The St. John's

REPORTER

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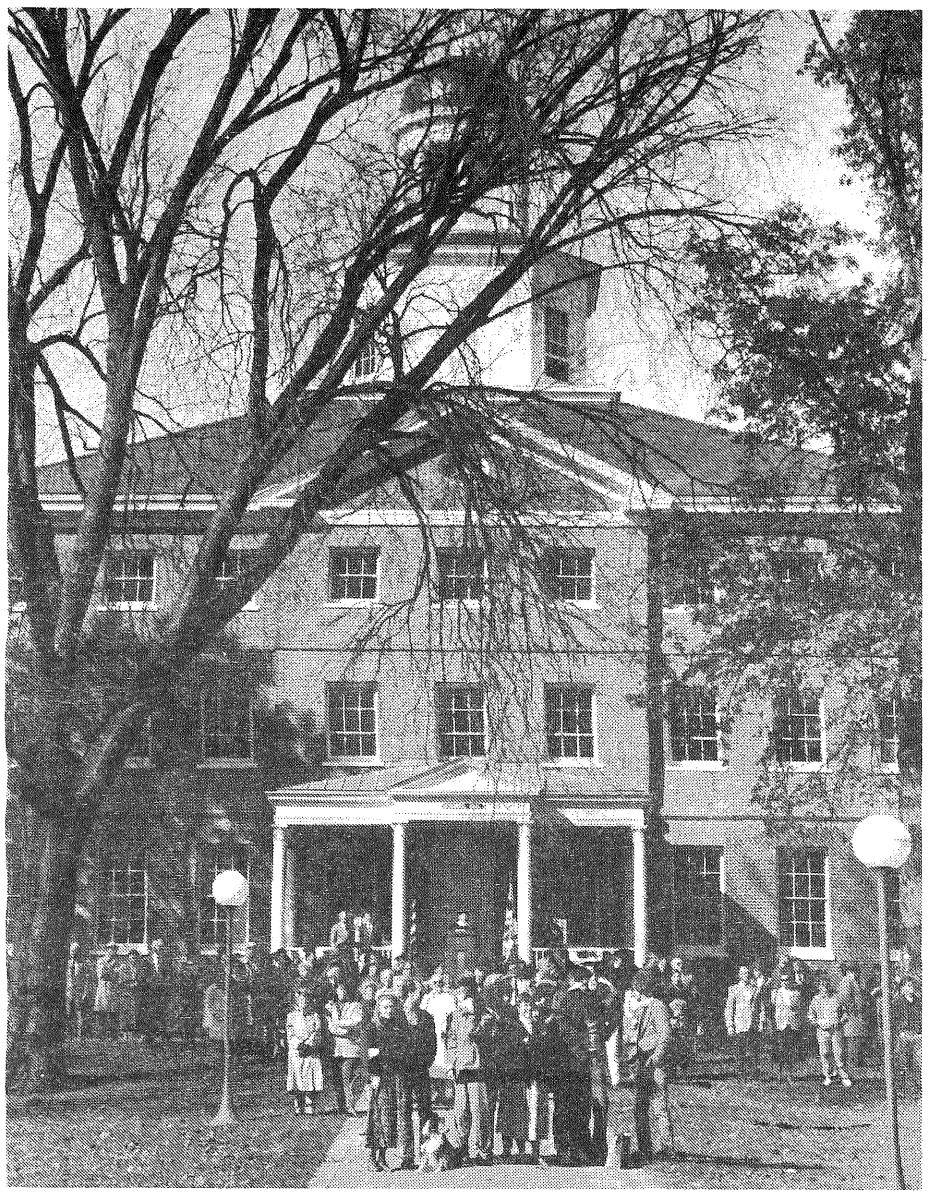

At McDowell ceremonies, the crowd faces College Avenue to receive the honor salute of the Brigade of Midshipmen. Harvey photo

MCDOWELL REDEDICATION

200th birthday for grand lady

By DONNA BOETIG

Against the blaze of color from the newly fallen leaves on this crisp Saturday in November, McDowell Hall opened to a gathering of members of college community, townsmen, and preservationists assembled on the front lawn of the campus. The occasion was the rededication of the historic landmark. After being isolated from the college community for months by a chain link fence, having endured the tugs and pulls, inside and out, from armies of workmen, her facelift was complete.

Welcoming the group to the rededication of McDowell Hall, College President William M. Dyal, Jr., cut the ribbon to a building whose significance stretches far beyond the boundaries of the campus.

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DYAL RESIGNS

Presidential search begins

In the wake of Annapolis President William M. Dyal's resignation in September, a nine-member Presidential Search Committee to seek a new president for the Annapolis campus was named by Board of Visitors and Governors chairman Scott Kelso.

Members of the Search Committee are John Van Doren, A '47, of Chicago, chairman; Board members Donald J. MacIver, Jr., of El Paso, Texas; Charles A. Nelson of Croton-on-Hudson, New York; David B. Rea, of New York City; and Joyce Rumsfeld of Chicago; faculty members Elliott Zuckerman of Annapolis and Robert S. Bart of Santa Fe; and Deans Thomas J. Slakey, Annapolis, and James Carey, Santa Fe.

Mr. Dyal, 61, tendered his resignation to the Board, effective May 31, 1990, citing the college's need for an "energetic long-term presidency" as it prepares for a capital campaign beginning in 1992. He noted his own diminished level of energy since surgery a year ago in emphasizing the importance to the college of a president able and willing to stay on the job for the next five to seven years.

The popular president, who was operated on a year ago for a benign brain tumor, plans to be active in all his duties, including the "platform building" phase of the campaign, throughout the current school year. He returned to his desk last January on a modified schedule which he has gradually increased.

Mr. Dyal's tenure at Annapolis has been to date a three-year interlude of exceptional harmony, beginning with his inauguration ceremonies and continuing through the ensuing years of friendly interaction between the college and the wider community on many fronts.

He made his private decision to leave the job, he said, after the July meeting of the Board of Visitors and Governors at Santa Fe. He did so first, he remarked, "for the longterm good of the school," and second, because he believed that "it is time to graduate." He will be moving next summer to Kiawah Island, South Carolina, where the family has a home.

"Bill is loved and admired by virtually everyone here," Dean Slakey commented. "We will be sorry to see him go after such a short time."

Said Jeffrey Bishop, vice president for advancement of the Annapolis campus, "Bill has made an enormous impact in the three years he's been here. We will miss him but we know that his decision is best for him at this time."

Since institution of the two-president policy for the college in 1986, the presidency has had an unexpected turnover. Last year, Santa Fe's first president, Michael P. Riccards, resigned, and John Agresto, formerly deputy chairman of the National Endowment for the Humanities, was named by a presidential search committee in his stead.

(Continued on page 6)

ST. JOHN'S CITED

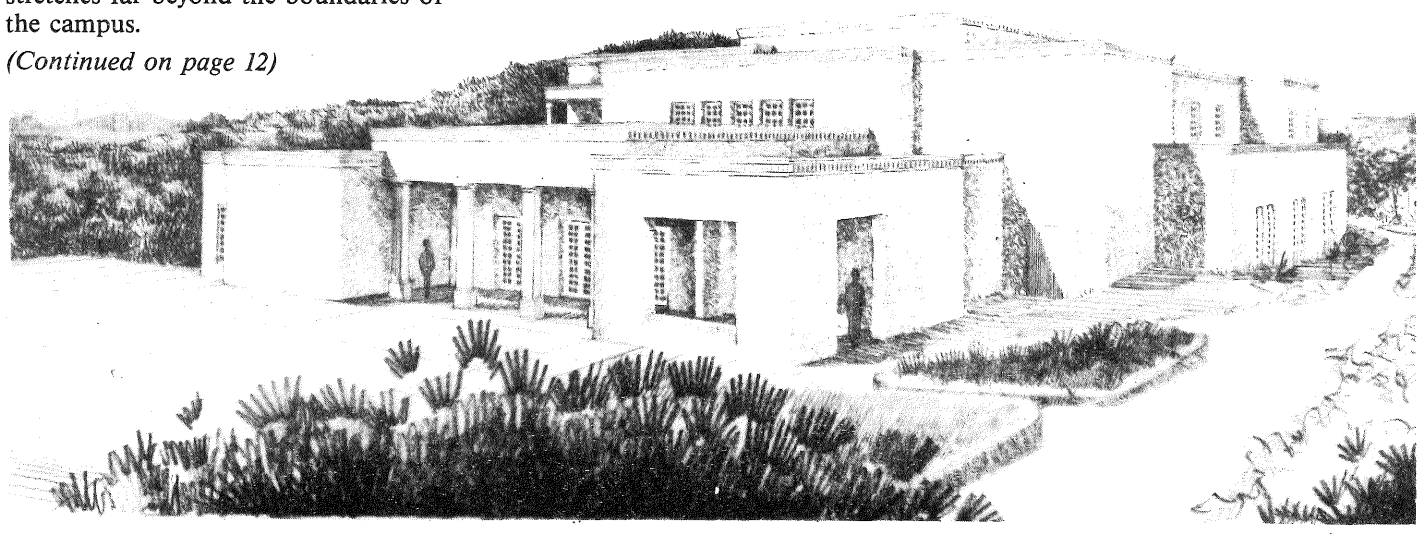
NEH publishes curricula report

The release in October of the report "50 Hours: A Core Curriculum for College Students" by the National Endowment for the Humanities was accompanied by much fanfare and press attention, some of which spilled over onto the College.

The report is a powerful and persuasive proposal for massive reorganization of the curricula of American colleges and universities.

Dean Thomas Slakey and Tutor Leo Raditsa of the Annapolis campus, and College President Emeritus Edwin Delattre are all quoted in the report, where the St. John's curriculum is described in some detail. Several days

(Continued on page 6)



Construction is underway on the $2.8 million 24,000 square foot Faith and John Meem Library on the Santa Fe campus which by the fall of 1990 will begin to look like the architects' rendering above.

McHugh, Lloyd and Associates, architects

Alumni East

1941

Henry M. Robert III has coauthored a new edition of his grandfather's famous manual of parliamentary procedure, with William J. Evans, a Baltimore attorney. The book will be known as the Scott Foresman *Robert's Rules of Order Newly Revised*, 1990 edition.

1955

Priscilla Bender-Shore, artist and professor at Santa Barbara City College, displayed her 30-foot acrylic painting, Stone Frieze: Forms of Time, for two days at the Reynolds Art Gallery of the Westmont College Art Center, Montecito, CA, in July. The painting, divided into three parts, is the result of her six-month stay at the home of Claude Monet in Giverny, France. The Reader's Digest Association, Inc., which possesses one of the most extensive corporate collections in the country, has purchased the painting and will put it on permanent display in the conference room of their headquarters in Pleasantville, NY. Bender-Shore was a winner of the Reader's Digest Artists at Giverny Program, established to rekindle the ties that existed between French and American artists during Monet's lifetime.

1964

Mary Biggar Main writes that she was "amused and chagrined" to read about herself in the last *Reporter* as appearing in a book she had never read, and regards it as "just punishment for past failures to report." This time she has kindly supplied her own information: she is a professor of biological and developmental psychology at Berkeley where she teaches and does research. The research involves naturalistic, experimental and interview studies of "states of mind with respect to attachment" in adults as well as children. "There seem to be four primary states of mind with respect to attachment," she reports, "which can be assessed in adulthood through verbatim interview transcripts, and in infancy through the infant's response to the parent in mildly stressful situations." With the aid of a Guggenheim fellowship, she is now completing a book with Cambridge University Press.

1965

David Lachterman, associate professor of philosophy and Greek at Bryn Mawr College, has published a book called *The Ethics of Geometry* (Rutledge, New York, 1989), described by a tutor as "interesting because it is an ambitious book on what is central to modernity, and because it continues in contemporary terms a book by Jacob Klein (*Ancient Logistic and the Origins of Algebra*), and because it is a reply to Derrida and the deconstructionists on their criticism of philosophy."

1968

Lee Reichelderfer Tyner reports that she has a new baby, Elizabeth Frances Tyner, born April 26, who joins siblings Michael Frederick, 9, and Rachel Christine, 7. Lee is still working in the General Counsel's office at the U.S. Environmental Protection Agency in the Waste Division.

1975

Peter and **Mary Rogers Kniaz** and children Benjamin, 7, Beatrice, 4, and Paul, 1, will be living in London for the next several years where Peter's job as a geoscience sector leader with British Petroleum has taken them. Peter joined Sohio (now part of BP America) in San Francisco, and in 1982 moved to the Sohio Warrensville laboratory in Cleveland in the computer department. While there, he undertook a nationwide assessment of Sohio's computer utilization and made recommendations to Sohio senior management. He has spent the last four years managing the computer and information systems for BP America's Health, Safety and Environmental Quality Department. "We would be delighted to receive visitors" in London, writes Mary, who provides a telephone number, 01-995-8954.

1977

Robin Michelle Streett was married to Miles Gerard Lawlor on March 5, 1988, in the Church of the Good Shepherd, Augusta, Georgia, with her father, **David Corbin Streett, A '50** officiating. Her husband was recently graduated from Fordham University's School of Law. The Lawlors live at 99 Clocks Blvd., Massapequa, NY 11758.

1978

Michael Ciba will begin fulltime graduate study this month at the United Theological Seminary of the Twin Cities. He expects to be ordained in the United Church of Christ after completing his master of divinity degree. **Diane Lamoureux Ciba, A '80**, completed her BA degree in mathematics at the University of Missouri in 1987. She is currently working for a law firm in St. Paul. Rachel, 9, and Daniel, 7, attend a creative arts elementary school in St. Paul.

Clinton Dale and **Marta Stellwagen Lively** and sons Evan and Bryce are moving to Tokyo, where Clinton will continue to work for Bankers Trust Co., for which he is a vice president. They would like to hear from alumni visiting or living in Japan. Their address is Hiroo Vista Homes #101, 9-14 Hiroo 3-Chome, Shibuya-ku, Tokyo 150 JAPAN.

Amy McConnell Franklin is living in Senegal, West Africa, with her husband Bob and their 27-month-old son, McConnell ("Macky"). The Franklins have lived on Goree Island, 20 minutes by ferry from Dakar, since July, 1988. Bob, a physician and professor at the School of Public Health and Tropical Medicine at Tulane University, is directing a project under a grant from the U.S. Agency for International Development and Tulane University, which provides advanced training in Public Health to Senegalese physicians. Amy, who received her master's degree in public health from Tulane in 1985, is completing her doctoral dissertation for a degree in Latin American Studies, also from Tulane. She did her field work in Mexico in the spring of 1987, and began writing her thesis earlier this year.

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Nancy Osius, editor; Donna Boetig, assistant editor; Wye Allanbrook, John Christensen, Benjamin Milner, J. Winfree Smith, and Elliott Zuckerman, advisory board.

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Alumni West

1972

Seth Cropsy, formerly Deputy Under Secretary of the Navy, in July was named principal Deputy Assistant Secretary of Defense. His particular province is special operations and low intensity conflict, which includes counter-insurgency and counter-intelligence.

1974

Glenn Griffin has been appointed vice consul in El Salvador, and moved there with his wife Jane in September. Previously, he had been a guitar teacher, economist, a missionary, a campaign manager, a congressional aide, and had obtained degrees in economics, business and theology. He says, "The second year of the St. John's curriculum had great impact in my life, as it opened my mind and heart to the claims of Christ, and resulted in an enduring Christian commitment."

1978

David Bruney and his wife Teresa just had their first son, Dan. David is in the process of applying to the University of Florida's philosophy department for admission to the doctoral program.

1982

Geoff Henebry writes, "In June we moved to the Flint Hills of Kansas after a harrowing, if fruitful, final semester in Dallas. During this spring, Ana and I produced between us a master's thesis, a doctoral dissertation and a beautiful daughter, Claudia Louise, born May 9. By June 9, Ana, Patrick, Claudia and I had found a dwelling in Manhattan, home of Kansas State University. Here I am using my PhD in environmental sciences to develop mathematical models of the ecological processes that constitute the tallgrass prairie."

1983

Mary Mary Feldman and husband Rick Morris report the arrival of Ronald Alexander Morris on June 16, weighing in at nine and a half pounds. Mary Mary reports that "no one could have convinced me how wonderful motherhood could be. Despite the sleep deprivation, I'm just delighted with my little boy."

Scott Boyd is a student at Mary Washington College in Fredericksburg, Va., expecting to get a degree in computer science in May, 1990.

Peter Rossini is currently living in Lanham, MD, where he is testing satellites and building robotic wrists at NASA in Greenbelt. He writes "I'm getting into the philosophy of science — excellent in combination with engineering. Will be married (God willing) in August of '89."

1984

Linda Anne Sullivan married Peter John Shea in Washington, D.C., on October 21. Among the bridesmaids were **Demi Rasmussen, SF '85**. The bride, who currently works as a freelance writer and is employed by Hr Productions, Inc., of Washington, was formerly assistant manager of Mothers Film Stages in New York City. The groom, a graduate of William and Mary, received his law degree from the University of Pennsylvania. He is currently a staff attorney with the Division of Enforcement of the U.S. Securities and Exchange Commission in Washington.

1985

Donald H. Parker is presently employed as Marketing Coordinator for Howell Management Corporation in Wilton, CT. He is also enrolled in the Stern School of Business MBA program at New York University.

1986

Stephen David Allred is in law school at the University of Virginia in Charlottesville. He and his wife Carolyn have been living in the Washington, D.C., area where he was a paralegal in the Washington office of a New York law firm for about two years.

Class of 1969

In this issue we continue our highlights of the lives of alumni of both Annapolis and Santa Fe campuses who celebrated their 20 year reunion.

Linda Davenport of San Francisco earned an MS in learning disabilities, then worked in private practice doing assessments of learning-disabled children and adults and at the University of California, San Francisco, doing neuropsychological research on cognitive development of dyslexic boys and cognitive changes in normal and pathological aging. She returned to graduate school, and is now finishing an internship in the psychiatry department of a large HMO. **Raymond J. Drolet** of Shonto, AZ, has managed the Shonto Trading Post, deep in a canyon in the middle of the Navajo Reservation for the past 16 years. He married Melissa Kaplan, also from St. John's. They have a paleontologist, Jedediah Sam, 4, a daughter, Megan Josephine, 2, and a desert tortoise named Bo Didley. **Charlotte Fletcher**, retired as campus librarian 10 years ago, still borrows books from the College library and says she even finds time to read them. **Shirley Flint** of Villanueva, NM, continues to work towards self-realization, the joy that it brings and the myriad forms it takes: artist, writer, builder, traveller, historian, researcher, gardener ... **Gary Gallun** of Rockville, MD, worked as a psychiatric social worker, earned an MA in psychology, graduated from the Unitarian Universalist seminary in Chicago and was ordained a minister. He now ministers to a small church in Gaithersburg, MD, preaching, studying, counseling, leading marches, working with a computer, performing weddings, leading groups, and accounting. **Andrew Garrison** of Oxford, OH, taught at Key School in Annapolis, earned a PhD in Developmental Psychology at the University of Colorado. Currently divides his work between a small private psychotherapy practice and teaching in Miami's School of Interdisciplinary Studies, a residential liberal arts college. **James Morrow Hall** of Estancia, NM, served as the city's mayor and was famous for 15 minutes when he got involved with a time capsule scheme that got lots of publicity and made no money. He bought the local weekly paper, the *Torrence County Citizen*, and assumed the titles of editor, publisher and janitor.

Star-gazing tutor: James Beall

By DONNA BOETIG

For James Beall, an astrophysicist and Annapolis tutor, star-gazing and teaching college students is as natural in his life as the production of gamma rays is in our galaxies. In fact, according to him, both activities are supportive and essential to one another. "The balance between research and teaching gives energy and power to both," he explains, his voice a studied decibel above the heightened level of student conversation in the FSK lobby. Between sips of coffee he recalls last summer's lectures that took him to Sicily, Italy and Germany. First he accepted an invitation from the directors for the NATO Advanced Research Workshop in Sicily to be one of 40 participants — plasma physicists, astrophysicists and astronomers from around the world — to lecture in May.

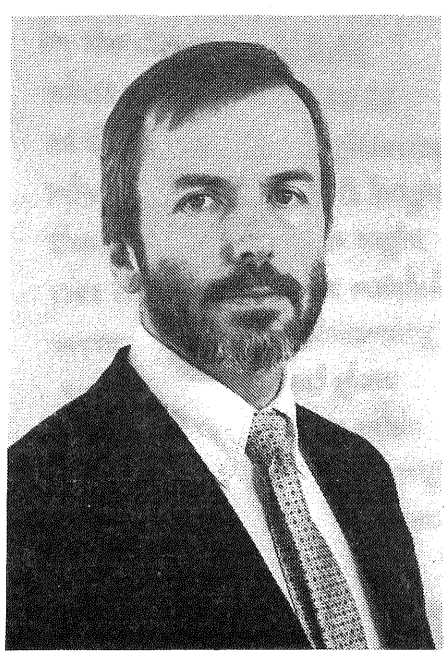
Since 1981 he has worked on the problem of relativistic particle beam propagation. The policy work he and his colleagues have completed thus far shows that energy loss mechanisms in relative particle beams appear to be present in active galaxies and quasars. These beams propagate out of the core of the galaxy and lose energy. In some, they propagate out hundreds and thousands of light years. In others, the beams slow within the core of the galaxy to much less than the speed of light, and become subrelativistic. They move, they emit radio light.

Mr. Beall's work was a natural for the conference because the dominant mechanism by which the beams slow is associated with the properties of ionized gas, or plasmas.

Following the conference, he explored the Greek ruins in Sicily, savoring its antiquity before returning to the States. A few weeks later, back in Europe, he lectured on the relativistic particle beam in astrophysics at the Institute of Space Astro-Physics in Frascati, Italy, the Institute for Cosmic Physics in Milan and the Institute of Astronomy in Tubingen West Germany.

As an astrophysicist, Mr. Beall has lectured in Poland, Italy, West Germany, Spain and the United States. Last year he spoke to the faculty and graduate students at the University of Lodz in Poland. In Garching, West Germany, he has lectured at the European Southern Observatory headquarters and at the Max Planck Institute. He is a frequent contributor to *Astrophysical Journal.*

Between teaching and his travels last summer, he completed the calculations on particle beam propagation distances while doing research at the Naval Research Laboratory in Washington, D.C. Now, with winter nipping at the heels of fall, he's enthusiastic about his dual roles. From 1981-83, before coming to St. John's, Mr. Beall was a Resident Associate for the National Academy of Sciences/National Research Council at the Naval Research Laboratory where he worked to determine the variability of both solar and celestial x-ray and gamma-ray sources. Outside the lab, he conveyed his scientific expertise to students in astronomy courses, such as "Stars and Galaxies," at the University of Maryland University College.



