

# THE College

SPRING 2003

ST. JOHN'S COLLEGE • ANNAPOLIS • SANTA FE



*Montaigne*

ON THE EDUCATION  
OF CHILDREN

*"Good God, how I would hate to be thought a pretty fellow with my pen, but an ass at everything else!"*

Michel de Montaigne's essays provide rich insight into 16th century life in Europe. His reports on the civil wars of France, the terror of the plague, and the wonder of new discoveries are engaging firsthand accounts of life in the Renaissance. His keen observations of daily life—education, child-rearing, marriage, and money management—still ring with good sense. There is also the sheer delight of listening to someone who loves to talk and has interesting things to say. "If you like my essays," Montaigne told Henri III, "you must like me, for my book and I are one."

Michel Eyquem de Montaigne was born in 1533, the eldest son and heir of Pierre Eyquem. The family money had been made generations before in the trade of herring. A fourth-generation gentleman, Montaigne dropped his original surname and assumed the more elegant name of the family estate. His father, who guided Michel's education so conscientiously by dictating only Latin be spoken to him in childhood, purchased a magistrate's seat for his son to assume at the age of 21. With his charm and his connections, Montaigne could have pursued a political career had he more ambition and energy. Instead, when his father's death left him wealthy enough to leave business and politics behind, Montaigne sold his magistrate's post, retired to the third-story tower of his country estate, and took up his pen.

He was very frank in his assessment of himself and his vices. He was bald and short. He had a "quick and firm" walk, a "loud and strong voice," and was "slow and late at everything." He claimed no great talent for anything but the ability to write about what he observed: "I look upon myself as ordinary in every respect, except in the fact that I look upon myself as ordinary."

Montaigne's retreat was not absolute. He served two terms as the mayor of Bordeaux, traveled extensively, and played a role in negotiations between Henri III and Henri Navarre. He suffered greatly from kidney stones and died of the ailments that plagued his later years on September 15, 1592.

Montaigne's essay on education is a favorite of St. John's in part because his words resonate with the philosophy of the Program. He defined education as a self-guided process that didn't involve memorizing facts or repeating the opinions of others. He believed true education allowed a man to choose for himself what is right. The ultimate goal of education, he wrote, was to prepare a man to do some good as a citizen of the world: "This vast world—which some men now think is but one among many of its kind—is the mirror in which we must look in order to know ourselves in our true scale. And this world, in short, is the book my young scholar must study."

—RH



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# THE College

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THE MAGAZINE FOR ALUMNI OF ST. JOHN'S COLLEGE

ANNAPOLIS • SANTA FE

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## ANNAPOLIS SELF-STUDY: A PROBING LOOK IN THE MIRROR

The self-study that preceded the Annapolis 2003 accreditation review by the Middle States Commission on Higher Education and the American Academy for Liberal Education (AALE) was an exhaustive 18-month process that yielded a report entitled *Liberal Education in a Community of Learning*. The document embraces questions, observations, and recommendations on everything from Hegel's place in the senior seminar to how to discourage students from smoking.

Completed early in the spring, the report touched on almost every aspect of college life and involved all faculty, many staff members, and nearly every campus office. Students, associates, staff, and board members also were involved.

While the joint visit from Middle States and the AALE isn't scheduled until November, the process that precedes it is perhaps the most valuable—and in some ways painful—aspect of accreditation. It requires the college community to take a probing look in the mirror and acknowledge flaws as well as assets.

Middle States defines accreditation as “a means of self-regulation and peer review adopted by the educational community...intended to strengthen and sustain the quality and integrity of higher education, making it worthy of public confidence.”

In Annapolis, the responsibilities of accreditation were taken very seriously, says tutor Peter Kalkavage, who has devoted hundreds of hours to accreditation over the past year. Kalkavage chaired the steering committee, whose members are tutors Marilyn Higuera and Joe Macfarland, Assistant Dean Judy Seeger, Graduate Institute Director Bill Pastille, Dean Harvey Flaumenhaft, Treasurer



TUTOR PETER KALKAVAGE CHAIRED THE SELF-STUDY COMMITTEE.

Bud Billups, and President Christopher Nelson. Dozens of subcommittees met to analyze and discuss the major areas of the self-study. “Accreditation and self-study are labor-intensive and time-consuming,” says Kalkavage. “We have gone into it in the spirit of hoping to learn from the experience and by telling the truth about ourselves, come up with a report that will be useful both for the purposes of formal review and for the education of our college community.”

Middle States is the regional accrediting body for the Annapolis campus. Santa Fe is accredited by the North Central Association Commission on Accreditation and School Improvement.

Middle States reviews the college every 10 years. After the self-study is complete, the report is sent to the accreditation team, which will spend three days on campus this November visiting classes and interviewing faculty, students, and college officers.

The inclusion of AALE in accreditation is new this year. Based in Washington, AALE is a national association that accredits institutions offering

quality general education programs in the liberal arts that meet its stringent educational, administrative, and financial criteria. The AALE is the only accrediting agency that focuses exclusively on the quality of undergraduate liberal arts and general education curricula. “We trust AALE to have good judgment about liberal arts colleges in general and St. John's in particular,” says Kalkavage. “They have known about us for many years and understand our goals and habits.”

Membership is small: so far only Baylor University, the James Madison College of Michigan State, the University of Dallas, Thomas Aquinas College, and Thomas More College of Liberal Arts have met the standards.

