PHOTOS BY STEPHANIE HARVEY

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own little piece of intellectual turf against the pretentious encroachments of mere amateurs. I don't think so. A college that's organized and administered in our way is in little danger of succumbing to the diseases of excessive specialization. What threatens us is rather the

opposite danger. We should be worrying about the consequences of our deficiencies in competence. Competence does not preclude openness and depth. Indeed, the greatest openness and depth depend upon great competence. The striving for competence and the striving for comprehension should go hand in hand; in understanding at its best,

bold questioning and careful mastery of detail are inseparable.

While some groups that we need may best be served by taking as a leader some one of us dwellers in the cave who just hasn't lately had the opportunity to clamber up a bit, nonetheless we'll all climb higher in the end by recognizing that we also need groups of another sort: groups

whose leaders we carefully choose from among ourselves to be not mere convenors and moderators but truly active guides—colleagues who know their way around and are willing to show what they've managed to see. •

For a complete copy of the Dean's statement, please contact the Dean's office at 410-626-2511.