James Beall Keith Harvey photo

But far more than setting down scientific formulae or stating principles, Mr. Beall fires his students with his thirst for science and the belief that they can make a difference in the field. For some, he provides the unique opportunity of hands-on experience at the world-renowned Naval Research Laboratory in Washington, D.C.

Throughout the years Mr. Beall has worked with St. John's students at this scientific center. Some, like senior Jintana Chiu have worked as lab assistants, performing experiments, analyzing data, even assembling scientific equipment. Others, like alumni Brad Stewart, A '89, and Bob Demajistre, A '89, began working at the lab while students, then stayed on after graduation to pursue careers in scientific research.

Many of the students are apprehensive, in the beginning, about being able to meet the challenge of working at the lab. Annapolis senior Sasha Cochran came to the lab with a limited background in computer programming and went on to help develop a program for galaxy cluster modeling. Here's his story: "Being able to work at an internationally recognized laboratory makes it possible for St. John's students with a limited physics background to work hard and prove we can do it. It's difficult at first to get used to the advanced numerical methods physicists were using because we hadn't had them. But Mr. Beall eases our worries by giving us the confidence that we can do it. He believes our initiative will overcome our lack of a technical background. Soon we believe it, too. The work at St. John's is on a very abstract level, and prepares you for this type of thinking."

Senior Jintana Chiu who works as a lab assistant, performing experiments, analyzing data, even assembling scientific equipment agrees that St. John's program prepared her well for the laboratory. "What I don't know I pick up from others when they have time to teach me," Ms.Chiu says. "I find it hard at first learning from someone's speech, instead of a book. But I figured if I could pick out the important points of what I read, I could do the same with a conversation."

Ms. Chiu's reward for her perseverance is being a member of a team of technicians and physicists, tossing about ideas as freely as frisbees, in the midst of a multitude of projects.

Ms. Chiu and the others debunk the myths that St. John's students are disadvantaged in the sciences because they lack a concentration in it. Mr. Beall argues that St. John's does indeed offer a considerable four-year major in the sciences, if you include mathematics. And by beginning with the fundamentals and following through the sequential development of a scientific thought, students appreciate the development in a way not possible in a conventional program.

So successful is the concept that almost as many St. John's students go on to earn doctorates in the sciences as in the humanities, according to the Great Lakes Colleges Association for 1951-1980.

A passion for science came early to Mr. Beall. As a young farm boy in West Virginia, he was enthralled with the stars and what lay beyond. "I spent a lot of time trying to discover the secrets of the universe and failing miserably," he muses. With an eye cocked to a telescope, it's a wonderful way to pass a day, he recalls. "There was a religious element, a real sense of awe, not unlike listening to a Bach fugue."

Still, life was not all heavenly for this curious child. "One of my most miserable childhood memories was when I disassembled the shutter mechanism of my father's box camera, and of course I didn't get it back together again. My father was a professional photographer, and the camera was his tool. But he was tight-lipped about the experience."

Years later, Mr. Beall would have a daughter, Tara, who would inherit her grandfather's love of photography. Tara is a sophomore at the College.

Undeterred by his initial explorations, Mr. Beall went on as a child to build rockets.

This need to explore, to discover, to dissect his world positioned him well for the challenges that lay ahead. He would earn a degree in physics from the University of Colorado, then prepare his dissertation on astronomy and astrophysics for his doctorate from the University of Maryland.

Eventually, his probing would lead him to the theoretical work which anticipated x-ray emission from a supernova explosion, earning him international recognition in his field.

"I was simply in the right place at the right time," he says, vehemently denying that he is being modest.

Mr. Beall will be taking a sabbatical next year to extend his research on active galaxies and quasars, still trying to solve those secrets of the universe that intrigued him long ago.

Beate Ruhm von Oppen

Tutor wins prize

Beate Ruhm von Oppen, a tutor in Annapolis since 1960, has been awarded the German Scholl Prize for her book *Helmuth James von Moltke: Briefe an Freya 1939-1945*, a collection of wartime letters written by von Moltke to his wife which Ms. von Oppen has edited. The book was published by C.H. Beck, Munich, in 1988.

Ms. von Oppen has translated the book for its American edition, which will be published by Alfred Knopf next year.

The Scholl Prize, which carries a stipend of 20,000 DM, has been given jointly each year since 1980 by the Association of Bavarian Book Publishers and Retailers and the City of Munich. The prize money will be divided between Ms. von Oppen and von Moltke's widow. The Scholl Prize was established to honor the memory of Hans and Sophie Stoll, students at the University of Munich and members of the anti-Nazi resistance movement.

Ms. von Oppen planned to travel to Germany for the award ceremony on Monday, November 27.

Her translation, editing and annotating of the letters, funded by the National Endowment for the Humanities, has been the project of many years. In 1970, while she was at the Institute for Advanced Study in Princeton, Ms. von Oppen gave a series of lectures later published as a monograph in 1971 entitled *Religion and Resistance to Nazism.* Work on that project at the Institute and at the Center for International Affairs led Ms. von Oppen to the subject and letters of Moltke.

In 1975, Ms. von Oppen lectured for two consecutive Friday evenings at the College on the Scholls and their friends in a talk she called "Student Rebellion and the Nazis: 'The White Rose' in its Setting." Both lectures were published in *The St. John's Review* in the Winter 1984 issue. A later lecture at the college on Moltke himself, entitled "Trial in Berlin," was published in *The College*, January 1977.

Von Moltke was the founder and leader of the "Kreisau Circle," opponents of the Nazi regime. The group was named after the Moltke estate where they sometimes met, although most of the group's meetings were in Berlin. It was

Beate Ruhm von Oppen

investigations after the failed plot against Hitler in July, 1944, that led to the discovery of the Kreisau Circle. Moltke had been arrested in January, 1944, and was executed in January, 1945.

Ms. von Oppen expressed pleasure at the recognition of the Moltke letters which she describes collectively as "a great human document and an important source on life and death in Nazi Germany and Hitler's Europe. They give evidence," she said, "on Moltke's efforts to alleviate the sufferings of the victims and to work for a better future."

An international lawyer and legal adviser to the German High Command, Moltke made a trip to neutral Sweden, where he wrote and despatched a detailed account of the affair of the "white Rose" to England, together with a copy of the resisters' last leaflet. Moltke's report aimed at showing that despite all the regimentation, especially of the young, despite the execution of the Scholls and their friends, there were forces in Germany with whom the Allies could and should work.

The report and the leaflet reached England, and many thousands of copies of the leaflet were later dropped over Germany by the Royal Air Force.

"It seems to me a particularly happy circumstance," said Ms. von Oppen, "that Moltke's interest in the brave opposition of those students should be thus reciprocated, so to speak, in a prize instituted in their honor and given to the documentation of Moltke's last years."

Letters to Editor

Institute for Advanced Study proposed

To the Editor:

I propose that St. John's build an Institute for Advanced Study. It would offer both the opportunity for St. John's trained individuals to pursue their own research and for them to instruct a small number of graduate-level students. Although eventual accreditation as a Ph.D. granting program would be desirable, it is not a necessary initial condition.

This institution would satisfy several needs. First of all, it would provide a retreat for current St. John's faculty to pursue non-program interests in depth. Second, it would provide a graduate setting in which to study a variety of intellectual subjects according to St. John's unique method. Finally, it would allow St. John's scholars the opportunity to produce publishable manuscripts which would thus introduce the St. John's perspective into the academic and intellectual worlds at large. This institution would thus enrich both St. John's, through faculty development, and the world of academia, which hears too little from St. John's faculty. Scholars from other institutions would be encouraged to spend time studying at the St. John's Institute for Advanced Study, thus providing an immediate, personal conduit of communication between St. John's and the faculty of other institutions.

St. John's College enjoys a quiet but favorable reputation as The School With The Great Books Program. The Great Books as a course of study have been discussed and advocated by a number of prominent individuals at institutions outside of St. John's, including Hutchins at the University of Chicago, Mortimer Adler as head of the Institute of Philosophical Research and now as founder of the Paideia Program, and most recently Allan Bloom in his book, *The Closing of the American Mind.* Richard Rorty of the University of Virginia, in the course of criticizing Bloom (in The New Republic) advocates the study of the great Books (in moderation.) Thus the Great Books as a curriculum have, however insufficiently, advocates outside of St. John's. I believe that there are other aspects of the St. John's program which are relatively unknown outside of St. John's College and its alumni. In particular, non-expert seminar discussions, based on the belief in the possibility of the disinterested pursuit of the truth, should be introduced to a much larger number of thinkers and educators than is possible with the available St. John's institutions.

I have studied at Harvard College, St. John's College, the Claremont Graduate School, and the University of Chicago. Unambiguously, St. John's was the only one of those institutions in which a community of learning was thriving. There are a number of factors which contribute to this fact, most of which are dependent on the uncompromising Great Books curriculum. St. John's attracts an unusual group of individuals who are both morally concerned and intellectually serious. While there are many individuals at many institutions who are interested in learning for learning's sake, St. John's is distinguished by the concentration of such individuals. The combination of an excellent curriculum, no immediate practical value for the degree, the lack of varsity athletics, and the small size, conspireto give St. John's an intellectual intensity and sincerity unmatched by major research universities, and outstanding among small liberal arts colleges.

This climate has preserved something which is taken for granted among intelligent people at large, but which is a relative rarity among the mainstream intellectual centers of the United States: belief in reasoned discussion. That is, the belief that reasoned, or rational, discussion can lead to the truth, or Truth, as opposed to merely being a representation of interest or power. This is the precious commodity which St. John's needs to develop and export, this is the national resource which ought to be preserved in at least one center of higher learning in the United States. A belief in reasoned discussion is the foundation of Western Civilization; even the slightest suspicion that it is becoming a lost art ought to encourage us to create a preserve where it might be remembered.

While this belief is preserved at the college itself, the college is and must be committed to instructing undergraduates, and secondly Graduate Institute students, in the great Books. The enormous burden of the Program does not allow tutors or the students to study any particular subject or problem in depth. An alternative institution is required where individuals with St. John's extremely broad philosophical education might be allowed to focus it on a particular issue. Because of the utilitarian pressures and corrosive beliefs of mainstream academia, it is not sufficient for St. John's tutors and faculty to study these issues in the contest of existing academic settings. To prevent the dangers of generations of in-breeding, fresh blood may be brought in from other institutions. But every host and every guest knows that there is a great difference between being the host and being the guest, and it is time that St. John's, whose many graduates have been guests at many institutions, becomes a host.

Michael Strong, SF'85

Annapolis tutor has answers for recurring questions

(Eva Brann, senior tutor at Annapolis, prepared the following statement for the Admissions office in reply to questions often asked about the Great Books canon used by the College.)

We are sometimes asked why our program contains so few works by women and blacks, and none at all from the East.

It is a subject we have considered individually and as a faculty. Here are some of our thoughts:

First of all, it seems that people ask this question with roughly three sorts of expectations in mind:

1. They expect, in a general way, that in putting together a list of required readings we would make sure to include a fair sampling of the great works produced by all the diverse groups — the civilizations, faiths, races, professions — that go to make up humanity; in view of the shrinking of today's world they would hope that we would help our students to a more global understanding.

2. Or, again, they suspect that it is presumptuous of a faculty to establish criteria for a whole school, especially when these criteria turn out to select books written mostly by European and North American authors who are white, male and long dead; they expect us to balance this list with more recent works by women and minority writers.

3. Finally, they worry that students belonging to these latter groups might have a hard time getting what they need from books not written by, or for, or even much about them; they feel that education should provide an element of support for people with special histories.

Here are some responses we as a faculty do agree on — of course within wide limits of difference:

1. It is easiest for us to respond to the first version of the question, which concerns the representation on the Program of greatness in all its diversity, because our answer is so much constrained by practical educational necessity. Consider just the literary works and sacred texts of East and West: what can we do in the four short years we have with our students? We could draw up a list of isolated high points and fill in the context with broad-brushed background lectures — a form of instruction in which we have no faith. Such a spotty survey would be demeaning to the works and unsatisfying to our students. Moreover, we are convinced that the condition of an intelligent respect for other worlds is a thorough assimilation of one's own.

So we have chosen to study a sequence of works from the Western tradition. Each work is picked because it is fairly accessible on its own and also because it forms an integral whole with the others. These texts build on and sometimes reflect back on each other; they weave, willy-nilly, that web of refutation and resurrection, of argument and counterargument, sensibility and countersensibility, passion and counterpassion that characterizes our particular legacy: Our tradition develops as a unity of radical oppositions. Moreover, just as this list lends intellectual integrity to the Program, it assures some social coherence to the college community, since we have almost all studies in common. These are features we value highly enough to forego others, though not without regret.

2. In answer to the second version of the question, how we can presume to choose for the whole institution and then to make so restricted a choice, we would say, first, that although our list may not be broad (though it does span almost three millennia and two continents) it is both deep and crucial to our lives. These texts, be they books, music or pictures, contain the roots of understanding for moderns in general and for Americans in particular. What all inhabitants of the globe have in common is the need to come to grips with science, and for that the texts on our Program are indispensable. But these works also speak to us as Americans, particularly since they contain the political principles by which we live together. Moreover, a far truer description than that which represents the hyphenated Americans as outsiders to the Western tradition is that which regards them as charter members of its continual refounding. Thus it is not a mere curiosity that in reestablishing the theory of civil disobedience from jail in Birmingham, Martin Luther King reached back to Socrates in jail in Athens, or that the present flowering of black literature comes from women who are equally well versed in the Bible and in Baudelaire. Some of their works will, no doubt, eventually enter our all-too-short list.

Of course, we cannot overlook the fact that groups recently emerging are not well represented in the Program. We think of this fact as just that: a mere fact, a brute historical fact. To allow it to govern our choice of readings would be to cut off our nose to spite our face. How would we serve our students by curtailing their access to a deep analysis of the present condition? At any rate, time itself will cure the defect. A tradition so long in the making is slow to recognize newcomers, but when we come round we will be paying tribute to the intrinsic excellence of the works, not to some exterior pressure.

We do, however, have both formal and informal ways of trying new books. As a regular part of the Program, we have the preceptorial, small study groups in which tutors and students can try out books not on the seminar list. Furthermore, students run extra-curricular, all-college seminars for which they often choose just such works. Moreover, some of us subscribe to the ideal of reading everything promising in sight.

The long and the short of it is that as a faculty we could never bring ourselves to include works just because they were written by women or blacks, or even because they were of burning topical interest. The reason is that we do not think of a great book as representing a group interest, but rather as presenting the sometimes radically independent thought of an individual. In fact, that characteristic is one of our criteria for picking a book. We do recognize that there are many people in the universities who deny that there are such books, who think

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RAY CAVE:

The view from the top

By NANCY OSIUS

To hear Ray Cave tell it, he wasn't much of a student, he couldn't type, he couldn't learn French ("Bob Bart told me I was the worst French student he ever had"), he couldn't even dance. Moreover, he had entered St. John's unthinkably young, on his 15th birthday, in fact. Three years later, after flunking his enabling exam, it took all his eloquence to persuade the authorities to let him repeat his junior year — an unheard of liberty at the time.

A melancholy tale, this, and one related in Annapolis today with wry good humor by Ray Cave, sitting over coffee in Dimitri's on Main St. His self-deprecating comments notwithstanding, he is a man whose detached and thoughtful expression, trim gray beard and belted trenchcoat suggest he might be a physicist on the international scientific circuit, or a distinguished doctor at a teaching hospital — or a journalist at the very top of his profession.

Something must have gone right somewhere. At 25 he was in North Africa for the Baltimore *Evening Sun* doing a series on the French Foreign Legion, even without French ("A lot of the Legionnaires didn't speak it either"), by 30 he had gone to *Sports Illustrated* in Manhattan, and was threading his way up the editorial ladder. Before he was 50 he had become managing editor of *Time* Magazine, the number one editorial position on the most important newsmagazine in the world. In 1987 he was made editorial director for all Time Inc. magazines.

He left Time Inc. on January 1 of this year, and became, as he puts it "a private citizen." Since then he has been treating himself to a few of the perks those gruelling and heady years did not permit, such as three trips to Europe, six weeks in Maine, and considerable salmon fishing. His duties as a member of the Board of Visitors and Governors have brought him to town and he is willing to tell us what happened to that 15-year-old who arrived in Annapolis in 1944,

"It was during the war, and you were allowed to come in at the end of your sophomore year of high school," says Cave. "Stringfellow Barr claimed all you learned in the last two years of high school was how to dance." Coming in young may have improved him intellectually, he concedes smiling, "but it severely damaged me socially."

At that time, his father was an army officer stationed at Aberdeen Proving Grounds in Maryland. "I wanted to go to West Point, but my father said that I had to have a college degree first, a rather remarkable idea and an immensely wise one. He said if you were going to make a career of the army, you should have every opportunity to get to the top and a college degree before entering West Point would be a big step. Moreover, the degree should come from a school that would stress the things that West Point wouldn't. He had read about the New Program and was fascinated by it. I was too young to argue, and off I went to St. John's." General Cave also predicted that his son would change his mind about a military career by the time he got his degree, and he was right.

Cave perhaps exaggerates the happenstance quality of the career search that followed his graduation in 1949. Six months working as a waiter were followed by six months in the academic world at Wroxeter School on the Severn River, where he taught manual arts and supervised study hall. "I had no talent whatsoever for manual arts and I'm doubtful about study hall," he remembers.

Launched on another job hunt, he presented himself to the then *Evening Capital*, as a prospective journalist. The only thing available was delivering ad proofs by bicycle. "I'll take it," said Cave. "I can ride a bicycle." It turned out that the *Capital* had just bought a weekly newspaper, the *Southern Maryland Times*, located on Church Circle.

Cave was hired, not to bike, but to type the social news mailed in weekly from a dozen small towns in the region. He didn't know how to type, of course, but he managed to conceal that deficiency from the editor by "organizing" during the day and typing up his copy from 6 p.m. to 3 a.m.

"I was picking up typing faster than they were picking up my deficiencies," he says. He worked six days a week as a member of the four-person staff for the next 18 months. "This was a demanding company," he remembers, one that gave him half a day off to get married and the following Monday for his honeymoon. His salary: $29 a week.

"I liked journalism from that first day of typing the social news," he says. "Being a reporter was exciting. And it wasn't everybody who knew the goings on in T.B. and Lexington Park."

He was 22 when he was hired by the *Evening Sun* as a police reporter. Drafted, he spent two years in the army's Counter-Intelligence Corps in Japan and Korea. By 1958 he was an *Evening Sun* assistant city editor, with a lot of general assignment reporting in between.

"I was one of the early investigative reporters, I guess, back before it was fashionable." Among his favorite assignments was a series on a marvelous chubby little old lady who somehow bilked a Virginia savings and loan of something like three million dollars.

Cave spent three months with the Foreign Legion in Algeria in 1955 during the Arab uprising against the French in Algeria and Morocco, moving from Casablanca to Rabat to a Legion outpost on the Sahara Desert, where the Legionnaires, in their long robes and kepis, looked exactly like figures on a movie set.

He denies being anybody special at the *Sun*. "There were some really talented people around. Bill Manchester, the noted biographer, had the desk next to mine. Russell Baker had just left the morning paper." But he did get assignments, he has to agree.

In 1959 came the jump to the truly big time. Cave had been a stringer for *Sports Illustrated*, one of Time Inc.'s publications, for several years, when in a memorable week, *Time* offered him one job and *Sports Illustrated* two. The long Time Inc. association had begun.

Ray Cave

He wrote for *Sports Illustrated* only for three or four years, he says, then turned to editing. "I enjoyed editing more than writing and when I went to *SI*, I wanted to be an editor, not a writer. Writing is simply too hard. *SI* was considered to be one of the very best written magazines in the country." At the time, *SI* was about 25% non-staff written, and Cave bought all the non-staff material.

In the course of the job, he dealt with some of America's most famous writers. "There was no name writer that we wouldn't go to. We bought pieces from O'Hara, Dos Passos, Steinbeck. We ran a 50,000 word Hemingway hunting story sometime after he died, something that had never been published before."

In the September 1989 issue of *Vogue*, writer Jim Harrison (*Legends of the Fall* and seven other novels) recalls there that *SI* editors Ray Cave and Pat Ryan sent him tarpon fishing in the Keys and stag hunting in France in the days when he "did journalism."

"Some wonderful writers 'did journalism' for us," says Cave. Were the best writers hard to work with? By and large no, says Cave. "Usually they would go along with a reasonable amount of what you suggested, since your goals were the same, the best possible story. But not always. O'Hara, for example, would not let you change a comma. 'Not so much as a comma,' his agent would insist. I concluded O'Hara didn't like editors."

In the mid-1970's, Cave and his wife Katherine Mumford Cave of Annapolis were separated and later divorced. There are two grown children from this marriage, John, 35, and Catherine, 30, and one grandchild.

In 1976, Cave went to *Time* as an assistant managing editor. He associates his own appearance on the scene with one of the "peaks and valleys" of the magazine in its competition with *Newsweek*. "*Time*'s circulation and profitability are always much larger than *Newsweek*'s, but there are times in the public perception and newsstand sales when the newsmagazines appear close to equal and you don't care for that," he comments. "This was such a period. There was a feeling that perhaps *Time* needed to be shaken up in one way or the other." In 1977 Cave was named managing editor, a post he held until 1985.

In those first days at *Time*, Cave remembers that he had two main objectives for the magazine: to make it more visually stimulating and to make it more readable. "I knew we could use lots of color news photography to make it look more exciting. I had spent a decade helping do that at *SI*, which pioneered color

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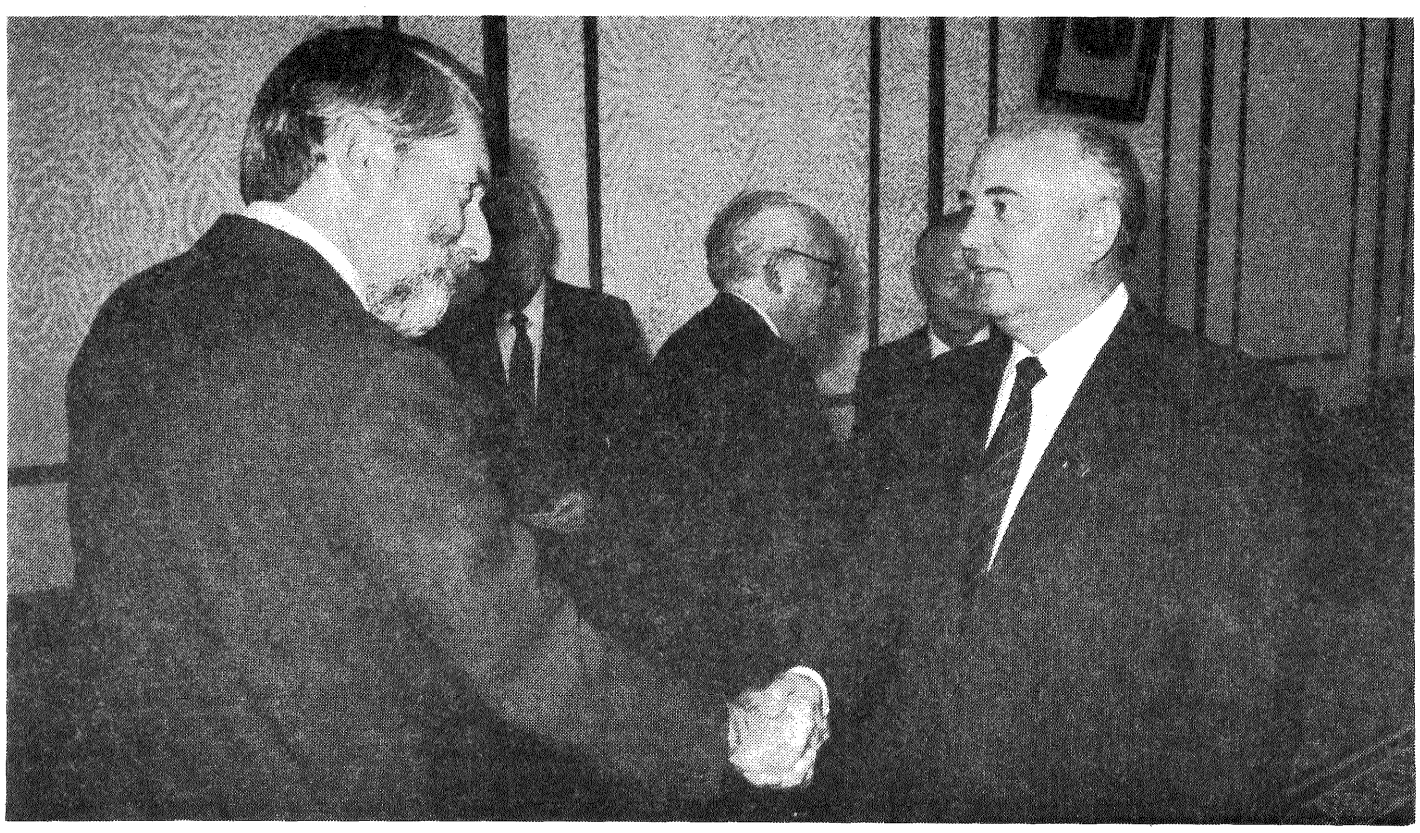
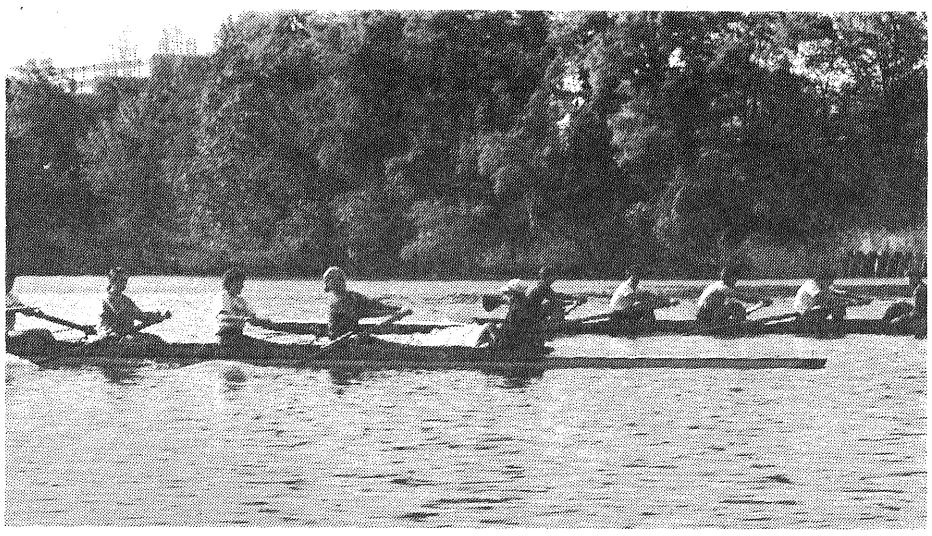
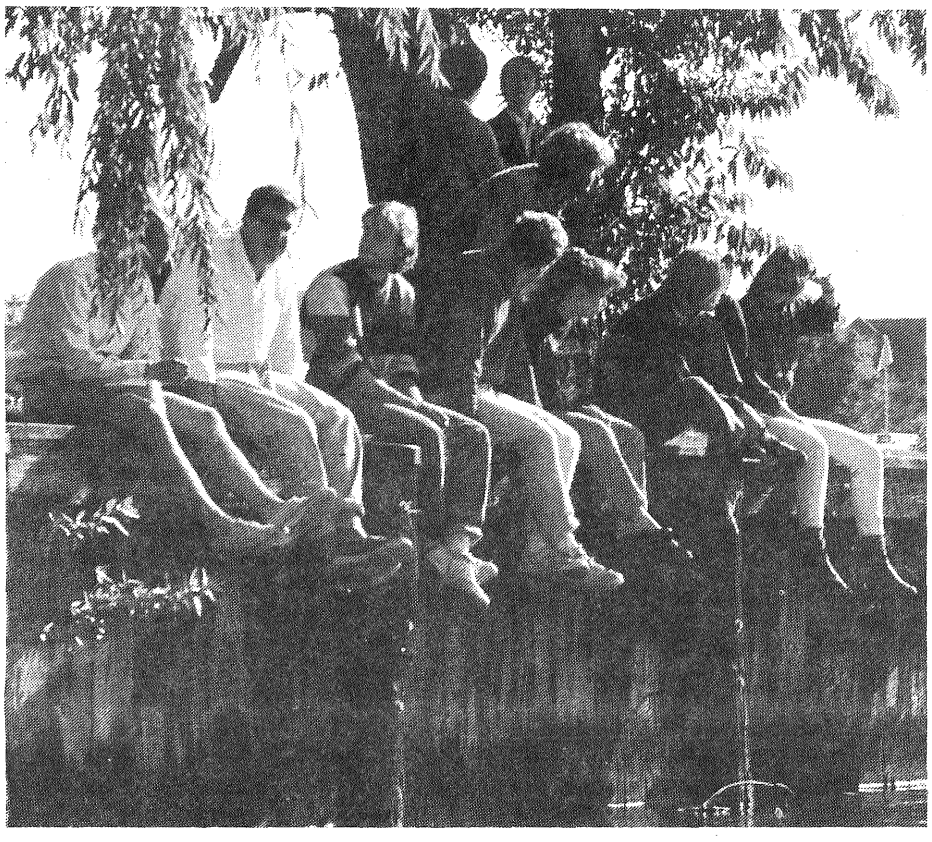
Before he was 50, he had become managing editor of *Time* magazine, the number one editorial position on the most important newsmagazine in the world.



Cave meets Mikhail Gorbachev for an exclusive *Time* Interview in 1985.





From top clockwise: In the first Finn W. Casperson regatta, it's the men pitted against the women; Padraic Taaffe with the regatta trophy; Finn W. Casperson himself; and some onlookers on the beautiful fall day.

Keith Harvey photos

Ceremony held for Boathouse

The second of three major fall dedication ceremonies at the Annapolis campus took place October 11 when completion of the newly-renovated Beneficial-Hodson Boathouse brought together a happy crowd of students, faculty and principal benefactors of the project on a sunny Wednesday afternoon.

College President William M. Dyal, Jr., presided at the ceremony in the second floor reception area with its many windows overlooking College Creek, an area that has been displaying its versatility since last January as a site for seminars, student activities, luncheon meetings and the like. Facilities on the second floor level include a kitchen and bathrooms.

The basin level of the Boathouse has been redesigned for expanded usage by the Rowing Club and small boat sailors. A lighted walk links the Boathouse with Iglehart Hall, the college gymnasium.

Finn M.W. Casperson, president of the Hodson Trust and chairman and chief executive officer of the Beneficial Corporation, responded to President Dyal's expression of thanks for the Trust's generosity. The Hodson Trust, along with private donors, provided $333,000 of the needed funding. Mr. Casperson expressed interest in contributing another shell to the rowing program.

William M. Simmons, A '48, an individual benefactor of the project, reminisced about his years at the college. Mr. Simmons is a member of the Board of Visitors and Governors.

Junior Padraic Taaffe, president of the St. John's Rowing Club, described the rowing program, and then led the visitors to the balcony to view the first annual Finn W. Casperson regatta in the headwaters of College Creek, pitting a men's boat against a women's boat in a handicap race. The men's shell took the first victory.

NEH study

(Continued from page one)

before the release of "50 Hours," a CBS News film crew came to the Annapolis campus to interview Dean Slakey and to film a half hour of a senior seminar discussion, brief clips of which were shown on Sunday and Monday, October 8 and 9.

In a corollary event, John Agresto, former deputy chairman of the NEH, who is the new president of the Santa Fe campus, in his final act as president of the Madison Center hosted a conference October 27-29 called "Restoring American Education." The Madison Center is a Washington-based think tank. Urgent concern about educational emphasis on the liberal arts was expressed by individual speakers and panel participants at the conference, attended by 180 public officials, educators, students and others.

The NEH report, "50 Hours," cites a "growing concern about the fragmented state of curricula" in its foreword, noting such disquieting statistics as the following: students can graduate from 78 percent of the nation's colleges and universities without ever taking a course in the history of western civilization, and from 38 percent without taking any course in history at all, from 45 percent without taking a course in American or English literature, from 77 percent without studying a foreign language, 42 percent without studying mathematics, and from 33 percent without studying natural and physical sciences.

Even more disturbing data followed: 25 percent of the nation's college seniors could not place Columbus' voyage within 50 years of its date; 25 percent could not distinguish Churchill's words from Stalin's, or Karl Marx's thoughts from the ideas of the U.S. Constitution, while more than 40 percent did not know when the Civil War occurred. Acknowledging that education aims at more than acquaintance with dates and places, the report suggested that "students who approach the end of their college years without knowing basic landmarks of history and thought are unlikely to have reflected on their meaning."

"A required course of studies — a core of learning — can insure that students have opportunities to know the literature, philosophy, institutions and art of our own and other cultures [and] can encourage understanding of mathematics and science," the report states, and then sets forth a suggested 50 hour core divided as follows: 18 hours, cultures and civilizations; 12 hours, two years of foreign language; six hours, concepts of mathematics; eight hours, foundations of the natural sciences, and six hours, the social sciences and the modern world.

In one of several "curriculum profiles" in the report, the St. John's program is described along with those of Thomas Aquinas College in California and Shimer College in Illinois as institutions which have "core programs of such rigor and extent that they define the entire curriculum." The St. John's junior syllabus is included in this section as well as Dean Slakey's words from his April 1987 Statement of Educational Policy, cited as an expression of the College's mission: "[It] exists to promote, as best it can, a direct and powerful experience of some truly excellent things, subtle and complex arguments, brilliant tales and devices, noble speculations."

Notes the report: "The teacher as learner is particularly emphasized at St. John's, where the aim is to have all faculty members teach in all parts of the curriculum, from literature to music to mathematics."

In a discussion of good teaching as crucial to the success of any curriculum, Mr. Raditsa's tribute to the eminent philosopher I.A. Richards, one of his teachers at Columbia, is quoted in the introduction to the report.

At the Madison Center conference, Mr. Agresto and Dean Slakey were on the opening panel, "What's Worth Knowing? Transmitting a Core of Common Culture." Other panelists took up such matters as "Upper Crust Dead White Men ... or, Whither the Study of Western Civilization?", "Liberal Education and Liberal Democracy," and "The Politicization of Education."

A keynoter for the conference was Allan Bloom, author of *The Closing of the American Mind.*

St. John's Review

The next issue of the *St. John's Review*, a double issue on the subject of Plato's *Republic*, will be in the mail by late January, according to editor Elliott Zuckerman.

Adler honored

Mortimer J. Adler, philosopher, author, editor, lecturer and teacher was presented in October with the second annual Phi Beta Kappa Associates Award at the annual meeting of the Associates in Boston.

The Phi Beta Kappa Associates is a group of approximately 600 members of the national scholarly honorary society who provide a major source of financial support for the Phi Beta Kappa Foundation and who are dedicated to promoting the goals of the organization. The Associates seek to recognize for membership in the group members of Phi Beta Kappa who have demonstrated in their later lives and careers the intellectual promise that qualified them for election.

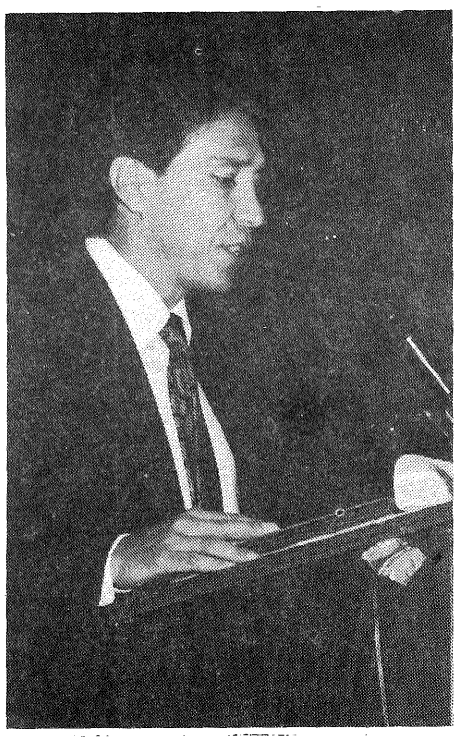
Dyal resigns

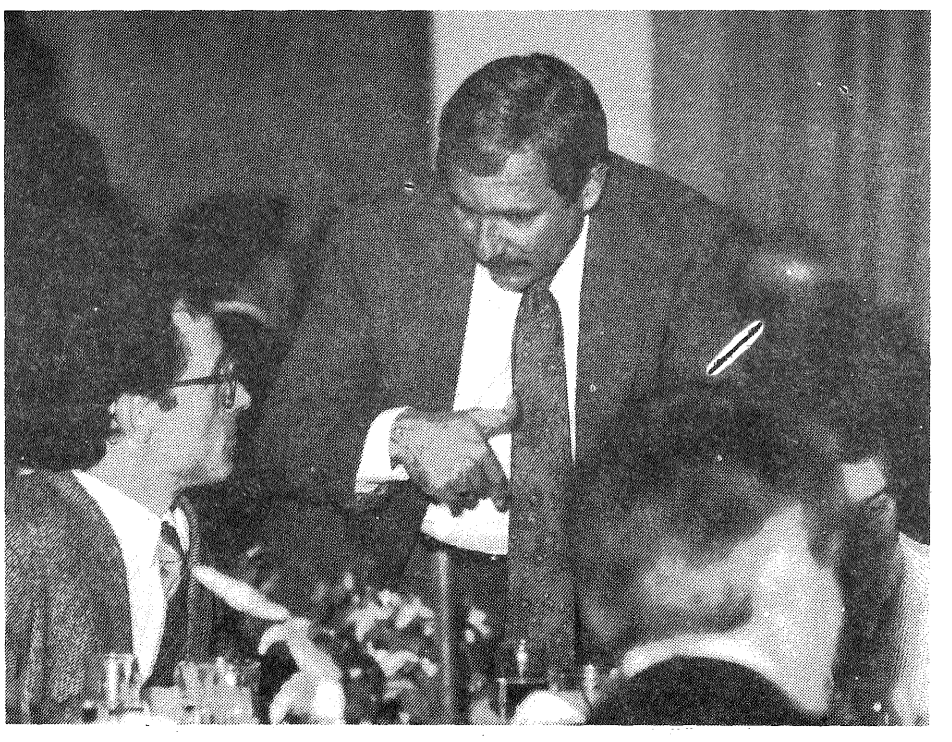
(Continued from page one)

Mr. Agresto's inauguration ceremony is scheduled for April, 1990.

Mr. Dyal came to the Annapolis campus after five years as president of AFS, and nine years as president of the Inter-American Foundation, a Congressionally-mandated group which supported economic development in Latin America and the Caribbean basin. Earlier he served as a peace Corps regional director for countries in the Near East, South Asia and North Africa.

Founders feted in Santa Fe





City Councilor Peso Chavez proclaims October 6 as St. John's College Founders' Day in Santa Fe, above left; above, President John Agresto, standing, speaks with Tutor David Bolotin.

"Colleges do not found themselves," were new president John Agresto's introductory remarks in the program for the fourth annual Founders Day celebration on the western campus October 6. "They are conceived, established, and sustained by the imagination, the dedication, and the charity of particular men and women. Colleges are made. Thanks to a few extraordinary individuals who gave so much, this one was made extraordinarily well.

"Thus," he went on to say, "it is very fitting and proper that we honor those whose contributions made it possible for us to celebrate our silver jubilee. Because of their efforts, we can take pride in what we have and look forward with confidence to the future."

On the 25th anniversary year of the western campus, 125 people gathered in the Great Hall of the Peterson Center on the Santa Fe campus to celebrate Founders' Day and to honor the 118 men and women whose names are included on an honor roll of those who gave of their "energies, time, ideas and resources" to establish the campus.

Three were selected for special recognition at the banquet: Tutors Robert Bart and William Darkey, and President Emeritus Richard D. Weigle.

Robert Bart, who was present to accept his honor, received his undergraduate degree in history and literature from Harvard College, and a master's degree from St. John's in 1957. He transferred from Annapolis to Santa Fe in 1975, and served as dean of the western campus from 1977 to 1982.

At the banquet he also accepted his 1989 Sears-Roebuck Foundation "Teaching Excellence and Campus Leadership Award," one of 700 faculty members so recognized nationally.

William Darkey attended St. John's in the early days of the new program, receiving his BA from the College in 1942. He received a master's degree from Columbia University in 1949. He served as a tutor in Annapolis from 1942-46, and again from 1949-1964. In 1964, he transferred to Santa Fe, where he served as dean from 1968 to 1973.

Richard Weigle, who did both his undergraduate and graduate work at Yale, worked in the State Department for Far Eastern Affairs before assuming the presidency of the College in 1949. He was president of both campuses from 1964 until his retirement in 1980.

Pointing out that while she was not in any way a founder of "this College that I love," keynote speaker Eva Brann, a tutor at Annapolis, said she welcomed the opportunity to engage in some reflections "about founding and sustaining an institution, and our own in particular."

Ms. Brann observed that since the first founders of the New Program — who did in fact leave when their founding work was done — their successors, Jacob Klein, Bill Darkey and Bob Bart, all deans at crucial times, afterwards went "back to live, so to speak, as citizens, happy and productive, of the institution they led. It means that we are more than a field for even the finest ambition — we are a way of life," she said.

Identifying herself as a "wholehearted convert to the cause" [the establishment of the Santa Fe campus], she observed that "[it] has always been my delight that one may cross two-thirds of the country, go from short streets cut off by water to wide vistas encircled by mountains, and find oneself in the same conversation, a conversation so deep and so universal that two-thousand miles is nothing to it."

Comparing the founding of this nation to the founding of the College, Ms. Brann affirmed the importance of the public memory of beginnings, while adding that it is even more important for such beginnings "to pass into its daily fabric," and to become part of its "living present."

Because she likes the "present dailiness of life and particularly of our school," she has never cared so much about being present at the founding, she said. Instead, it "is of ever-fresh interest and concern to me how daily life embodies and revives the moment and the principles of the founding, both in our republic and in our school."

Therefore, she said, those gathered were honoring "the definite time of the beginning by sustaining the foundation in a daily effort, which though going on in time is really, in a way, timeless."

Ms. Brann, who joined the Annapolis faculty in 1957, received her BA and MA from Brooklyn College, and her PhD from Yale University in 1956. She is the author of many published articles, two books, and an upcoming book, *The World of the Imagination: Sum and Substance*, which presents a critical synthesis of major theories about the imagination.

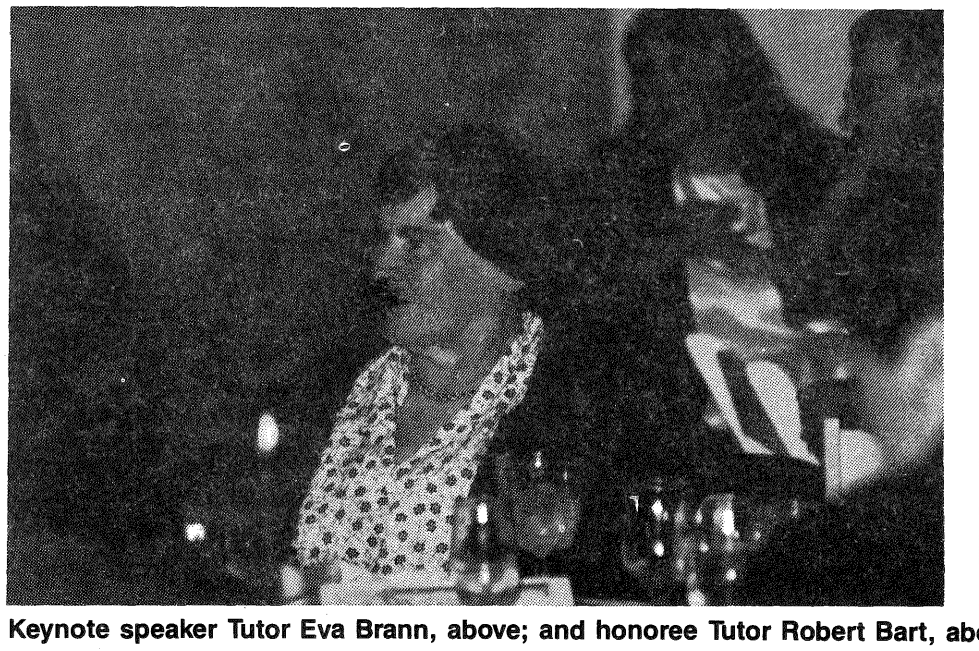
Award to Bart

Santa Fe tutor Robert Bart was selected as winner of a 1989 Sears-Roebuck Foundation's "Teaching Excellence and Campus Leadership Award."

He is one of nearly 700 faculty members being recognized nationally by the Sears-Roebuck Foundation for resourcefulness and leadership as a private college educator. Each award winner receives $1,000, and the institution receives a grant ranging from $500 to $1,500 based on student enrollment. Winners are selected by independent committees on each campus.

The program is administered nationally by the Stamford, Connecticut-based Foundation for Independent Higher Education and locally by Robert E. Rhodes, Executive Director, New Mexico Independent College Fund.

President Agresto, above; performers in Desert Voices give after dinner concert, below.



Keynote speaker Tutor Eva Brann, above; and honoree Tutor Robert Bart, above right. **J. W. Blagden photos**

St. John's Helps

By Lynda George, SGI '86

Four summers of study at St. John's have changed my style and philosophy of teaching. Two elements of the teaching process stand out as extremely important for becoming a truly educated person -- and the middle school is a good place to exercise these.

One is exposing youth to the study of primary sources. The other is allowing youth to do the work, to analyze, and in turn spend some time teaching and sharing their insights with their peers.

I've done both in my classroom in a curriculum unit called "The Federalists Argue for the Adoption of the Constitution." This unit focuses on several *Federalist Papers.*

Although this material might seem quite dry and perhaps too academic for eighth graders, it is in fact both interesting and fun. I simply divide the class into small groups of three of four students. Each group takes on the task of studying one *Federalist Paper* and then teaching the rest of the class the arguments for and against ratification of the Constitution based on the ideas discussed in their text.

Students learn the art of educating

In this setting, the teacher becomes the facilitator while the students take on the act or art of educating. Students prepare a presentation or lesson in addition to preparing, administering, and grading a test for their classmates about what they have studied and taught. They love preparing the test, little realizing at the time how much their test reflects the depth of their understanding and knowledge of the material. They also enjoy being responsible to their peers and working in small groups as they study.

Students participate in this project following the study of the *Articles of Confederation* and before reading the *U.S. Constitution.* Many of the students become Anti-Federalists as a result of our work comparing the two documents. They use not only the text the cite evidence based on recent history to support their stand.

The Study of U.S. History begins with the reading of the *Mayflower Compact.* Students are always surprised at the positive manner in which King James I is addressed in the document and we ponder possible reasons. To allay anxiety, the students are told that while the reading of documents is difficult, it can be seen as a jigsaw puzzle which we as a group will work on together. Next, we read *The Fundamental Orders* which is the colonies' and Connecticut's first constitution. Scholars have argued whether or not this document promises and promotes a democracy or a theocracy.

Convincing sermons, challenging seminars

Thomas Hooker, the Puritan minister who led a group of English families to Hartford, Connecticut, is said to have preached a sermon encouraging the adoption of *The Orders.* The sermon is lost; only a quote Hooker used from the Bible remains. Following several seminars on *The Orders,* students write a "sermon" urging its adoption. Their knowledge of the document, derived with help from the seminars, leads to the development of their arguments and the ten best papers are thenselected to compete for small cash prizes. Local historians and government officials are invited to judge the competition.

Although the task of interpretation is difficult, the results of the seminar discussions lead to very diverse and unique papers. The invited guests have been impressedboth by the quality of the student's work and the enthusiasm they show for learning.

By the end of the first semester students have read, studied, and discussed five documents allowing them to have a basic understanding and awareness of our government far deeper than most eighth graders. The textbook is rarely used and the students appreciate leaving it in their lockers while we study the "real stuff" in an active participatory manner.

Chocolate chip cookies and great ideas

As an educator I have come to believe that by the time a student reaches middle school she/he has experienced and observed much of nature and society. Yet most students have done very little thinking about the whys of either of the variables which exist within each. The curriculum project "Seminars and Chocolate Chip Cookies" offers students the opportunity to consider and discuss ideas. A special added feature of these seminars is that parents participate in the discussions.

Students and parents read short exerpts from classical philosophical works of primary source material concerning "great ideas." We meet once a month in my home and I bake chocolate chip cookies, hence the title of the project. These seminars are the highlight of my month, for all participants take seriously the listening, interpreting, and sharing. Parents listen to their children and vice versa. By the second seminar students begin taking turns preparing the opening question and they take great pride in this.

Urban, public school setting for programs

When I returned to Hartford in August, 1986 having just completed my fourth and final segment of the Graduate Institute in Santa Fe, I was asked to teach social studies in the honors program at T.J.Quirk Middle School. Quirk is an urban school located in the poorest section of the city with a predominately minority-filled student body of some 1300 students. Also included is a smattering of middle income families committed to urban life and integrated public education.

What has taken place over the past three years in my classroom has made me a much better educator, plus my work continues to be interesting and rewarding. The students have taken a more active part in their education. They enjoy the challenges and work well together; they truly appreciate the opportunity to stretch and explore. Together we are learning to think, discover, and trust our minds as a group working together--thanks to Socrates and the tutors at St. John's.

(Ms. George has received grants from the State of Connecticut and Southern New England Telephone in their "Celebration of Excellence" program, as well as an award from the Connecticut Consortium on Law Related Education. She is willing to assist anyone interested in starting a seminar group with parents and their children.)

ST. JOHN'S COLLEGE ALUMNI ASSOCIATION NEWS

Art, too, is philosophical

Artist believes images have a place within the liberal arts at St. John's

Dear Editor:

I am glad the debate has finally arisen over the potential of visual arts in the St. John's curriculum. For me this is an issue of personal importance.

The body of conversation that all students have in common make St. John's a very special and desirable place to study, but the peripheral status of visual arts to the program is one reason I did not finish my education there. I left St. John's in my junior year, largely because I felt there were some important parts of my intellect that were not being legitimately challenged.

Later, when I found myself in a vocational art school trying to satisfy those creative urges, I wished desperately for peers with whom I could discuss my questions about art -- in the spirit of philosophical inquiry I had come to know at St. John's.

Alas, there were none to be found.

And so I feel compelled to respond to John Pollack's letter in the June issue of *The Reporter,* wherein a somewhat predictable (I thought) argument was made for the status quo, rife with references to the Platonic divisions of the soul.

I won't challenge the philosopher's assumptions at this point, but will instead address some of the arguments he made that were not addressed by Sharon Garvey's letter in the same issue.

First, I would note that many intellectuals have a "pathetic" opinion of the arts, mainly because they have had not opportunity to learn how to explore the medium noetically. Art is not the solely emotional expression that common knowledge assures it to be; anyone who has ever tried to paint finds it a fundamentally philosophical endeavour: How do I explain reality? What is truth?

To commit a line to paper is literally to draw a conclusion.

Likewise, a great painting can be read much like any book: What is the author trying to say, and why? Do I agree with his perspective, and why not? An honest inquiry into a painting can be as enriching, as Ms. Garvey explained, as a discussion of any text.

Second, I would comment on Mr. Pollack's derision of vision (a lower aspect of the soul and therefore not worthy of indulgence) simply thus: our sense of sight is not negotiable; we must take for granted the fact that we use it every day (apologies to Homer, Milton and Helen Keller.)

"Vision is common to many animals," he begins his final thesis, "and is not a decisive factor in a good life."

I have to agree that we share vision, as we do all our senses, with the beasts, but I must argue that it is a decisive factor in the process of reasoning that binds us together as humans.

A rejection of visual experience per se is simply not reason enough to exclude the giants who have created works meant to be known with the eyes.

In this last paragraph Mr. Pollack uses another sensual metaphor to make his point, deeming informed taste as "pleasant but peripheral."

Peripheral, indeed! Mr. Pollack may consider taste an inferior thing to higher aspects of the soul such as discursive reason, but without taste, how are we to savor this thing called life? Or shall we forever dine on visual fast food, so amply provided by the modern media?

Even one seminar a year on a painting, or a series of them, would teach us how to converse better about visual things, and give us broader understanding of our world and ourselves.

It is my opinion that a selection of drawings, paintings, sculptures and buildings should be included in the curriculum. St. John's is not solely a great books school; the musical aspects of discourse are well attended to.

Likewise, so should the visual be. The inclusion of great works of art would augment every aspect of the program, regardless of which readings would have to be sacrificed.

I hope others share this opinion.

Respectfully,
Kristin Baumgardner, SF'86

Annapolis Homecoming 1989 featured the always-crowded Saturday night cocktail party. Here Alexandra Mullen A'84, and Diana Fabi A'85 talk with tutor Peter Kalkavage.

Besting all the hurricane warnings, the Sunday President's Brunch found Chris Nelson SF'70, Jay Gold A'71 and Virginia Little discussing the Homecoming weekend.

Western alumni cheer for a Monterey campus

Van Doren committee will seek opinion of all alumni on developing new property

How to make use of the large tract of land bequested to St. John's in Monterey, California, is perhaps the most significant issue now facing the college. If it wants to keep the property, the college is obliged to establish some sort of educational program there within the next few years. Otherwise the real estate will revert to the State of California.

The Board of Visitors and Governors is now pondering the potential demand for a third campus, whether it can be paid for and what its impact on the two present campuses might be. It will seek advice from both the faculty and alumni.

A committee of the Alumni Board, chaired by John Van Doren, has been formed to solicit your opinions. The next Alumni Newsletter will be devoted to a review of the "California" issues. At that time we'll invite you to send us your thoughts for the Board of Visitors and Governors to consider.

At January's meeting the Association Board will address whether the Alumni Association should take a position, and if so, how this should be determined. Meanwhile, local chapters are encouraged to discuss the matter and provide comment.

The Northern California Chapter already has visited the site. President Mark Middlebrook's report to the Board appears below:

In October, 17 members of the SJC Alumni Association of Northern California Chapter gathered in Monterey County to review the college's property there. I hope this report on our visit will prove useful as the Board begins deliberating about the property, since the report reflects the views of one of the Alumni Association's largest and most active chapters.

I also hope the report will encourage involvement of alumni throughout the country in the important decisions ahead.

Our gathering heard architect William Holm describe the two alternative master plans his firm has developed. We toured the property, culminating with lunch and wine on the mesa which might be the site of the student dormitories for a future St. John's campus. Tom Carnes also gave us a brief overview of the history of St. John's involvement with the property, and of the terms of the recent settlement.

It will come as no surprise we unanimously and enthusiastically favor development of the property by the college, although we have different opinions about the educational activity which would best befit the location, at least in the near term.

Ideas range from beginning with a traditional Graduate institute to an Eastern or Western studies program with or without Eastern works. We all would like to see a full, thriving undergraduate campus there eventually, but only when it can compliment, and not threaten, the two existing campuses.

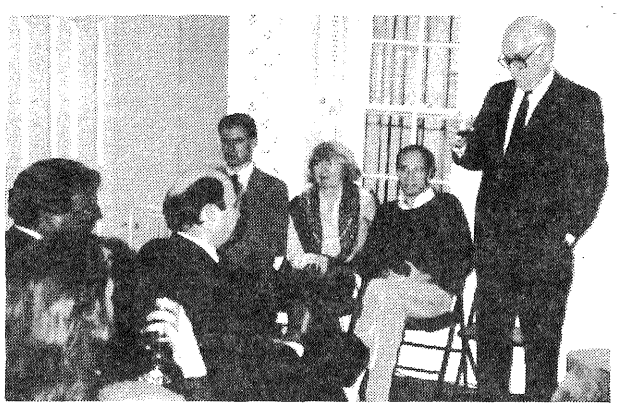
Our most urgent concern is that the college secure its claim to the property and not squander our many opportunities there because of inaction or timidity. Given the modesty of the initial investment needed to develop the property in accordance with the recent settlement, and the money available and earmarked for that development, it would be sheer folly not to proceed with some sort of Graduate Institute or other modest program.

There will (and should) be debate about what constitutes an appropriate master plan, how best to stage it and on what scale to begin, but let us not use that debate as an excuse for inaction.

We agree with Messrs. Goldwin and Kelso that "Now is the time to deliberate," but very soon is the time to act, lest 1997 find us deliberating on the State of California's property.

In his letter to *The Reporter* Mr. Goldwin asked quite appropriately what this "good thing" (the property) is good for. We answer that it is good for the college, for its alumni and for California.

For the college it offers, at the very least, an opportunity to expand its influence to more teachers and adults who would attend a Graduate Institute in California. Any St. John's presence in California, and especially an undergraduate campus, will benefit the college and its alumni by increasing public awareness of St. John's, which awareness is now not nearly so well developed as on the eastern seaboard.



A. Scott Kelso SGI'79, center, chairman of the Board of Visitors and Governors, answers questions about the California property at the New York Chapter's September meeting. More than 70 alumni attended, as well as eight board members. The lively discussion was assisted by a tasting of Stag's Leap wines.

And although it is a secondary consideration for the college, a campus here is good for California. As Mr. Goldwin notes, California is no "educational desert." But neither is it a pedagogical paradise. Other educational institutions in Monterey have expressed the need for a good masters' program for teachers, which a Graduate Institute obviously could provide.

Further, since Californians tend to stay in the state for their education, it is difficult to believe that St. John's could not attract one hundred additional, capable students beyond those who enter Santa Fe from California each year.

Mr. Goldwin's concern that Californians have paid scant attention to the great books program at St. Thomas Aquinas and St. Mary's colleges should be tempered by the realization that, at least at St. Mary's, the great books program is a small part of their educational activities, and in fact most of their advertising trumpets evening and weekend business classes.

Thus we are confident that a St. John's campus on the California property will succeed and is a good thing for all concerned.

What remains is to consider the effects that developing such a campus (on any scale) might have on the other two campuses.

As mentioned above, the risks of establishing a California institute seem minuscule, especially given the potential gain, and especially if all the funds required come from money which otherwise will be unavailable to the college (i.e., a lease or sale of the Greenfield property.)

The costs and potential conflicts which might result from establishing a full undergraduate campus of course are better judged by the board, faculties and administrations, and no doubt many of the upcoming meetings will address these issues. But establishing a limited college does not inevitably bind us to expanding it to a full college, and such implications should not be used to justify inaction.

Finally, with Mr. Goldwin's reminder that "the college has much room for improvement in the quality of what it undertakes to do now" is well taken, we caution against using that truth as a perpetual excuse for not doing anything new.

The Santa Fe campus is proof that expansion and improvement can occur simultaneously.

In summary, we enthusiastically support development of the California property on whatever scale the board and college deem appropriate. We hope alumni will be included in deliberations about the educational content of a new campus there. We urge the board to take decisive and timely action to secure the property for the future use of St. John's.

Sincerely,
Mark Middlebrook
President, Northern California Chapter

WE'LL HELP YOU START A CHAPTER

If you are interested in forming a new chapter or in becoming more involved in an existing chapter, please contact:

Barbara Lauer, Chapters Committee Chair
SJC Alumni Association
1163 Frontera Drive, Laramie, WY 82070
(307) 742-4008

Chapter Events

ANNAPOLIS
Luncheons are scheduled for:
December 8
January 12
February 9
Programs are to be announced. Call Betsy Blume at the Alumni Office (301) 263-2371 for information.

BOSTON
December: Seminar on Shakespeare's *Merchant of Venice* led by Alvin Aronson.
Plans for following meetings are pending.
Contact Alvin Aronson for further information, phone (617) 566-6657 (home) or 437-3186 (work).

CHICAGO
December 9: Christmas Party at Rick Lightburn's, BYOB
January 4: Scott Kelso will be present to discuss the aims and objectives of the college with respect to the California property
February 11: Barbara Leonard will lead a seminar on Ibsen's *Enemy of the People*
For more details call Paul Frank, (312) 280-2366 (work) or 235-0614 (home). For information on the Proust preceptorials call Rachel Ankeny, 337-4105.

DALLAS—FORT WORTH
This chapter meets for Saturday evening seminars about 10 times a year. For further information call Suzanne Doremus at (817) 496-8571 or Jonathan Hustis (214) 340-4102.

LOS ANGELES/SOUTHERN CALIFORNIA
December 10: Reception with Santa Fe President John Agresto
January: Tutor visit being planned
February 18: Screening of the movie *Spirit of the Beehive* with discussion following in Pasadena
Spring art seminar with artist Priscilla Bender Shore, A'55
Call Jerry Caplin (805) 497-1436 (home) or 375-1371 (work) for details.

NEW YORK
January 10: Seminar and tutor to be arranged
March 14: Robert Bart will lead a Flannery O'Connor seminar

PHILADELPHIA
November 29: Elliot Zuckerman will lead a seminar on Shakespeare's *Antony and Cleopatra* at the Germantown Cricket Club. 6:30 p.m. cocktails, 7:15 p.m. seminar
Call Jim Schweidel at (215) 836-7632 for information about upcoming events in this area.

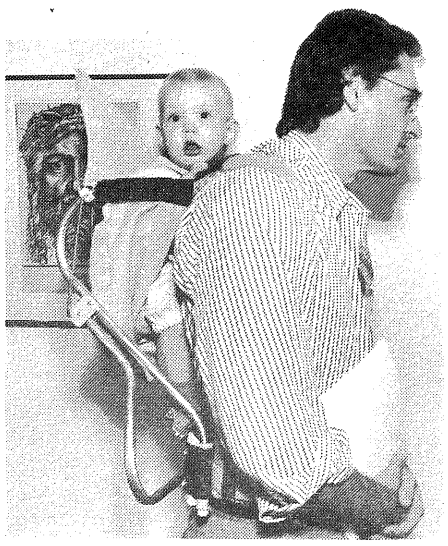
SACRAMENTO
Meetings every other month to discuss the program readings, following the undergraduate sequence. Inquiries are most welcome; phone Arianne Ludlow (916) 362-5131 or Helen Feeley 381-7887 for information.

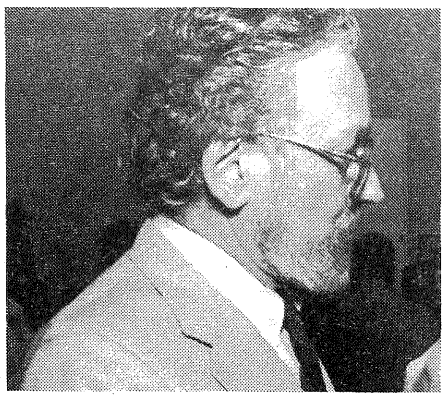
SAN FRANCISCO/NORTHERN CALIFORNIA
Monthly seminars and a spring tutor visit will be planned at the January 8 steering committee meeting. Call Mark Middlebrook (Home: 414-654-5492, Office: 547-0602)
Locations of seminars rotate but meet at 2:30 p.m. Call Mark Middlebrook (415) 530-9643 (home) or 763-4277 (work) for information.

SANTA FE
December: Seminar on Marquez's *The Erinda Stories* and social pot-luck
January: Seminar on Stephen Hawking's *A Brief History of Time*
Telephone John Pollack (505) 983-2144 or Joan Iverson at 982-3691 for more details.

SEATTLE
This chapter meets during the year for different events. Call John Ross at (206) 545-7900 for more information.

WASHINGTON DC AREA
December 13: Gustave Flaubert's *The Simple Heart*
January 10: Jane Austin's *Emma*
Seminars meet at 6:30 p.m. at the West End branch of the D.C. Public Library. For further details phone Sam Stiles (301) 424-9119 or Deborah Papier (202) 387-4520.





Elizabeth Myers Mitchell Gallery

Festive weekend honors benefactors and brings friends and members of the college community to the state-of-the-art facility's inaugural "Image and Word" exhibit of masterworks

By NANCY OSIUS

From the visiting professor's lively unravelling Friday night of a painter's artistic strategy, through the black tie extravaganza Saturday honoring benefactors and sponsors, to Sunday's steady stream of visitors for the inaugural exhibit, "Image and Word" — the dedication events for the Elizabeth Myers Mitchell Gallery brought a heady swirl of activity to the Annapolis campus on September 15, 16 and 17.

"The most sparkling evening I have spent in Annapolis," said one party-goer of the Saturday night gala honoring Elizabeth Myers Mitchell, whose interest and support made possible the state-of-the-art gallery named for her. Representatives of corporate sponsors, Mrs. Mitchell's personal friends, and members of the Gallery Committee of the Friends of St. John's made up the list of those who gathered first for cocktails in the gallery anteroom, then for exhibit viewing in the two 14-foot tall exhibition areas, and finally for the five-star dinner in Randall Hall served up by chef Mike Pfister and his student helpers.

In between times, although a torrential rain caught half the partygoers in Mellon Hall and half in Randall Hall, good-humored tolerance reigned in each camp, and the groups were presently reunited over dinner.

After dinner, College President William M. Dyal, Jr., acting as host, rose to express the College's gratitude for the generosity of its primary benefactor, its corporate friends, and its other Friends. Among those he introduced with words of thanks were Burton Blistein, Gallery director, whose inspiration and labor had produced the inaugural exhibit; Vice President for Advancement Jeffrey Bishop, a key figure both in overseeing construction of the gallery and in dedication arrangements; State Senator Jack Lapides, chairman of the Gallery's fund-raising committee, and Mary Felter, chairman of the Gallery's public relations committee.

Mr. Dyal also introduced members of the Friends of St. John's who had worked for many months on the gallery dedication:

Nancy Hammond, president of the organization; John Moore, chairman of the gallery Committee, and Anna E. Greenberg, chairman of special events, who, with the help of the Caritas Society, arranged the reception for Sunday afternoon.

Speakers included Board member William Simmons who thanked the corporate donors and Fred Lazarus, president of the Maryland Institute of Art. Proclamations honoring the new gallery from the Governor, from the County Executive, and the Mayor of Annapolis were read to the guests.

Prof. Michael Fried, director of the Humanities Center at the Johns Hopkins University, gave an animated talk Friday night before a capacity crowd on what he called "Courbet's Realism." He showed several paintings by the pre-Impressionist painter to support his theory that Courbet sought realism by bringing the viewer, indeed the artist himself, into the picture with the subject, in contrast to predecessors who sought to separate picture and audience.

On Sunday afternoon, more than 600 visitors came to the inaugural exhibit, "Image and Word," and stayed to sample the punch and cookies offered at long tables by hospitable Caritas members.

"Image and Word," a beautiful and ambitious juxtaposition of art works and written words, was the product of Gallery Director Blistein's vision and many months of study, gallery-going, high level negotiations and occasional reversals. It contained 39 paintings, prints and works of sculpture, all loaned by the great museums of Washington and Baltimore — the National Gallery of Art, the Hirshhorn, the Baltimore Museum of Art and the Walters Gallery — as well as a single work from the Boston Museum of Fine Arts.

The exhibit, a scholarly complement to the College's program as well as food for eye and soul, was arranged to suggest continuing and shifting contrasts and parallels between visual and written expression. Detailed commentary next to the displays themselves were backed up by a thick catalogue which duplicated these sometimes-hard-to-read labels, and augmented them with an appendix and footnotes.

Most Gallery visitors found the show compelling and provocative, and critical assessments were high. Students, too, who attended a special opening on seminar night a week later, expressed their views in two *Gadfly* articles in the following weeks. Wrote Ange Mlinko, '91, of the exhibit, "It takes a long time to see properly. I think one trip to the Gallery is paltry. Many pieces deserve an hour of undivided attention, possibly to sketch, directly or verbally, possibly just to reflect upon . . . It takes some time, and quite a bit of rigor. With that, you may start to see, but after, only after, you are haunted (plagued!) by what you do not."

Beginning in 1975, under authorization of then Dean Curtis Wilson, the St. John's Art Gallery opened in a converted laboratory in an obscure corner of second floor Mellon Hall. William Dunham, at that time vice president for advancement, joined with his support. Before long, with Burt Blistein as artist-in-residence, the gallery began to have a devoted stream of visitors to its small shows. From such beginnings came the impetus for today's fully secured, environmentally-controlled 2500 square foot display area, capable of exhibiting and protecting, as became clear in September, work of immense importance and value.

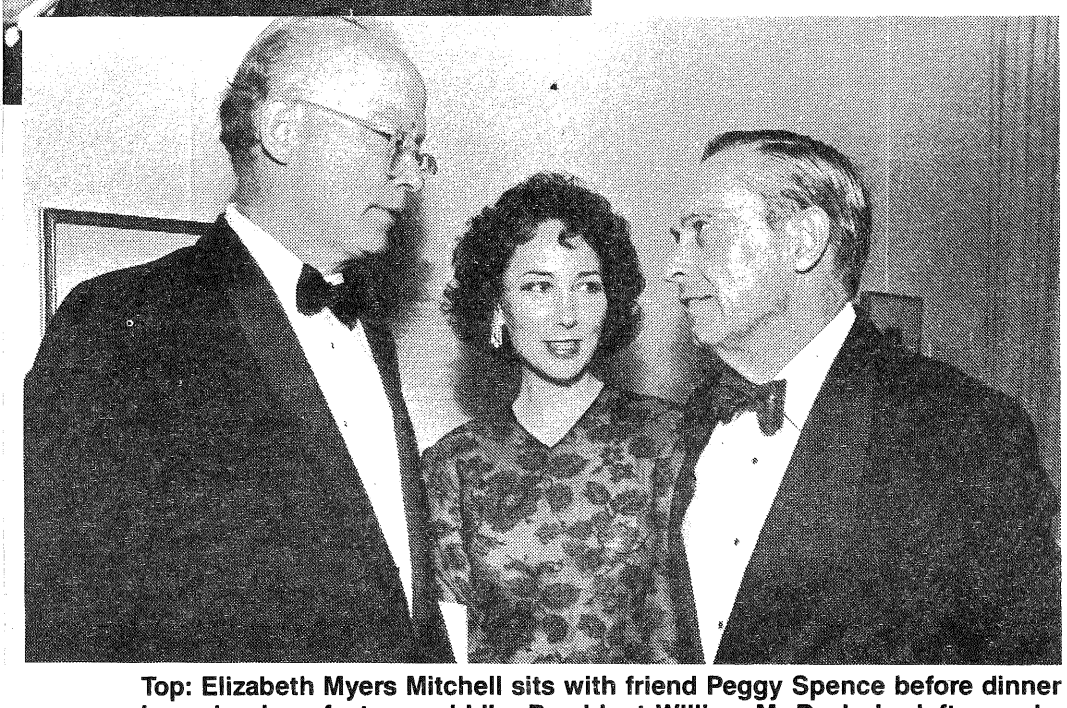
Tutor Emeritus Wilson's review of "Image and Word" appears on the facing page.

The gallery's second show, an exhibition of the work of abstract painter Felrath Hines and abstract sculptor Nick Ward, will continue until December 14. Mr. Blistein calls prospective visitors' attention to the contrast in these artists' work, which is almost pure form, with that of the initial exhibit's emphasis on meaning.

From top, Friends of St. John's board member Marc Herbst and Max, 10 months, attend Sunday open house; Artist-in-Residence Burton Blistein; Caritas President Mary Joy Belknap and Frank Wilson A '35; John Moore, Chairman of the Gallery Committee for the Friends of St. John's; and Board member Robert Goldwin, A '50, and Santa Fe President John Agresto.

Above, Mr. and Mrs. John Astle admire "Allegory", painted by a follower of Titian.

Keith Harvey photos



Top: Elizabeth Myers Mitchell sits with friend Peggy Spence before dinner honoring benefactors; middle: President William M. Dyal, Jr., left, speaks with Admiral Robert Long (USN Ret.); Congressman Tom McMillen; bottom: Dean Thomas Slakey, left, in conversation with Mary Soria and Paul Pearson.

Review *Initial exhibit praised for thought-provoking plan*

By CURTIS WILSON

"Image and Word", the Mitchell Gallery's inaugural exhibit, was remarkable for the excellence of the works included and its thought-provoking idea and plan. Here a few steps took one from a splendid black-figured Greek vase of 520 B.B. to prints by Durer, Bruegel the Elder, Rembrandt, Goya, Blake, Daumier, and Peter Milton; from a wealthily erotic Titian to the mythic eroticism of Lipchitz's "Rape of Europa"; from illuminated medieval illustrations of the life of Christ and the Virgin to Rouault's darkly pious *De profundia.* A 35-page catalogue by Burton Blistein, Artist-in-Residence, who was chiefly responsible for the exhibit, outlined its plan and commented on the individual pieces.

In focusing this first exhibit on how visual images can relate to words and selecting pieces out of the span of western art from ancient Greece to the present, Blistein was posing questions: What do the images say that the words cannot? What views of the cosmos and human life do they reflect? In what ways may words help toward seeing and understanding the images? How, as we move from classical to medieval and from Renaissance to present-day image-making, has the relation to *message* changed?

The works were on loan from six institutions: the Baltimore Museum of Art, the Museum of Fine Arts (Boston), the Hirshhorn Museum, the Smithsonian Institution, the National Gallery of Art (Washington), and the Walters Art Gallery (Baltimore). Funding came from the Anne Arundel County Commission on Culture and the Arts, the City of Annapolis, the Annapolis Fine Arts Foundation, the National Endowment for the Arts, and the Maryland State Arts Council. The Mitchell Gallery will be primarily a borrower, hence dependent on these and the like institutions and organizations. Their generosity, this first time, has been abundant.

For residents of Annapolis and the surrounding communities, the new gallery will make accessible works of visual art that would otherwise require some hours of commuting time merely to get in front of. It will be especially attractive to students and faculty when, as in this first exhibit, the shows are designed thematically and contain works worthy of intensive study.

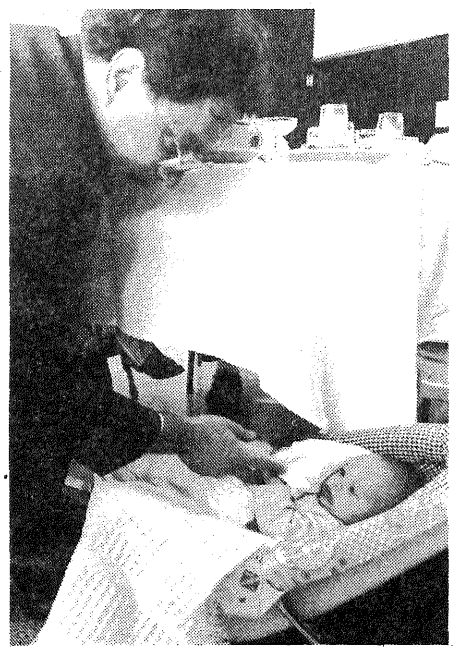
But can or should the gallery's program be given a special "St. John's twist," befitting a "talking college"? As "Image and Word" variously illustrates, words may be prerequisites to the understanding of a work of visual art, or helpful aids thereto. Daumier's *A Literary Discussion in the Second Balcony* would lose its raucous irony were the title not there to guide our taking in of the scene. Goya's *Out Hunting for Teeth* needs the accompanying text: People believe that the teeth of hanged men are very important for sorcery. What a pity that people should believe such nonsense. But the polite regret with which the needed information is conveyed contrasts sharply with the print's concentrated clash of horror, desire, and pitiableness. Works that interpret texts (for instance, the Biblical interpretations of Durer and Rembrandt, Blake's illustrations for Dante's *Inferno)* demand some knowledge of the text. Where a complex iconography is involved, as in Moderno's *Inkstand with Satyrs*, we need to be acquainted with the stories the imagery presents.

But words can also get in the way of seeing. We verbally categorize and so dismiss, our loquacity condemning us to blindness. Moralizing can pall, and the language of uplift grow stale. I confess that the Tarot card "Prudencia" and the engravings "Virtue Abandoned" and "Virtue Consumed," from the Mantegna school, impressed me as morally trite.

But how wonderful to find beside them the three Durer prints, *Knight, Death and Devil; St. Jerome in his Study* (in photocopy only); and *Melencholia I.* Whence the difference in response? In part, at least, from seeing that Durer's knight is a real knight on a real horse, facing with fortitude the spectres of death and the devil; and his Jerome a real saint, peacefully at work in the oblique perspective that forms his cell and the gentle light that pervades it. But the *Melencholia I*, with its cluttered images of art and science gone astray, is the third print; and one senses that the implied moral problem is one that the artist knew at first hand. These three prints, in juxtaposition, could well be the assignment for a St. John's-style seminar. What they say is not limited in relevance to a particular place and time and world of thought. They rouse us to inquiry.

On the twentieth-century pieces in the exhibit, the one this reviewer found most intriguing was Peter Milton's*Daylilies* 1975. Produced by special processes combining photocopying with etching and engraving, the print at first glance may present itself as an elegantly subdued study in shades of gray, black, and white. Another first reaction may be annoyance at the apparent unrelatedness of the rather many images it contains. With further examination it begins to assume the character of a mind-scape, the parts of it separated as though into architecturally distinct spaces, but connected by subtle relations of opposition and contrast. Dominating all, in front of the mantel and near center, is the mediator, light illuminating the right side of his forehead, cut daylilies and a somonolent cat in his lap, the tips of his fingers just reaching over and so violating the frame of the picture. On the anta to the right of the mantel, the 1890's portrait of a girl's face, delicately refined and remote; farther to the right and behind, in a space of its own, the photo of a paralytic child walking on all fours. On the left side of the mantel, a pair of spectacles, and a hand reaching for them; in the account that Milton gives of his sources (appended to Blistein's catalogue), the spectacles are identified as Mondrian's, and now we note that the whole left border of the print consists of Mondrian rectangles. Nearby and above, three ballerinas in the midst of a jete. At the top middle rear of the print a dimly dispersing crowd, with shadows cast upon it. And much, much more. As we learn from Milton's account, there are intended echoes here of Durer's *Melencholia I.* The print confronts us with an inner discordance that some of us would have to acknowledge as our own.

Now it was a friend's questioning that got me to "come to my senses" (Thoreau's phrase) in viewing this print. The print along with Milton's account of its genesis would be another good subject for seminar. The Mitchell Gallery will come to be St. John's own as it finds occasion to bring discussion to bear on the inquiry into the meaning of selected works of visual art. A sequence of open seminars could do the trick. Planning them would be no easy task but very worthwhile.



(Top) Award of Merit winner Mary Bittner Goldstein, A '58, chats with John Van Doren, A '47, center, and Tutor Emeritus Thomas K. Simpson, A '50, at the Homecoming Banquet. (Right) Richard F. Fielding, A '66, has a word with son David, aged two months. Keith Harvey photos

McDowell rededication

(Continued from page one)

Down College Avenue, the sounds of the U.S. Naval Academy band herald the onset of the brigade — 36 companies, almost 4,500 midshipmen — clad in service dress blues, preparing, "eyes right," to salute McDowell Hall. For nearly 20 minutes representatives of one American tradition honor another, till all that's heard is the distant beat of the Drum and Bugle Corps.

Back on the front steps of McDowell, Charles Bohl, the architect who along with the College Building Committee tended to the myriad details involving the restoration, basked in its results. "A faithful restoration," he said. Through the small-paned windows, the reflection of the lights from the brass chandelier in the Great Hall danced on the high gloss oak floor. The monotone color scheme, ivory walls with matching trim, dramatized the architectural features of the 200-year-old masterpiece: curving staircases with landings to rest mid-flight, fireplaces with brick, bearing scars of use, a ceiling that soars in the Great Hall.

The goal of the work was not drastically to alter McDowell's original appearance, Mr. Bohl explained. The architects didn't want people to be surprised, or not to recognize the building when they re-entered it. Instead they wanted to polish it, like a fine antique, ever mindful to preserve its patina.

Joseph Coale, president of the Historic Annapolis Foundation, praised St. John's commitment to preservation long before it was a popular notion. He cited the long-term kinship the Foundation and the College shared. William Paca, an early governor of Maryland and one of the original subscribers to St. John's, pledged 100 pounds to its beginnings.

Mr. Coale commended the College for its contemporary use of historic buildings. "McDowell Hall as Bladen's Folly was an abandoned mansion. Today, it's an appropriate college building," he said. He noted that in 1955 St. John's moved the historic Charles Carroll Barrister house from West Street to the campus, which is used today as one of the College's administrative office buildings.

"The most important single long-term benefit of the relationship between the College and Historic Annapolis is the leadership of Dr. Richard Weigle as a founding member of the Foundation and its fourth president," he said. Dr. Weigle is President Emeritus of St. John's.

Mr. Coale noted that Historic Annapolis' logo, the Liberty Tree, is the spreading oak on the front lawn of the College.

Tom Dawson, owner of Dawson's Gallery in Annapolis, presented President Dyal with an historic etching of McDowell Hall. The 1851 untitled piece by Annapolis artist Edward Seager, the first art professor at the Naval Academy, depicts a pastoral view of McDowell Hall with cows grazing on its front lawns.

The Rev. J. Winfree Smith, tutor emeritus, drew a verbal sketch of McDowell Hall in the early 1900's when it was in his words not only "a college building, but THE College building. There was a time when it housed just about everyone and everything. The students slept, two in a bed, on the third floor ... One of the best things about the recent renovation is that since all the offices have been moved to another building, the rooms in this building are to be used exclusively for seminars and tutorials. The central building now serves the central purpose of the College."

He lauded John McDowell, the first president of St. John's, for whom McDowell Hall is named, for having an understanding of education not so different from our own vision. "I am constantly asked what St. John's prepares her students for. The answer that she seeks to improve and enlarge their intellectual powers for their own sake would only be bewildering. Or the answer that she seeks to form in those powers intellectual virtues which constitute the soul's excellence and are good in themselves would be equally bewildering. Yet we stick to these fundamental things and we hope that this formation will proceed both inside and outside the classrooms.

"This fine building and its renovated rooms can be no more than a proper scene for the intellect to reach both high and deep in the several different ways we try to provide ..."

HOMECOMING

Bolotin examines complex Odysseus

By DONNA BOETIG

Odysseus, Homer's intrepid warrior who conquered Troy and returned home 20 years later to battle the suitors pursuing his wife, is a complex character rife with contradictions, said Santa Fe tutor David Bolotin. Speaking to students, faculty, alumni and other guests who filled FSK Auditorium on Homecoming Weekend, Mr. Bolotin portrayed Odysseus as a man who, despite his wiles, lacked the wisdom necessary to be content with his life.

He began his lecture, "The Concerns of Odysseus: An Introduction to the Odyssey," by presenting Odysseus as a man who combined self-concern with concern for others. He rejected the goddess Calypso's offer of immortality if he would marry her, choosing instead mortality with his aging wife.

"But his story is far more than that of a just and pious man restored to his rightful place with the help of the gods," Mr. Bolotin said. Homer tells us that Odysseus is a sly, intelligent and strong leader. After all, it was Odysseus who succeeded in conquering Troy.

An important aspect of Odysseus' intelligence is his skill at deception and disguise, the speaker explained, and cited Odysseus' success in saving his family and his kingdom from Penelope's suitors, by disguising himself as a beggar in his own home.

Mr. Bolotin took exception to the accepted interpretation of the gods as simple defenders of justice. He cited the fate of the Phaeacians, who were severely punished by Poseidon, acting with Zeus' consent, for their generosity in bringing Odysseus home. While Odysseus was unaware of the Phaeacians' fate, he was familiar with the gods' failure to support justice in a timely, consistent and intelligible manner.

For instance, he became the object of Poseidon's wrath for having blinded his son the Cyclops, an action that may be justified if defensive violence against a cruel oppressor is ever just. This action contributed to the long delay in Odysseus' homecoming.

His success in reaching home in the face of opposition from the gods disproved in his eyes their omnipotence. Presented with numerous situations of the gods'apparently limited powers, Odysseus concluded that the gods would have been helpless to prevent his homecoming if his men hadn't opened Aeolus' bag of winds.

Odysseus became more independent when he concluded that the gods were not always able, or willing, to defend justice. Mr. Bolotin suggested that with this example, Odysseus' thirst for justice weakened. He became more unscrupulous, neglecting his comrades, even subjecting them to an increased risk of death in order to lessen the risk to himself.

Mr. Bolotin called attention to Odysseus' behavior at the land of the Lastrygonians. Arriving in their country, he allowed the vast majority of his ships to anchor in the harbor, and he sent out scouts from among their crews, meanwhile leaving his own vessel at a safe distance. As a result, when the Lastrygonian king unexpectedly killed one of the scouts, and the other two fled towards the ships, Odysseus and his crew were able to escape safely while the Lastrygonians slaughtered the men in the harbor.

Odysseus' selfishness is further evidenced in his relationship with his wife and family, the lecturer said. The chieftain was unfaithful to Penelope, even to the extent of wavering in his desire to return to her. He remained with the goddess Circe for a year and didn't resume his journey home until his comrades begged him to return. Later, he was happy for a time to remain with Calypso.

Mr. Bolotin wondered whether Odysseus really longed primarily to return home or rather to preserve his own life, "a life that need not be lived, at least not entirely, at home." Still, contradictions exist as to why a man supposedly so selfish would turn down immortality with a goddess in favor of life and death with an aging wife.

Odysseus acted out of a sense of what he owed his comrades in justice. For even before he left Calypso, Odysseus was far from being simply or consistently selfish. When nearly half of his men failed to return from Circe's house, he insisted on returning to try to rescue them, and even increased his danger by going alone. While Odysseus would at times put his men at additional risk to protect himself, there were also occasions when he did just the opposite.

Mr. Bolotin pointed to Odysseus' anger against Penelope's suitors as another sign of his longing for justice.

When Odysseus renounced for the last time Calypso's offer of immortality and left her island, he assured himself that he was fundamentally a just man. This action convinced him that he was willing to sacrifice eternal life and he thought that he deserved as a result to be cared for by the gods.

In the end, readers have to ask whether Odysseus would truly be content with his life at home. In the final scene he is so taken with the heat of the battle against the relatives of the defeated suitors that he failed to heed Athena's call to stop pursuing his victory over them, and almost lost the chance to be at peace with his kingdom. It took a thunderbolt from Zeus and a threat from Athena for him to act sensibly. As a result, we wonder whether Odysseus the warrior would ever become fully reconciled to the life of peace and prosperity that was ahead of him at home.

What Odysseus needed was wisdom, that is "the attainment of one's own life." This is actually what he was seeking all along, Mr. Bolotin concluded. "This attainment of one's own life is the core, I think, of what Homer means by wisdom, and the desire for such wisdom was Odysseus' ultimate desire."

"Sadly," according to Mr. Bolotin, "Odysseus failed at home and elsewhere in life to attain this wisdom," and would continue to fail despite his evident concern for his own life, and even in a sense, because of it. For the shallowness of his concern for justice, or the ease with which he persuaded himself that he was fundamentally just, closed him off from access to true self-knowledge, and all the more from the attainment of his true life. By contrast, Homer, who was wise, seeks to nourish the concern for justice in us his listeners, most massively by focusing his or his Muse's story, not on Odysseus' travels, but on his edifying punishment of the suitors. By encouraging our concern for justice, as he addresses the questions about justice that Odysseus' story necessarily raises, Homer points the way toward the life of wisdom that even Odysseus failed to attain."

HOMECOMING

Goldstein, Dyal, Brann honored

By NANCY OSIUS

Hurricane Hugo subsided into a bright and windy Saturday on Annapolis Homecoming Weekend in late September, with high tides all along the Severn. Despite ominous weather forecasts, nearly 275 alumni gathered as planned for talk, talk, talk.

Sometimes, the voices were diminuendo, but mostly they were crescendo.

From time to time there was a courteous or expectant pause by the gathered alumni. One of these was during the Homecoming Banquet in Randall Hall Saturday Night when one of their number, Mary Bittner Goldstein, A '58, received a signal tribute, the first Award of Merit to go to a woman graduate. Another was when tutor Eva Brann and College president William M. Dyal, Jr., were made honorary alumni at the banquet.

Jonathan Zavin, A '68, presented Mrs. Goldstein with her Award, noting that it is the "highest this association can bestow." The award is given for "outstanding success in one's chosen career, service to the St. John's Community or service to a larger community in which we all live," he remarked, adding, "Mary is a deserving recipient on all three grounds."

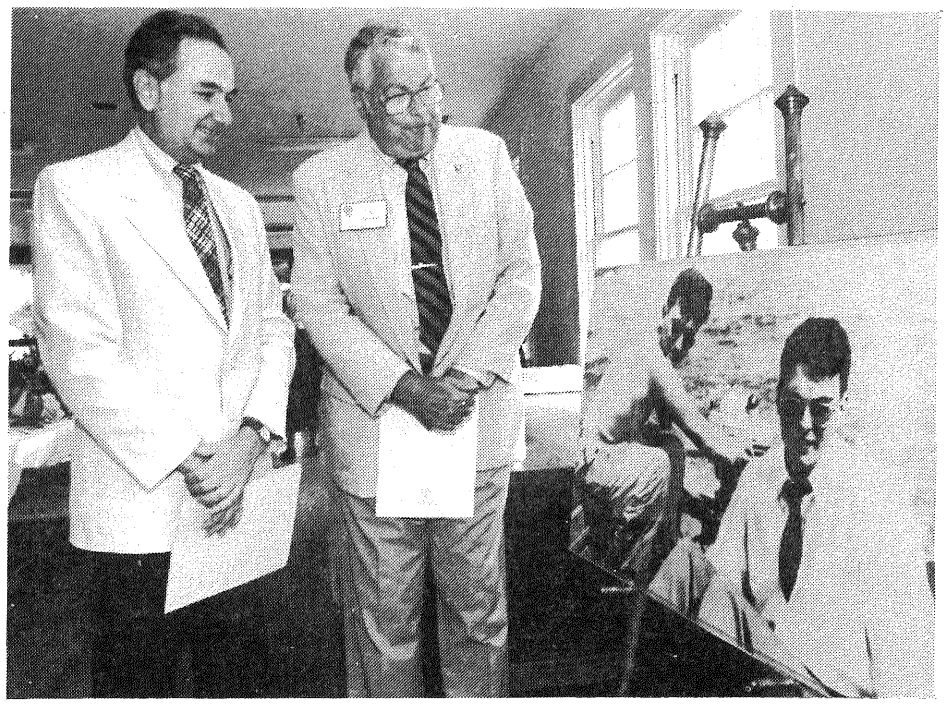
A member of the faculty of the City University of New York Graduate Center and a recognized authority on the works of Roland Barthes, Mrs. Goldstein's new book *Ecstasies of Roland Barthes* has been much praised. She herself has presented papers on philosophy, humor, ethics and aesthetics to scholarly audiences all over the world. A co-founder of the New York Chapter of the Alumni Association, she has been an active member and officer of that chapter since its founding.

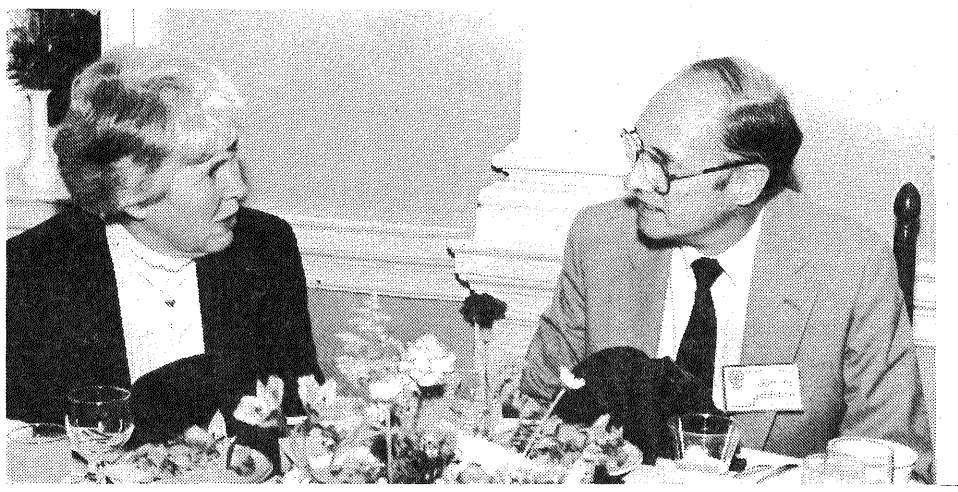
Ms. Goldstein used the occasion to "break the silence surrounding [the] barrier of gender," by speaking of women who had made a difference in her life. The first of these was a teacher and a nun, who gave her challenging tasks to do and finally encouraged her to go to St. John's. The second was former assistant dean Barbara Leonard, "the woman who kept me here," and the third was another woman tutor, Iola Scofield, who directed her towards the enabling advanced degrees.

Mr. Zavin also presented an honorary alumni membership to Eva Brann, senior tutor at Annapolis after 30 years on the Annapolis faculty, praising her particularly for the respect she had shown for students and their ideas.

Said Mr. Zavin, "Eva has been a tutor in the best sense of the word; she has gently and always with good humor led many of us through the difficulties of the Great Books. She has always shown respect for her students and their ideas. There is no more fitting person to be an alumna of this college than Eva Brann."

"We all know that 'honorary' has two meanings," said Ms. Brann in reply. "It means that an honor is bestowed, and I do indeed feel honored to have been made an alumna. But 'honorary' also means 'Not quite for real.' Well, I've been here 32 years, which is the equivalent of being in my senior year the eighth time round. And since I've learned whatever little I know at St. John's in those years, perhaps I'm an alumna for real after all. So I want to express my pleasure and





Clockwise, beginning upper left: Tutor Eva Brann at pre-banquet cocktail party; Allan Hoffman, left, and Jim Conrad, both of the Class of '49, regard, perhaps with nostalgia, a blown-up photo of the Allan and Jim of 40 years ago; Marion Slakey, wife of the Annapolis Dean, and Harvey Goldstein, president of the Alumni Association, chat at the banquet; at the luncheon for the Class of '49, Margot Hamill, wife of Peter, A '49, has a word with Mrs. Simon Kaplan, widow of the venerated tutor; Jane d'Agnese Coles, A '74, and Tina Saddy Bell, A '75, do some catching up with Ed Raspa, A '74; and Susan Bishop, left, wife of Vice President for Advancement Jeffrey, and Edith Dyal, wife of President and new Honorary Alumnus William mingle with alumni before the banquet. Keith Harvey photos

president had made an emergency trip to Kiawah Island to assess damage to the couple's home, which had lain in the path of the hurricane. (Mr. Dyal later reported that the house suffered only relatively minor damage.)

Heartfelt praise marked Board member John Van Doren's words about the president, who will leave his post at the end of the academic year. Crediting Mr. Dyal with "an act of rescue" at a time of dissension and despair when he assumed the presidency in 1986, an act carried out "without visible heroics, or indeed personal claims of any kind," Mr. Van Doren also noted that part of Mr. Dyal's genius is "to make those who work for him, and with him, to want to do it, and to get out of their way as they proceed." He lauded, too, Mr. Dyal's efforts to connect the college with the larger world, when he spoke at the college and elsewhere on the arms race, population problems, world hunger and other matters.

Among the many weekend alumni gatherings was the long-planned 40th reunion luncheon of the class of 1949, which was celebrated in the renovated boathouse. Placed on easels about the room were blown-up photographs of the young men of 40 years ago at work and at play. At lunchtime ceremonies, these photographs were auctioned off for the College's benefit with hoots and laughter, as the class attempted and succeeded in its efforts to bring its reunion gift above the $30,000 mark.

Also at lunch, the class presented eight awards to many of its members. Those present to receive them were Jonathan Brooks, Peter Davies, Allan Hoffman and honorary class member Richard D. Weigle, who also spoke to the group about the California property bequest. Honored in absentia were David Rea, Ray Cave, Clarence Kramer, and Peter Weiss. Mr. Hoffman and Jonathan Brooks formed the steering committee for the gathering.

Other milestone reunions and their chairmen or steering committee members were the Class of 1939, Ed Roache, Ed Boyle, Ed Hearn, and Les Medford; Class of 1954, Sam Kutler and Bernard Jacob; Class of 1959, Barbara Stowe Tower and Harvey Goldstein; Class of 1964, Eric Lutker; Class of 1969, John Ross and Maya Hasegawa; Class of 1974, Anne Horton Marino; Class of 1979, Kathy Buck and Susan Gushue; Class of 1984, Lenny Brown Perens and Peter Green; and the Graduate Institute reunion, Joan Vinson Stallings, Merle Maffei and Mary Pat Justice.

The weekend concluded with a festive Sunday morning brunch, featuring toddlers and infants and their elders in the Francis Scott Key lobby. And it ended with talk, talk, talk.

Long road to publication for Raditsa's book

By NANCY OSIUS

For Annapolis tutor Leo Raditsa, writing and publishing his book *Prisoners of a Dream: The South African Mirage*, was a long journey filled with discovery, misadventure, disillusionment, and finally, a level of triumph.

The 490-page book, published by the Prince George Street Press and selling for $25.95 a copy, uses little known testimony from some 1982 Senate hearings coupled with broad reading and research into historical and contemporary events in South Africa to re-assess the political situation there.

Mr. Raditsa's research brought him to positions running counter to prevailing political wisdom, "in which you had first of all to heap abuse on the South African government," he remarks in the introduction to his book. On the basis of his findings, he declined to do that. Locating a publisher willing to put out a book taking an unpopular position on this emotion-laden issue involved a long and arduous search, a search ending finally at Leo Raditsa's own doorstep on Prince George St.

The search taught its own lessons, some of them disillusioning. Mr. Raditsa learned that there is an enormous difference between British and American publishers: from the American rejections — between 40 and 50 — it was clear that only four publishing houses had given the book a genuine reading, while the British publishing responses were thoughtfully evaluative. Especially because the book was on a taboo subject, he believes that "unless you are recommended, you can't get near [the publishers]. Credentials don't count two cents. You can't get a hearing."

He has the credentials. A graduate of Harvard College, he received his master's degree and doctorate from Columbia University, and he taught at New York University, before coming to St. John's College in 1973. As an undergraduate at Harvard, he founded *i.e, The Cambridge Review*, and at the College he was the founder and editor for four years of *The St. John's Review.* He is the author of a previous book, *Some Sense About Wilhelm Reich*, and many published articles. One of these, "On Sustenance: Teaching, and Learning from, the Great Works," published in the spring 1989 issue of *Academic Questions*, was quoted by NEH chairman Lynne V. Cheney in her much-discussed report *50 Hours: a Core Curriculum for College Students,* published in October.

A number of reviewers have already evaluated *Prisoners of a Dream*, and other reviews lie ahead. Herbert London, dean of the Gallatin division of New York University, writing for *The New York Tribune*, said that in the book "one has the puzzle parts of Southern Africa assembled so artfully that for the first time in my memory a clear picture of the region is possible. This is by any measure a remarkable achievement."

> "A book is not alive until somebody publishes it."

Admiral W. C. Mott, writing for *Intelligence Report*, a journal of the American Bar Association, suggests that if someone wants to know about the political complexities that face South Africa, "he has picked the right volume," particularly directing readers to the meat of the book in chapter five, the Denton hearings.

At presstime, the first international notice of the book came from *Neue Zurcher Zeitung* of Zurich, an influential Swiss publication. Writer Jurg Dedial cited what he called above all "western authorities' complicity in ignoring the revelations of the Denton hearings."

Mr. Raditsa invested $12,000 of his own money in the publication, and 1,500 copies have already been sold to two groups, Accuracy in Media and the Conservative Book Group, as well as other copies to individual buyers. At the end of November, a major advertisement was scheduled to appear in *The New York Times.*

There is much to be satisfied about in all this for the tutor, who took the controversial book from a 40-page article to 500 printed pages, and now says, "Big projects start out small. If I had started out wanting to write a book on South Africa, I'd still be taking notes."

What he had intended to write was an article commissioned by *Commentary* on the 1982 hearings conducted by former Sen. Jeremiah Denton, R-Ala. These were titled, "The Role of the Soviet Union, Cuba and East Germany in Fomenting Terrorism in Southern Africa."

Editors at *Commentary* questioned testimony of the witnesses at the hearing and returned the article. "If you don't believe personal testimony, you have no information about totalitarian regimes," Mr. Raditsa comments. "There is no public information."

Four or five months of work followed and the result was a 120-page article, which Mr. Raditsa sent to 20-30 publishers in the U.S. and Great Britain. Brian Crozier, a leading British political writer, was instrumental in having the book accepted by the Sherwood Press in September, 1986. But there had been major political changes in Africa by this time, and Mr. Crozier wanted the book updated.

Mr. Raditsa was elated, he remembers, and now he spent another year in examination of these fresh events, bringing the book up to 500 pages of typescript, which he resubmitted in the fall of 1987. At this point the editor of the Sherwood Press (not Mr. Crozier) committed suicide, and in the six months following, the press collapsed altogether.

Now Mr. Raditsa was once more sending the thickening manuscript to every major American publisher. He had decided that he would spend six months in this quest and then he would publish it himself. In June, 1988, he made the decision to publish.

However, things continued to happen on the troubled African continent, and furthermore, three new books on the area had come out, books too important to be ignored, all with information that needed to be incorporated in the fourth and final draft. By the end of 1988, too, crucial negotiations between the South Africans, Cubans and Angolans, with the U.S. acting as broker, had transformed the situation once again. By February, 1989, Mr. Raditsa had brought in the information from the new books and the new events, and his book was 900 typed pages long.

Two of Mr. Raditsa's former students, Carole Cunningham and Janet Orlin, had offered their assistance, Carole as typist, and the trio began to get bids for the project. "I couldn't have managed without them," says Mr. Raditsa. Eventually, print was set by Bookcrafters, and the composition was done by Coghill.

Looking back on the events of the last several years, Mr. Raditsa regards his decision to publish as the turning point, for he now feels that "publishing is as important as writing, not merely ancillary."

He adds, "When you get out of the begging racket, people respect that. I learned if you take the initiative, people will help you. If you are willing to take responsibility for your work, people will support you. The outside world was impressed that I would spend my own money."

Mr. Raditsa says, "A book is not alive until somebody publishes it."

Prisoners of a Dream will be reviewed in the March issue of the *Reporter.*

Alumni pledge in phonathon

A record-breaking phonathon for the 1989-90 Unified Annual Fund was held October 23 in New York City under the direction of the Advancement Offices of both campuses.

Callers secured pledges for more money and enlisted more alumni participation than ever before in a calling area that included Pennsylvania, New Jersey, New York and New England. Pledged gifts of $12,072 came from 158 alumni, compared to 1988 totals of $8,517 from 140 responders.

In charge of the event were Jeffrey Morgan, Vice President for Advancement in Santa Fe, Joan Iverson, Director of Alumni Relations, Santa Fe, and Marylou Symonds, Director of the Annual Fund, Annapolis.

Held in the Williams Club, the phonathon began with a buffet dinner and training session, followed by calls from 7 to 9:30 p.m. Volunteers included alumni from both the graduate and undergraduate programs at both campuses, as well as an Annapolis parent. The group responded with good humor to the frustrations of occasional failure by the telephone system, the consequence of other phonathons being conducted in the same place for Swarthmore and Exeter.

Every volunteer received a t-shirt as a memento of the occasion. The shirts read:

To Do Is To Be
Socrates
To Be Is To Do
Plato
Do Be Do Be Do
Sinatra

In addition, prizes were awarded to the volunteers who raised the most money. Allan Hoffman, A '49, won first prize, followed by George Levine, A '44. Special awards went to Bill Salter, A '79, and Ellen Veden, SGI '77, for their work with people who had not previously made gifts to the college. The Annapolis and Santa Fe Advancement offices planned separate phonathons in their respective cities and a joint phonathon in Chicago in November.

Candidates sought for OTA grants

The Office of Technology Assessment (OTA) is seeking outstanding candidates from academia, business and industry, and the public sector for its Congressional Fellowship Program. Up to six Fellows will be selected for a one-year appointment in Washington, D.C., beginning in September, 1990. The program provides an opportunity for individuals of proven ability to gain a better understanding of science and technology issues facing Congress and the ways in which Congress establishes national policy related to these issues.

OTA provides Congressional committees with objective analyses of the emerging, difficult, and often highly technical issues of the late 20th century, involving science and technology, helping Congress to resolve uncertainties and conflicting claims, and to consider alternative policy options.

Further information and application forms may be obtained by writing to Congressional Fellowships, Personnel Office, Office of Technology Assessment, Congress of the United States, Washington, DC 20510-8025. Applications and letters of reference must be postmarked by January 31, 1990.

Tutors, alumni represented in *Ideas*

The 1989 volume of *Great Ideas*, a yearly publication accompanying *The Great Books of the Western World*, includes an essay by Tutor Emeritus Thomas Simpson,and by alumnus George Anastaplo, A '75.

Editor-in-chief of the volume is Mortimer Adler, and executive editor, John Van Doren, A '47. Editorial assistant for the 1989 volume was Elisabeth Drew, SF '85, who has since been succeeded by Rachel A. Ankeny, SF '88.

Mr. Simpson's article is "The New Pythagoreans II: the Scientists of Life and the World Food Problem." Mr. Anastaplo's article is the latest in a series on the Koran.

The *Great Ideas* volumes were begun in 1961 by Mr. Adler and Robert Hutchins with the purpose of focusing the wisdom of the Great Books on contemporary events and issues. Published by *Encyclopaedia Britannica, Inc.*, the books are sold by subscription to *Great Books* owners and can be purchased separately through the customer service division of *Britannica.* Each issue contains essays on the arts and sciences, reconsiderations of the *Great Books* and reprints of other worthwhile books and essays.

Past contributors have included Tutors Emeriti Curtis Wilson and Douglas Allanbrook, Tutors William Darkey and Joe Sachs, and others connected to the college such as Douglas Buchanan, A '43, Charles Van Doren, A '46, and former tutor Leon Kass. Among those whose work has appeared in the volumes are Francis Crick, Stephen Hawking, Saul Bellow, Mark Van Doren, Susan Sontag, Hannah Arendt, Clifton Fadiman, and S.I. Chandrasekhar.

William Donahue delivers paper

William Donahue, A '67, delivered a paper at the annual national meeting of the History of Science Society in Gainesville, Fla., during a session devoted to the German astronomer, Johannes Kepler. Curtis Wilson, tutor emeritus, served as a commentator for the session.

Mr. Donahue's paper was entitled "Planetary Physics and the Oval from the Leningrad Manuscripts." A former member of the Santa Fe faculty and now an independent scholar in Santa Fe, Mr. Donahue is the author of a landmark translation of Kepler's *Astronomia Nova*, soon to be published by Cambridge University Press.

Another alumnus attending the HSS meeting was Mark Smith, A '67, now an associate professor in history at the University of Missouri at Columbia. He is currently concerned with ancient, medieval and early modern theories of vision.

SANTA FE

NSIEE meets

Some 350 members (from college and universities in the U.S., Canada and Great Britain) of the National Society for Internships and Experiential Education (NSIEE) met in Santa Fe in October. The mission of the Association is to foster the effective use of experience as an integral part of education. "Learning does take place out of the classroom — through internships, field programs, cooperative education and more," noted Ron Hale, Director of Career Planning at Santa Fe.

Under Mr. Hale's direction, the College launched an internship program with 18 local business and organizations, and was instrumental in bringing the NSIEE Conference to Santa Fe this year.

In addition to formal sessions, conference workshops supported the idea of "out of classroom" learning with community field activities to Los Alamos, Bandelier and self-directed exploration around Santa Fe.

Local speakers included Rina Swentzell, Santa Clara Pueblo, Environmental Designer and Jacob A. Perea, Deputy Group Leader, Los Alamos National Laboratories.

Janet Dougherty granted tenure

At a recent meeting, the Board of Visitors and Governors of St. John's College announced the tenure of Santa Fe tutor Janet A. Dougherty.

Ms. Dougherty, a St. John's tutor of seven years, spent 1982-85 at the Annapolis campus, and has been at the Santa Fe campus for the last four years. She received her B.A. from Yale University in 1974 and was awarded the M.A. and Ph.D. degrees from Harvard University in 1976 and 1980.

Ms. Dougherty received a French Government Fellowship for doctoral research at the Institute of International Education in Paris and Bordeaux. She is currently a reviewer for the Jacob Javits Fellowship for graduate fellowships.

Sanskrit studied

Last summer in Santa Fe, Dean James Carey and a group of tutors gathered to read selections from some of the great works of Eastern tradition, the *Rig Veda, Upanishads,* and *Ramayana.* The group, composed of Mr. Carey, Dean Haggard, Peter Pesic, Dana Densmore, William Kerr and Elliot Skinner, gathered twice weekly to study Sanskrit in classes led by Allyn Miner, an Indologist living for the summer in Santa Fe. Miner, who has a doctor's degree in musicology, concentrating on sitar performance, is completing a second doctorate in Sanskrit at the University of Pennsylvania. These tutors planned to continue their study of Sanskrit during the academic year.

Forman honored

Dr. Stephen J. Forman, A '70, has been named to the City of Hope Gallery of Medical and Scientific Achievement, the highest honor to be bestowed by the medical center.

Director of the Department of Hematology/Bone Marrow Transplantion since 1987, he becomes the 24th member of this gallery honoring distinguished physicians and scientists serving the City of Hope National Medical Center and Beckman Research Institute.

YOUTH LEADERSHIP

Foundation aids project

The Charles Stewart Mott Foundation of Flint, Michigan, has announced a grant of $31,350 to the Santa Fe campus for partial support of its Youth Leadership Development Program. The program is a three-year effort to develop community-oriented leadership ability among primarily Hispanic and Indian young people in Northern New Mexico.

The leadership program began this past summer with a five-day Teen Leadership Camp in June on the St. John's campus. Sixty New Mexico high school students participated in a variety of activities designed to develop skills and attitudes that will help them become leaders. The program included challenging outdoor activities, group leadership training, and interactions with prominent Hispanic and Native American leaders including District Judge Petra Maes and author/activist Russell Means. Maes and Means both work for the improvement of American society while maintaining strong ties to their families and communities.

The grant from the Mott Foundation will supplement funds received from the Henry Luce Foundation and the Gannett Foundation for the Youth Leadership Program. The three-year program will include two additional camps, with mid-year follow-up activities scheduled as well. A one-day program is scheduled for December 9 at St. John's, with talks by New Mexico State Corporation Commissioner Eric Serna, Camille Flores of the Albuquerque *Journal,* and Lori Weahke of the Tonantsin Land Institute.

The Youth Leadership Program was developed by Ron Hale, Director of Career Planning at St. John's, and is directed by Celina Rael de Garcia of El Valle, New Mexico. For information contact Ron Hale at (505) 982-3691, extension 219.

New tutors at Santa Fe

Five new tutors, one woman and four men, have been added to the Santa Fe faculty for the 1989-90 academic year. They are as follows:

Toni Katz Drew, a 1970 graduate of Santa Fe, received her master's degree in anthropology from the University of New Mexico. Most recently a freelance editor and archivist, she taught earlier at St. John's, as a teaching intern from 1970-72, at the Graduate Institute in 1978, and as a tutor in 1985.

Sidney Keith received his undergraduate degree in classics from Yale University, and his master's degree and PhD from the University of Toronto, where he wrote his dissertation on Herodotus. In addition, he has a law degree from the University of Chicago.

Torrance Kirby received his bachelor's and master's degrees from Dalhousie University, and his D. Phil from Oxford University in modern history, having written his dissertation on Richard Hooker.

Telegar Satish received his bachelor's degree in philosophy and political science from the University of Mysore, India, his master's degree in philosophy from the University of Delhi, and his PhD from the University of Madras, with a dissertation on Wittgenstein.

Krishnan Venkatesh received his bachelor's and master's degrees with first class honors from Cambridge University. He has been teaching for the past three years in the English Department of Shanxi University in China.

Iverson named

After six years at the Annapolis campus, both as student and as assistant to Alumni Director Betsy Blume, Joan Iverson has "transferred" to the Santa Fe campus as the new Alumni Director.

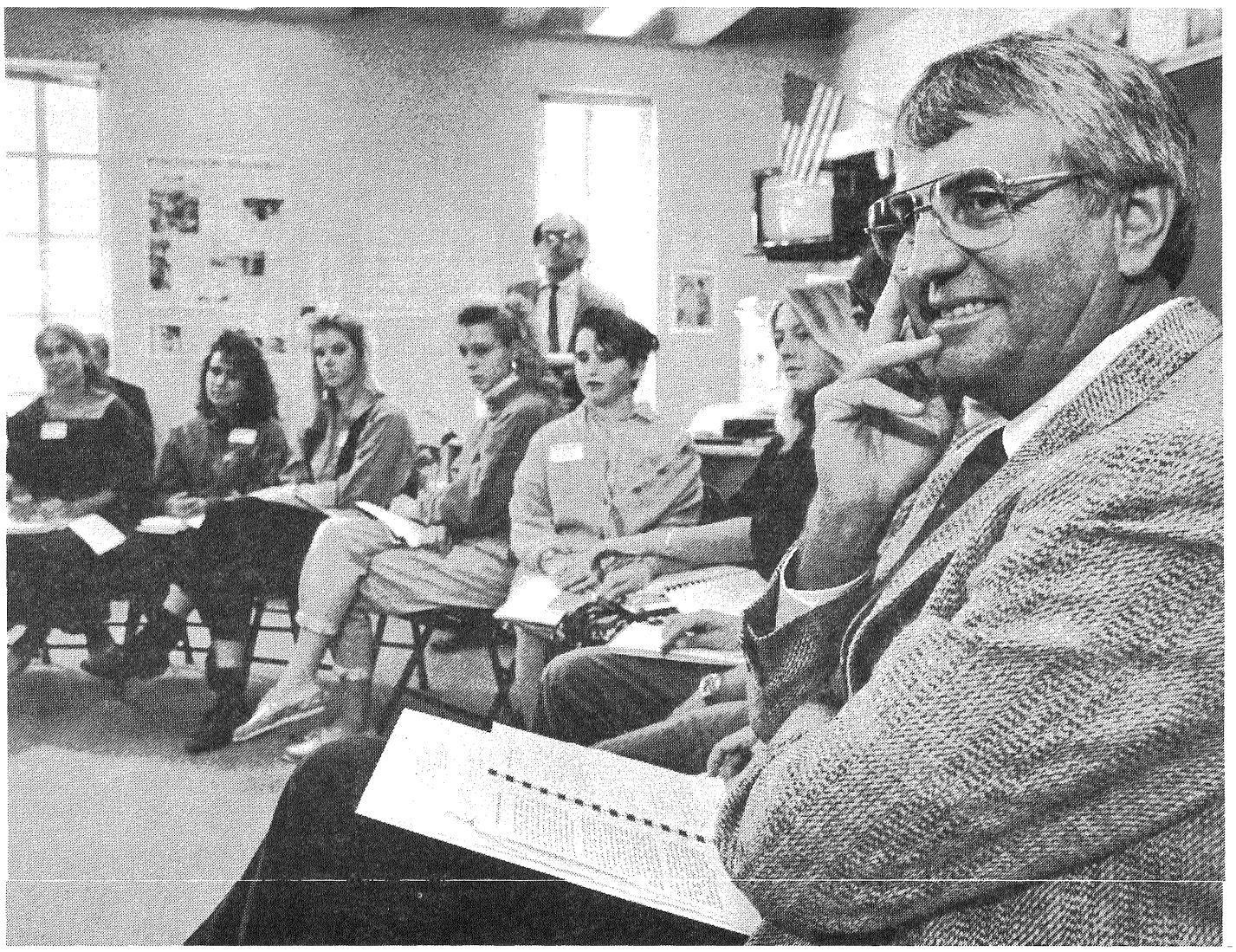
She is in the midst of planning reunions and Homecoming events and telephone campaigns, while searching for lost alumni. "Next year's Homecoming will be more informal — a kind of alumni 'reality weekend,' and family participation will be urged," she says. "I hope this will encourage more of the younger alumni to attend."

She has left East Coast attire behind, opting for a new pair of snakeskin boots and a bit of turquoise. She and daughter Jessica, age four, do a lot of hiking in the woods around Pecos and swim when weather permits. Joan occasionally plays soccer on the St. John's student team. The fact that Santa Fe night life closes down at 10:30 p.m. Joan considers cruel and unusual punishment. Joan's friends on both campuses send best wishes to her in her new position.

Ethics Manual by Delattre

Edwin J. Delattre, president of St. John's College from 1980-86, has written a manual called *Character and Cops: Ethics in Policing*, which was to be published this month by the American Enterprise Institute.

In his publication, the author explores the ethical standards that apply to police commands and to individual officers in pursuit of their duties. The success of law enforcement agencies, he argues, is critical to the liberty and safety of our society.



New Mexico Governor Garrey Carruthers led a recent discussion on a text by Machiavelli with ninth grade students at Capital High School in Santa Fe. In September, the school implemented the Touchstones Project, created in 1984 by St. John's tutors Geoffrey Comber, Howard Zeiderman, and Nicholas Maistrellis, which now has participants across the nation. Gov. Carruthers, taking his text from *Touchstones, Vol. I*, was also promoting his own educational program, "Re: Learning."

TIMBERLAKE WERTENBAKER

Global successes for alumna

Accolades from around the globe are being showered on "Our Country's Good," a play about Australian convicts, and on its author, playwright Timberlake Wertenbaker, A'66.

In September, the play opened to critical acclaim at the Mark Taper Forum in Los Angeles. The Critics' Voices section on page one of *Time Magazine*'s October 23 issue called attention to the west coast performance of the "acerbic, anti-military play named London's best last season," which is also being staged by the Canadian Stage Company in Toronto.

Ms. Wertenbaker, winner of the 1988 Olivier Award and an acknowledged rising star of British theater, in addition is the only living playwright with two plays running simultaneously in London's West End. Her most recent play, "For the Love of a Nightingale," based on Greek myth, is being performed by the Royal Shakespeare Company at the Barbicon Center. "Our Country's Good," is back at the Royal Court for a second run after a tour of Australia during that country's bicentennial.

The play was an enormous popular and critical success in Australia, according to an interview in September on National Public Radio's "Morning Edition." The play is based loosely on Australian writer Thomas Keneally's 1987 novel *The Playmaker*, and is a true story of the first European play performed in Australia by convicts at a military settlement in Sidney in 1889.

Michael Billington, theater critic for the *Guardian Newspaper* called the play "extraordinarily moving, because it's about the therapeutic value of playmaking and the collective enthusiasm it engenders and the liberating quality it has. It's about a group of people who are thieves and cutthroats — generally regarded as a bad lot — who find dignity and self-esteem in putting on a play. A great triumphant shout on behalf of theater itself."

In the radio interview, Ms. Wertenbaker, who grew up in France as a girl and now lives in north London, commented on the "humanistic education" she had received at St. John's. "It's probably the last humanistic education that exists," she said. "It has influenced my work tremendously."

The play was developed over six months at the Royal Court Theater where Ms. Wertenbaker was resident writer. The artistic director, Max Stafford-Clark, used a British theater technique called the "joint stock" method, a technique that places the writer in a workshop with the actors and director. In what would now be called research and development, the themes of the play are extensively researched by the actors, who arrive at the first rehearsal thoroughly prepared for the play.

The field research took actors, director and writer Wertenbaker to a grim high-security Victorian prison called Wormwood Scrubs to see long-term prisoners present a play.

"It clinched the play for all of us," said Wertenbaker. "We knew we were onto something. The excitement of these prisoners — their talent and their commitment were what I had been trying to write about and we just knew that somehow we had hit something that was accurate. The director told us about the whole process, how difficult it was and yet how devoted they were. The actors all arrived on the first day of rehearsal knowing all their lines, by heart, word perfect."

A letter to the playwright from Joe White, lead actor in that prison play, is used in the program for "Our Country's Good." White, who faces another 10 years in jail, wrote, "Prison is about failure normally and how we are reminded of it each day of every year. Drama and self-expression is one of the only real weapons against the hopelessness of these places."

Schueler given Gallery post

Donna Schueler, a 1989 alumna of the St. John's College Graduate Institute, has recently been appointed assistant director of the Mitchell Art Gallery.

In her newly created fulltime position, Ms. Schueler will assist Director Burton Blistein in scheduling exhibits, conducting museum tours for the College and the community, and initiating programs to introduce school children to art through the Mitchell Gallery.

Ms. Schueler studied art history as an undergraduate at the University of Maryland. Later, she received a grant from the Italian Embassy in Washington, D.C., to examine, first-hand, the masters' works in Italy, and to bring back to the states the richness of the Italian culture. But it was here, at the Graduate Institute, that she was influenced the most. "It was very enriching to be able to study a work and ferret out what the author meant ... to be completely engaged with him in his work. To seek meaning."

With this same sense of enthusiasm she looks to the Gallery's future: "The Gallery should be a place of conversation where viewers can see a work and isolate aspects common to any painting or sculpture of a particular period. I want to look at the art here as a visual text, and delve into the similarities and differences between it and a written text."

She sees the visual arts as an extension of the College program here. "Although it's not part of the Program, I'd say it it's a limb of it — an important limb."

Common market break for 14 states

The Academic Common Market is helping students from 14 states including Maryland under the Southern Regional Educational Board to cut the costs of undergraduate and graduate study at out-of-state institutions. Participating students will pay in-state tuition while studying out of state.

The two requirements are that students produce legal evidence of residency in their home state, and that they are accepted into a program to which their state has made arrangements to send its students.

A list of programs in many disciplines at scores of institutions is available at the Career Planning Office of the Annapolis campus or by writing to the Southern Regional Education Board, 592 Tenth St., N.W., Atlanta, Georgia, 30318-5790.

Other participating states are Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, Oklahoma, South Carolina, Tennessee, Texas, Virginia and West Virginia.

Above are Ethics and Business co-leaders Robert Libson of the Sylmar Corporation, left, and Leonard Blackshear of Associated Enterprises, Inc. Below is Ronald C. McGuirk, First National Bank of Maryland.

Harvey and Harvey photographers

ANNAPOLIS CAMPUS

Lowest default rate in state

The Annapolis campus has the lowest default rate on federal student loans among 66 institutions in Maryland, about half that of the next lowest institution, the University of Maryland at Baltimore. St. John's default rate was 2.1%, while the University's rate was 3.9%

Of the 10 colleges with the lowest default rates, nine were private colleges. These figures come from a state-by-state listing of student default rates on federal student loans compiled by the Department of Education for the 1986 fiscal year.

Financial aid programs at the Annapolis campus provide aid to approximately 50% of the student body, according to Caroline Christensen, director of financial aid. Awards are made in a package of loans and part-time student employment on the basis of need, she said. "I am pleased about the recent report," she commented, noting that "the commitment of our alumni to repay their loans is the major factor in our low default rates."

The default rate also indicates that the college's institutional policies and procedures are successful in helping students be responsible borrowers, she said.

"It is important to realize, however, that defaults do not necessarily occur from negligence on the part of students," she went on to say. "Borrowers from low income families clearly have more difficulty paying back their loans because they cannot count on help from the family when short on money."

In addition, she said, many defaults also occur because students' loan accounts are so complicated that borrowers do not know where to send their payments. When alumni come to her office for assistance, it "frequently takes several long distance telephone calls to establish who the lender is and how much is due."

She expressed the hope that the current focus on reducing the national default rate would lead to better practices on the part of government student loan lenders.

Said President William M. Dyal, Jr., "Of course, we hope that there would be no defaults, but nevertheless we are delighted that most of our alumni take their responsibility so seriously. Obviously we are ahead of the game," he said.

Board elects new members

Two new members were elected to the Board of Visitors and Governors at the group's October meeting in Annapolis. Named were William Barclay Allen of Claremont, California, and Jennifer Underwood Johnson of Jacksonville, Florida.

Professor Allen teaches political philosophy, American government and jurisprudence at the Harvey Mudd College in Claremont and is a recent chairman of the United States Commission on Civil Rights, to which he was named as a member in 1987. In 1986, Prof. Allen was a candidate for the Republican nomination to the U.S. Senate from California. Earlier, he was an assistant professor of government at the American University in Washington, D.C., and he has also served as a visiting tutor at the Santa Fe campus in the Graduate Institute. Mr. Allen has spoken widely on Constitutional matters, and has published many scholarly articles, frequently on the *Federalist* papers.

Mrs. Johnson, a onetime student at the Boston Museum of Fine Arts, has been a strong supporter of the arts in Jacksonville. She has been a past board member of the Arts Assembly, which gave her an award for her outstanding contribution to the arts, and is a present member of the boards of the Jacksonville Art Museum, Greenscape, the Florida Theatre, and the Harbor Branch Foundation. She is a director of the River Branch Foundation, the South Branch Foundation, and the Jennifer U. Johnson Charitable Foundation. Mrs. Johnson is the mother of Jason Gregg, SF '86.

Gary Edwards gives keynote address

Chris Poindexter, luncheon speaker

Ethics and Business

Great Issues speakers stress obligations, risks

By DONNA BOETIG

In 1982 when Tylenol capsules tainted with cyanide were discovered in Chicago, the telephone lines to Johnson and Johnson's Chief Executive Officer Jim Burke were immediately jammed with incoming calls so no one could get through. Still — without a word from their boss — the company's employees around the world simultaneously began a $100,000 million recall of the product.

"They knew what they believed," said Gary Edwards, executive director of the Ethics Resource Center, a non-profit, Washington area based group that seeks to strengthen public trust in business, government and education by understanding how it is lost. Mr. Edwards was speaking to nearly 400 participants at St. John's College for "Ethics and Business," the third in St. John's College Great Issues forums, on November 4.

A year before the crisis, he continued, Johnson and Johnson managers worldwide spent 12 months in meetings updating the company's credo. The four paragraphs of belief made it clear that the company's first obligation was to the people who used their products.

"Ethics demanded from Johnson and Johnson a lot more than the law required," Mr. Edwards said. "It demanded a sense of obligation to others, not just to themselves."

In today's corporate environment of mergers and take-overs, people have to be aware of judgments "so they make the right decisions on the hard ones and have the courage to get the easy ones right when the pressure is on. Good people have acted unethically when they've believed the boss expected them to do whatever was necessary to get the job done."

What can be done to create a moral environment in companies? Company leaders can begin by setting realistic performance goals for the people who work for them, with appropriate incentive rewards, Mr. Edwards said.

Case in point: Five years ago in Flint, Michigan, a plant manager with rigid production control quotas to meet — goals that discounted employee absenteeism and equipment breakdowns — looked aside as parts passed down the assembly line. There'd be back-up systems if any parts were faulty, he reasoned. GM hadn't meant for it to happen. But, indeed, it created the atmosphere that prompted it, Mr. Edwards said. When the manager's transgressions were discovered, he was demoted and transferred out of Flint. It took him three years to work his way back up.

Along with setting realistic job performance goals, company leaders at every level of organization can set and live by clear standards of conduct applicable to everyday behavior. These standards that balance corporate values with business objectives must be communicated to the employees.

According to a 1980 survey by the Ethics Resource Center of the Fortune 500 companies and 150 of the top non-industrial companies, 73 percent have a written code of ethics. Over half of these were written post-Watergate.

Next, the companies have to monitor their employees' standard of conduct, and finally offer them a safety value. "No one likes or wants to be a whistleblower," Mr. Edwards says.

To meet this need, some companies, such as IBM, have "skip-level reporting" where employees occasionally report to their boss's supervisor, allowing them someone else to seek counsel from if they need it. Others, six percent of the major companies, have an ethics ombudsman to help employees with decisions. A vast majority of employees seek help for their own ethical quagmires, rather than reporting the eye-brow raising behavior of others.

Most important, companies must maintain an on-going commitment to ethics in the workplace. "Ethics is like quality: When you don't work on it, you lose it."

"Ethical behavior of any group has to start with management," reaffirmed Christian Poindexter, vice chairman of the Baltimore Gas and Electric Company, to guests at lunch in Iglehart Hall. The senior management must conduct itself with integrity, and must be perceived to do so, he said, emphasizing that "the fundamental gut issue is fairness."

Raising a number of issues under what he called "applied business ethics," Mr Poindexter prefaced each example with the question, "Who pays?"

Noting that Baltimore Gas and Electric believes in "stewardship," in giving something back to the community it serves, he said that the stockholders who pay for this, also benefit when the corporation contributes money,leadership, and employees' time to community projects, for a corporation, particularly a public utility, is "only as strong as the community it serves."

Taking up the issue of "acid rain," he pointed out that Congress is likely soon to require additional controls. "We think that the principle of the 'polluter pays,' is appropriate here," he said, "and should continue to apply." Other companies, "less careful" than his own, would like to establish a central fund to spread the cost among everyone, he said.

Should utilities be the only ones to pay for controls or should everyone who emits sulphur dioxide or nitrogen oxide be made to contribute? He answered his question: "Whoever is part of the problem ought to be part of the solution."

On the local level, rates are going to be increased as a result of installing additional environmental controls, he said. Should poor customers receive a subsidy to offset increases, he asked, and if so, who should pay for it, "our ratepayers, or all of Maryland taxpayers?"

The ethics of this matter and others, he declared, rests not in the final decision, but "in the process of balancing interests and responsibilities as equitably as possible."

The Great Issues series is sponsored by the Friends of St. John's under the presidency of Nancy Hammond. William Brill is chairman of the series itself.

Future programs will be Ethics and Medicine, spring, 1990; Ethics and Law, Fall, 1990; Ethics and Religion, Spring, 1991, and Ethics and Education, Fall, 1991.

This column, participants Nancy Jo Steele (top), Perkins Demaris, Inc., and Tutor George Doskow. Right Column, (beginning at top), Jerome J. Parks, of Jerome J. Parks Company; Arnold C. Gay of Arnold Gay Yacht Yard; Tutor Lawrence Berns; and Dan Sassi, ARINC.

Harvey and Harvey photographers

A transcript of Mr. Edwards' speech is available through the Advancement Office. Call 263-2371, ext. 230.

Ray Cave

(Continued from page 5)

news photography at weekly magazines." In addition, the magazine "was probably trying to cram too much information into too little space. I felt the quality of prose could be improved."

The magazine's appearance changed dramatically, as it began to use color photography prominently throughout. Other noteworthy things in those years included *Time*'s publication of the first exclusive interviews that Leonid Brezhnev and later Mikhail Gorbachev ever gave to American journalists.

Under his direction, *Time* won a number of awards, including the National Magazine Award for General Excellence in 1985. ADWEEK named Cave the "Hottest Editor of the Year" in 1983.

There were, of course, the meetings with people of influence from all over the world, including assorted presidents, prime ministers, and potentates.

For example, "We would always have all the presidential candidates in for a lunch or dinner during the primaries," recalls Cave. "I remember well how nervous Ronald Reagan was at a 1980 lunch in the board room in the Time-Life Building, where an intimidating portrait of Harry Luce stares down at the guests of honor. This was at the start of Reagan's national campaign. It had been reported often that Reagan was very naive about international affairs, and I had hoped that *Time*'s editors would ease him into such subjects with a gracious question or two that would make him comfortable and that he could handle with felicity. I'm sitting next to him and I notice he has this smile and this charm and everything, but underneath the table he is wringing his hands like this." Cave demonstrates. "Then the first question gets asked and it's a real zinger about the Middle East. Our editors hadn't felt there was any reason to fool around."

How did Mr. Reagan handle the question?

"Poorly."

On the telephone a few days later, Roger Rosenblatt, speaking from New York City, expressed pleasure at the chance to talk about Ray Cave, who had been his managing editor at *Time* for six of the eight years Rosenblatt was a senior writer there. (Rosenblatt, an essayist on the McNeil-Lehrer news hour, had, at the time of this conversation, only recently left his post as editor of *U.S. News and World Report*.)

"Ray Cave was certainly the finest editor I've ever seen, and one of the finest persons I've ever known," said Rosenblatt, adding that Cave was the best "writer's editor" imaginable. It was then *Time*'s custom to cover reporting and writing in two sectors, with the correspondents providing the material and the writers providing the prose, Rosenblatt explained.

While Cave is given primary credit for changing the magazine's look, Rosenblatt felt his editorial contribution was easily as important. "He was always encouraging, always probing — and maybe most important, he gave us our head."

Rosenblatt cited his own experience early on the job as a prime illustration. At that time, he suggested doing a story about children around the globe who had grown up only in an atmosphere of war, a story he proposed both to research and to write, taking three months to do so. He was a newcomer, his proposal ran counter to the magazine's custom, and there was no guarantee of success, as he well knew.

As Rosenblatt told it, Cave thought for a few moments and then said, "Do it," with those two words setting in motion profound changes in style and editorial policy. Months later, when the *Time* issue containing "Children of War," an essay of unprecedented length, was actually rolling off the presses in Asia, Rosenblatt had to request of Cave a 12th hour change in order to protect a child informant who might be imperilled. Rosenblatt remembered that Cave, faced with the prospect of a huge additional cost for an uncertain result, said once more, "Do it."

But today we are in Dimitri's, far from the corridors of power. With St. John's College just up the street, Cave turns the discussion to matters close at hand.

"I am an immense advocate of the St. John's program. There's no doubt in my mind that the education I got here — however much of it I got in the eyes of my tutors — enabled me to succeed at what I did in journalism. I think St. John's is uniquely valuable for journalists or indeed for anybody whose basic business is asking questions, evaluating the society in which we live, and trying to explain that society to its citizens.

"One of the most exciting words in the English language is 'curiosity,' and I think that above all the St. John's education incites curiosity. Once you get the habit of being curious, you never lose it. Writers and journalists must always be curious. It's what they do for a living. I also think St. John's impresses upon you at an age when you can still learn it, that you must always listen carefully to somebody else's point of view. Those hours of seminars make you understand that the other person just may be right. I've read that St. John's students can be a little arrogant at times, too proud of the program. Perhaps. But that only happens when they forget the real lessons of the great books and of a liberal education."

What is Cave doing now? He has his own media consulting business, he may well write a book about today's journalism, and perhaps one about Time Inc. He does not sound like a man in a rush.

"Running a news magazine was very hard," he comments. "I've been in high-level journalism for a lot of years, very intensely for the last 15. I wouldn't have missed a minute of it. But it has been physically and mentally fatiguing. I don't mind slowing down for a few days."

Yet old habits die hard. This is the week of the earthquake in California, and multiple images of the Marina fire and the broken bridge are on every television set. Ray Cave has been talking about television news and newsmagazines, insisting that television helps sell magazines because it "essentially whets readers' appetites."

Speaking now, his face takes on a look of abstraction. "I'd much rather have a cover story that TV has played big for days. That story will sell marvelously well. People want to read about things they have seen." His mind is on San Francisco.

He says, "I'd love to be editing *Time* this week."

Alumni East

(Continued from page 2)

"While his parents work," she writes, "Macky, the only blond haired blue-eyed child on the island, is turning into a most noble and delightful savage. If anyone is in the area, please come for a visit. When you get off the ferry, just ask for Macky."

David Woolwine joined the department of sociology at Hamilton College in Clinton, N.Y., on August 1.

Eva Brann on Curriculum *(Continued from page 4)*

that all books are almost totally conditioned by their authors' sex or race or social origin. But we continue to believe that a thinking human being can penetrate beyond these circumstances. At any rate, we find that works approached in this spirit open up to us and to our students.

That faith fits in with the fact that this college is — in certain aspects — a deeply democratic place. It is democratic in attempting to combine individualism of inquiry with community of endeavor, in encouraging a kind of do-it-yourself learning without recourse to professional expertise or authority, in providing for the sort of seminar discussion in which each member participates on an equal footing and the most diverse opinions get a respectful hearing. So it is precisely to protect this egalitarian spirit that we look for works which take hold of us all as human beings, which engage our feelings and our reason and are yet distant enough from topical turmoil to keep the discussion civil and thoughtful. One might say that we are compelled by our democratic format to keep the Program gender- and color- and issue-blind.

3. But that doesn't mean that we don't recognize the problems raised by these principles in practical application: We know that we must come to grips with the question how the female half of our student population or the increasing number of Asian and black students fare here, what they find that may speak to them specifically.

Here we do differ a good deal in our individual concerns. One underlying assumption for those who feel the problem — not all do — is that the life of individual human beings is so largely informed by their sex and their race and by past injustices done on those accounts that their education must pay attention to these facts. Others, while not denying the importance of being a woman or being non-white, worry about the dangers of fostering too resentful a sensitivity or too narrow a perspective of human affairs. It is an open question within the community which is sure to be much discussed in the immediate future. What we can say is that our books are not the worst background for deepening the conversation.

Another supposition, more directly relevant to the Program, is that works which are not written by or about or for certain groups, women, for example, have less to say to them. This is a tricky problem, particularly since students' receptivity depends in part on the attitudes that are encouraged. Yet there might well be some spontaneous recoil when, for instance, a young woman meets as the first hero in her reading here Homer's Achilles. She might indeed have trouble identifying with him, and she might see his fatal self-regard as a typically male flaw. But then, such a woman in her more martial moods might have no difficulty at all empathizing with his blazing fury. Or, again, she might decide that neither alienation nor empathy is the point, but human *sympathy*.

Similarly, it seems somehow evident that no man can write of a woman's lot from the inside. And yet, men have convincingly delineated female characters, from charmingly complex girls, like Homer's Nausikaa and Tolstoy's Natasha to royally terrific women like Aeschylus' Clytemnestra and Virgil's Dido. These grand portraits may be as illuminating even to a woman — or a man — as might be a tract by a woman on the condition of women.

It should be mentioned that there are in fact several great women novelists on the Program: Jane Austen, Virginia Woolf, and Flannery O'Connor. Some of them, read blind, would probably not be distinguishable as female. Others, Jane Austen for example, add the most digestible and salutary kind of diversity, diversity of experience. It would not do her proper honor to say that she brings a woman's views to the world at large; she claims rather to bring a human view to the small and largely female world to which she so expertly introduces us.

Nonetheless, it would be ostrich-like to deny that this particular time the program requires of some students something extra by way of stretching their imagination and widening their thinking. It requires of the men that they take female figures with all the high seriousness ancient and modern authors have accorded them. It requires of women that they raise to a human level texts not apparently written for them. The reward for that sort of effort has always been an added distinction.

1979

Jamelia Saied reports that after six years in Alaska, she has been busy for the past two years pursuing a master's degree at Cornell's School of Hotel Administration. She now has a new job as assistant vice president, management advisory services, of Super 8 Motels in Aberdeen, SD.

1982

Marco Acosta, who is beginning his final year of law school at the University of San Francisco, reports that Random House will reissue his late father's books, *The Autobiography of a Brown Buffalo* and *The Revolt of the Cockroach People*. Hunter Thompson has written the introduction, Marco an afterward. His father's letters, papers, files, important in the growing field of Chicano/Hispanic/ethnic literature, are now part of the permanent Oscar Zeta Acosta Collection at the library of the University of California at Santa Barbara in the Chicano Studies division. Negotiations are also in progress with major film companies for the rights to *Cockroach*.

1984

Mark Niedermier and **David Bucknell** are director and assistant director respectively of an admirable and thriving summer camp in Lyme, Connecticut, that serves Children's Storefront pupils, Harlem children victimized by poverty and crime. Children's Storefront, which serves grades one-8, was begun in 1966 and is privately supported, mainly by foundations. Located in one of the worst sections of New York City, it now includes several buildings, and provides its 100 pupils with small classes, comprehensive services, community involvement and a committed staff. Niedermeyer is a teacher at the school, as is the owner of the Lyme Farm, another teacher who has opened her property to the students for years.

1986

First Lt. Hal Williamson, USMC, received his wings as a Naval aviator in August and is now stationed at the Marine air base in Cherry Point, NC, where he will fly the AV-8B Harrier II.

Friends remember Ossorgin

By DONNA BOETIG

Speaking to more than 100 members of the college community assembled in the FSK Auditorium on Homecoming Saturday for the memorial service for Michael Ossorgin, the beloved Santa Fe and Annapolis tutor who died August 27, tutor Michael Littleton recalls their first meeting:

"I was sitting in the coffee shop and struck up a conversation with him, something about law. I probably said something that was unfortunately stated, or possibly frivolous. Whatever. I received a rebuke. I can't remember the words, but I'll never forget the look . . . If I thought there was something funny in my remark, he did not. It made me consider if there were more serious things to spend my time on."

Yet Michael Ossorgin, a man with a sense of sobriety, was also playful, childlike, wonderfully engaging.

Mr. Littleton continues: "Meeting with the Annapolis Instruction Committee we talked about everything, the Bible, Genesis. Michael was willing to let each person find his relationship to the story. Naturally, we found our way to discussing 'Shine On Harvest Moon.' To my imagination, he was playing the piano, taking the minimally interesting tune and isolating the appearance of the tri-tone and harmony and following the voice, leading the dissonant intervals down as the chords would move. On the same occasion, I see him belting out the chorus of Porgy and Bess 'Oh Lord, I'm On My Way.'"

Mr. Ossorgin was complex. Friends and colleagues groped for the anecdote that would typify his life and the influence he had. Stymied, they resorted to what Annapolis tutor Eva Brann describes as a "an umbrella of memories." From their words, and from their tears, emerge flashes of personality, images of a man who defies labels.

The physical description is easy. "A stocky frame, bluish eyes, a shock of silver gray hair, cheekbones and nose of which the best descriptive word is Russian," says Ms. Brann.

"People would sometimes tell one or the other of us that we were alike," recalls Tutor Emeritus Curtis Wilson. "Indeed, we both had white hair and blue eyes. But intellectually there was a deep difference," he says of his good friend. "Michael was contemplative, and I in my learning was acquisitive."

Mr. Ossorgin's intellectual prowess as a young tutor impressed Dean Jacob Klein so that when Brother Robert Smith asked to meet with some new tutors to discuss how they were adapting, Mr. Klein responded without hesitation: "See Ossorgin." It was the response of a Dean "whose spirits lifted when he found someone capable of doing the program as it should be done and who was depressed when others fell short." Years later when Mr. Ossorgin was told of the incident, rather than basking in the Dean's high praise of tapping him alone, he thought of those left aside. His attitude was: "There is a place for everyone (here) and no one is excluded."

A few years later, Brother Robert called upon Mr. Ossorgin to help him establish a program similar to St. John's in a larger college in California. When Mr. Ossorgin arrived he encountered an enthusiastic group of students and a divided faculty, following something known as "the program." He helped the two groups discover basic truths through conversation, the type in which the participants paid close attention to what others were saying. "When he left, the faculty began to cohere around an activity that was very important to their lives . . . Many are still at it 27 years later," Brother Robert says.

Mr. Ossorgin's tutorials were testimony to his gift for good conversation. Ms. Brann remembers his sophomore mathematics tutorial in Annapolis: "He was enticing, encouraging, and dignified. The tutorial would unroll with a clear purpose and in a reflective case. People would demonstrate long proposals and with a few words Michael would clarify the demonstration and make the proceedings significant."

Mr. Wilson adds: "Michael's kind of analysis in music, in other arts, and in philosophical discussion didn't depend on luck or perfervid research. It entailed patient thoughtfulness and attunement."

During the memorial service, a choir of St. John's students and tutors, directed by Annapolis tutor Peter Kalkavage, presented Bach chorales from "The Saint Matthew Passion," the "Babylon Psalm," in its Russian version, and "Everlasting Memory."

The diversity of the musical strains typified his life. In addition to being a tutor, Mr. Ossorgin had been a World War II prisoner in Germany, a Russian Orthodox priest, a conductor of a choir of Indian and native children in Sitka, a translator of the liturgical music of Tchaikovsky, Rachmaninoff, and Rimski-Korsakov, and a retiree devoted to making the Russian liturgical music, banned from the Soviet Union, available to the West.

He was also a husband to Penny, a father to three children, and a friend to very many, including Mr. Wilson.

"I was drawn to him . . . our rapport was immediate and unfathomable . . . He was always interested in people, sympathetic if they were troubled, appreciative of their qualities and efforts."

"He transformed the lives of others on a grand scale," Dr. Peter Hamill, an Annapolis physician, praises his creativity, intelligence, intuitiveness and imagination, along with his profound sense of adventure.

Tutor Laurence Berns tells several anecdotes to illustrate his praise for Mr. Ossorgin as a teacher. At one time, Mr. Berns sat in on a preceptorial on Dostoevski, presided over by Mr. Ossorgin. It was composed of shy and silent students. Mr. Ossorgin reluctantly took over discussion of the Russian author in a series of brief lectures. Mr. Berns praises "the clarity, depth and thoroughness of the impromptu lectures which were the most interesting commentary on Dostoevski I've every heard."

In the summer of 1966, Mr. Berns remembers, he had the task of selecting the literature and poetry segment for the Graduate Institute in Santa Fe. He came up with a "smorgasbord" of literary selections which he presented to Mr. Ossorgin for comment.

Several days later, Mr. Ossorgin invited him to lunch without explaining why and in a memorable session he proposed an alternative curriculum based principally on the *Iliad* and the *Odyssey*, suggesting persuasively to Mr. Berns that all human life could be understood in terms of the two epics.

Ever since, Mr. Berns says, the study of the *Iliad* and the *Odyssey* has been the core of the very successful literary section of the Graduate Institute program.

In August, Mr. Ossorgin's daughter wrote to the Wilsons saying that her father, knowing that he had weeks, or days to live, would spend them not dying, but living.

Mrs. Simon Kaplan praises Mr. Ossorgin's "inner wisdom for life and death," concluding with two Russian words meaning: "Eternal memory, eternal memory."

Duodu-Bonsu in summer program

Collins Duodu-Bonsu, a liberal arts major selected by St. John's College, has completed study as a University of Chicago Business Fellow. Duodu-Bonsu had been the recipient of a full-tuition scholarship to the program.

The CBF program, sponsored by the University's Graduate School of Business, enables outstanding juniors from select liberal arts colleges and universities to earn credit towards the School's MBA degree during the summer.

"Our purpose is to give students who are pursuing the liberal arts and social sciences an opportunity to see what the study and practice of business is all about," says Kevin Martin, dean of students at the GSB.

Martin notes that fellows enter the mainstream of MBA activity, competing successfully with students who participate in the regular MBA program.

In addition, they attend weekly management seminars with business leaders and career-planning professionals who discuss both issues facing the business world and careers in business. Students also visit corporations where they learn how American companies function in a world economy.

OBITUARIES

Blair Kinsman: authority on ocean waves

Blair Kinsman, an internationally recognized authority on ocean surface waves, who taught at the Annapolis campus from 1947-51, died of cancer November 2 at his home in Riva, MD.

Mr. Kinsman received his bachelor's degree from the University of Chicago and his master's and doctoral degrees in oceanography from the Johns Hopkins University.

After several years of teaching at preparatory schools, and the teaching years at St. John's, he accepted in 1951 a position as research assistant at the Chesapeake Bay Institute of Johns Hopkins, where he remained in various capacities for 20 years. Later he was professor of oceanography at the University of Delaware and coordinator of The Rhode River Program at the Smithsonian Institutions' Chesapeake Bay Center for Environmental Studies.

He held visiting professorships at the Naval Academy, the Universidad Nacional Autonoma de Mexico in Mexico City, and the Marine Sciences Research Center at the State University of New York at Stony Brook.

He is survived by his wife, Dorothy Lewis Kinsman, who worked in the Information Services office at the Annapolis campus for four years until 1988, and a daughter, Elizabeth Blair Kinsman. A memorial service was to be held November 25. Memorial contributions may be made to the Hospice of Anne Arundel Medical Center, Franklin and Cathedral Sts., Annapolis, MD 21401.

Henry Wegner: kennel owner

Henry F. Wegner, 85, A '26, died on July 1 after a brief illness. For many years, Mr. Wegner and his wife Barbara Fout Wegner owned and operated a dog-breeding and boarding kennel in Carroll County. Mr. Wegner was an avid golfer and a devoted alumnus of the College.

After his wife died in 1973, Mr. Wegner retired from his business. He is survived by his niece Ellen Wegner, as well as by his niece-in-law Mrs. Williard C. Osbourn, several great-nieces and a great-nephew.

Eric Selfridge: graduate student

Eric Selfridge, SF '85, died of lymphoma on September 1, 1988, in Redwood City, CA., at the age of 23. Eric, who had married classmate Lora Keenan in February of that year, was enrolled on a fellowship for the 1988-89 school year in a joint JD/MBA program at the University of California in Berkeley. Those who wish to contact Lora Keenan-Selfridge may do so care of Robert McClees, SF '86, assistant director of student activities at Santa Fe. Contributions in Eric's name may be made to the American Cancer Society.

Charles Zimmerman: former Board member

Charles R. Zimmerman, A '29, a former member of the Board of Visitors and Governors, died in Sarasota, Florida, on August 7 at the age of 83.

Born in Baltimore, he attended Severn School in Severna Park before coming to St. John's. He was manager of Standard Pipe Sales and director of the Houston Natural Gas Corp. Mr. Zimmerman served on the Board of the College for two terms, from 1958 to 1962.

In Sarasota, Mr. Zimmerman was a member of the Bird Key Yacht Club and the Mission Valley Golf and Country Club.

He and his wife established for the College the Charles R. and Nancy Zimmerman '28 Alumni Endowment. Mrs. Zimmerman died in 1981.

Survivors include several nieces, nephews, and cousins.

Holiday fete in Great Hall

"'Tis the Season," a festive holiday gathering, will be held in the stately and gracious Great Hall of the restored McDowell Hall, once a colonial governor's mansion, on Saturday, December 16.

A medley of holiday activities has been planned by a committee chaired by Mary Joy Belknap of the Friends of St. John's. The afternoon of tours, music and carolling, holiday readings and refreshments will continue from 10 a.m. to 6 p.m. There will be a charge of $2 per person for visitors.

Annapolis citizens and members of the college community will be presenting readings appropriate to the season as follows: Keren Dement at 11 a.m., Tutor Emeritus Hugh McGrath at one p.m., the Rev. Pierce Middleton at 3 p.m., and Steven Newsome at 5 p.m.

Tutor Michael Littleton will play carols and other holiday music on the piano from 11:30 to 12:30 a.m., while children of the Angus Violin Studio of Crownsville will perform at 2 p.m. and the Newe Renaissance Voyces at 3:30 p.m.

Mrs. Belknap will be assisted by members of the Friends and of the Caritas Society, of which she is president. Committee members are Anna E. Greenberg, Margot Hamill, Cora Mason, Maryanne Spencer, Martha Breed, and Leonie Gately.

John McDowell, first SJC president

John McDowell, first president of St. John's College, for whom 200-year old McDowell Hall is named, was born of Scots-Irish parents in 1750 in Pennsylvania frontier territory, and as a child lived intermittently within a stockade for protection from rampaging Indians. Twice the family's log house was burned to the ground by Indians during outbreaks of the French and Indian Wars.

This and other facts may be found in an essay entitled "John McDowell, Federalist: President of St. John's College," by Charlotte Fletcher, retired St. John's librarian, which appears in the Fall 1989 issue of the *Maryland Historical Magazine*.

The second of 12 children of John and Mary Maxwell McDowell, John McDowell grew up on a farm in Cumberland County, Pennsylvania. From ages five to 12, he lived with his family at times within a stockade around a Presbyterian meeting place called White Church.

"Reading and lessons learned in church, field and crossroads rounded out McDowell's education," writes Miss Fletcher. He also learned from working in the fields, for "surveying was a school in mathematics for many colonial youths." He learned principles of economics in the township of Marks, where farmers, millers and hunters, who lived in a subsistence economy without money, bartered their grain, flour and skins for manufactured goods.

McDowell's former teacher John King, pastor of White Church, encouraged McDowell to enter the College of Philadelphia, assured the college authorities of the young man's competence, and helped with arrangements for McDowell to tutor other students in exchange for tuition and board. When the young man entered the college in 1768, he was the first from the frontier to be admitted.

After the Revolutionary War, in which McDowell served as a private until he became ill, he was invited to read law and prepare for the bar in Cambridge, Maryland, where he also conducted a school, and later established a lucrative law practice and made many friends.

In the meantime, the King William's School and the newly chartered St. John's College had merged in Annapolis, and in the spring of 1789, the trustees of the college had resources enough to appoint two professors and to open the college, while they searched in England for a distinguished Anglican clergyman to name college president. McDowell was offered the professorship of mathematics. One of the inducements to come to Annapolis McDowell cites in a letter to his father is the satisfaction of being near his friends, a group of influential young Maryland Federalists, most of whom later held high position in the state and nation.

One year later, McDowell, a dark horse among the candidates, was named first president of the college. For a decade the college flourished, Miss Fletcher writes, enrolling students from all over Maryland and many from out of state. In 1791, George Washington visited the campus. Nevertheless, the House of Delegates voted to withdraw all appropriations from Maryland's two colleges in 1793 (the other was Washington College), which legislators said educated the sons of the rich at the expense of the less well-to-do. Until 1806 the Senate was able to block successive attempts of this sort by the House, but in that year, the full Assembly voted to withdraw all college funds and McDowell resigned the presidency to become third provost of the University of Pennsylvania. Plagued by ill health, he resigned as provost in 1810.

In 1812, the St. John's trustees, encouraged by new appropriations, invited McDowell to return as president of the college, an invitation he accepted when it was offered again in 1815. These were times of discouragement, which caused McDowell to write: "I always considered the revival of St. John's from its miserable ruins, as an experiment, the success of which was very doubtful." The assembly had done nothing for the college, but even the citizens and trustees, "who are so deeply interested in the success of the College, have been very deficient in their exertions to promote it." Both McDowell and the college languished, and in 1817 the board in despair tentatively closed the college. McDowell died on December 22, 1820.

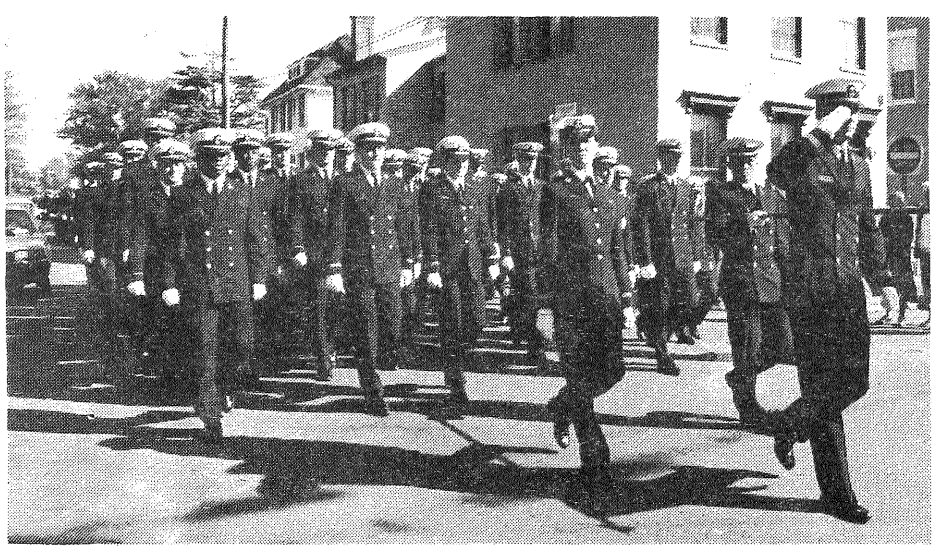
The college had reopened in 1818, and its graduates had come to its aid. By the end of the 1820's, Francis Scott Key and Robert H. Goldsborough had organized an effective alumni society. "In his day," writes Miss Fletcher in conclusion, "McDowell, the Federalist, was a pundit to many and a scholar of national stature. He was a student of the liberal arts and of public affairs until his death."

For the tercentenary celebration of the founding of Anne Arundel County in 1948, Miss Fletcher's aunt lent the college a series of McDowell letters to display in the Great Hall. Miss Fletcher's interest in these letters triggered her long research project into early college history.

One arresting detail led to another, and, she remembers, "I realized I had to cut the thing down into pieces." Between the beginning of the search and the publication of her latest article, four other papers about the early days intervened, as she followed clues that took her from the Maryland Historical Society, to the University of Pennsylvania archives, to the Library of Congress.

The first was "1784: the Year St. John's College was named," published in 1974 in the *Maryland Historical Magazine* as were three subsequent articles: "King William's School and the College of William and Mary" (1983), "King William's School Plans to Become a College" (1985), and "King Williams' School Survives the Revolution" (1986).

McDowell's first term was a signal time in the College's fortunes, and the man who presided over them is being honored in a new age both through the building that bears his name and through such researches as the recent essay. "The first 15 years of the College's history were the Golden Years," says Miss Fletcher.



Good neighbors from across the street give an honor salute, the first ever, to 200-year-old McDowell Hall on the occasion of its re-dedication.

Harvey photo

McDowell book by Christensen

Last year when the Campus Planning Committee was discussing the restoration of McDowell Hall, John Christensen, Director of Admissions at Annapolis, discovered that although he and other members had a general idea of the long history of the campus landmark, they still tended to think of it as the old hall, one of two classroom buildings, which also housed academic offices and a coffee shop. As the meetings progressed, and Mr. Christensen continued to discuss the restoration with the project's architect Charles Bohl, he came to appreciate the building's architectural elements and the modifications made during the years.

"The more we talked about what we hoped to preserve and gain in the renovation, the more we became intrigued by how McDowell had been shaped and used in the past," Mr. Christensen recalls. "We thought what we learned should be recorded and shared with others. So I decided to undertake the project."

Published this fall by the St. John's College Press, *McDowell Hall at St. John's College in Annapolis 1742-1989* is a 70-page narrative account of McDowell's history that includes documentary record, written and graphic, to appeal to the general reader. The high gloss text is illustrated with numerous historic photos and drawings. It is the only overview of the building's entire history.

"My intention was not to produce an exhaustive architectural analysis of McDowell Hall, but instead to tell the story of a building that began as a governor's mansion almost 250 years ago and was first occupied nearly a century later by St. John's College," he says.

An architectural history buff for years, Mr. Christensen soon realized that to tell McDowell's story he would have to first dig for what information was available and then wait patiently, until McDowell herself, like a grand dame warming to a visitor, was ready to reveal her past, slowly and selectively. Last spring, as one wall then another was removed, evidence was provided to determine the original floor plan.

Mr. Christensen began the time-consuming task of hunting through the files in the Maryland State Archives, searching for the earliest depictions of the building. He located several. Other historic photos and prints were secured from the College yearbooks and other records, as well as from a collection by the Annapolis architects Weller, Fishback, and Bohl.

With the visual and written evidence in hand, Mr. Christensen spent endless hours with Mr. Bohl examining the early descriptions and photographs of McDowell, and comparing them with the structural evidence of the building as the restoration continued.

"Without Mr. Bohl's expertise and guidance, I could not have written the account of McDowell's first and second construction phases in the 18th century, nor that of the building's reconstruction following the 1909 fire that nearly destroyed it," he says.

With his first book completed, Mr. Christensen says he's accomplished what he set out to, and has no intention of beginning another now.

McDowell Hall At St. John's College 1742-1989 is available through the St. John's College book store for $24.99 hardcover and $17.99 in paperback.