Middle States accreditation renders the college eligible for state and federal grants, provides a measure of proof that the college meets standards of quality education, and gives St. John's the opportunity to see how outsiders view the college. But at the same time, submitting the college to outside review is fraught with difficulties: the college's unique approach to education—no grades, no formal tests beyond the freshman music quiz and algebra exam, no electives, no endowed chairs, no academic hierarchy—can be difficult to explain. “It is very important for the college to guard its radical educational mission, its devotion to genuine learning,” explains Kalkavage.

“We urge our students to be responsible for their opinions by giving reasons for them and being open to critical examina-

tion. The whole—at times, tedious—process of accreditation is an opportunity for the college as a whole to do something similar: to give itself a keen, critical looking over; to take pains in presenting its self-review in a formal way; and to submit ourselves to the scrutiny of outside reviewers, who, we hope, are able to understand who we are and why we are not like other schools.”

In no way does the self-study reflect a perfect institution, he says. “What we aspire to as a community of learning is both stunning and formidable, and the extent to which we succeed in being a community of learners is truly remarkable,” Kalkavage says.

Ultimately, accreditation leads to a stronger institution, says Dean Flaumenhaft. The process of self-study “forces us to articulate what it means to be a community of learning: what it requires, the ways in which we need to improve ourselves to live up to our aspirations. We can't just mutter a few slogans. We have to try to say exactly what we mean.” ♦



JO ANN MATTSON

# COMMUNITY BUILDING IN SANTA FE

BY MICHAEL DiMEZZA (SF98, EC99)

The recently completed greenhouse in Santa Fe is a forceful argument against contemporary building construction. Typically, a few people with powerful tools and foreign materials construct new buildings, an aggressive approach that produces quick results. But consider just one piece of pressure-treated lumber. Not only are carcinogenic agents applied to it to

*[The  
greenhouse/  
radiate[s]  
like a  
well-arranged  
fire that draws  
deeply, burns  
brilliantly,  
and calls  
people to it.*

ensure its longevity, but it also represents a significant expense of petroleum in the course of its harvest, transport, milling, delivery, and installation. These steps accelerate production at the cost of future health and energy problems. There is an alternative: community building.

The new greenhouse represents three years of cooperation between visionary students, the Buildings and Grounds office, and college



THE SANTA FE GREENHOUSE TEAM: JOSH PAVERUD (SFG103), PAT McCUE (SFG182, EC97), ZEPHYR RENNER (SFO3)(KNEELING), ZUSHA ELINSON (SFO3)(STANDING), MATT ARONOFF (SFO3)(KNEELING), MICHAEL DiMEZZA (SF98, EC99)(KNEELING)

administration. Its construction was not a matter of plans or materials, but of people willing to heft 30-pound bricks or tolerate frigid Saturday and Sunday mornings. Community labor and a mere \$4,000 produced this thermally intelligent, non-toxic and flat-out beautiful building. Our earthen walls, locally harvested timber, and recycled plate glass and lumber radiate like a well-arranged fire that draws deeply, burns brilliantly, and calls people to it.

Without all the Buildings and Grounds work-study students and volunteers who gave their time and effort, this project would have remained a concept. Matt Aronoff, Zephyr Renner, Zusha Elinson, and Josh Paverud, all of this year's graduating class, deserve special recognition. We laid the foundation with some of these students when they were freshmen; it's fitting that we have completed it together in their final year. Also, St. John's has

been fortunate to have the talent of Pat McCue, the college's head gardener, and David Perrigo, our architect and friend. Their architecture and landscaping visions of a living campus are directly responsible for its present beauty. The class of 2000, Student Polity, and the Graduate Student Council generously provided funding for raw materials.

The greenhouse went up behind the Fine Arts Building, a perfect site for a building designed to work with the sun's radiant cycles. Its footprint is a familiar rectangle roughly 14' x 23'. The pitched roof has three large skylights. Seven floor-to-ceiling windows span 19 feet of its façade and allow direct winter sunlight to warm the growing area. The three other sides are adobe brick with doors on the east and west and a window on the north. At spring equinox the sun tracks a higher course in the sky and

the eaves partially shade its rays. By summer, only indirect light will enter, leaving the adobe's thermal mass to keep the building cool. Passive solar structures such as this harvest the sun's mild, direct radiation for cool-season heat and use thermal inertia for warm-season cooling.

We hope this project can offer a fundamental lesson: All ecosystems, especially this desert ecosystem, though rich, are fragile. When our designs function in concert with these ecosystems, buildings like this greenhouse can provide food, shelter, beauty, and community, effortlessly, for years to come. ♣

*Michael DiMezza was project manager on the St. John's College greenhouse construction. He works as a gardener and ecological designer for the college.*

## HIGH AND DRY IN SANTA FE

BY PAT McCUE (SFGI83)

The drought in and around Santa Fe has been severe for the last few years. Although at various times the surrounding forest has been extremely dry and dangerously vulnerable to wildfires, we have not seen the massive die-off of trees that is plaguing the lowlands. Because we're closer to the mountains, we're a little wetter.

It has occurred to me that the concept of drought is anthropomorphic. Apparently, dry periods are typical of this region and the last 30 years have been comparatively wet. I have asked some of the residents if they remember the drought of the 1950s. I was told that although it was very dry, there was still plenty of water because there were fewer people in need of it. Also, their need was so much less in comparison with today's requirements. As for the dying trees, a local permaculturist told me that the forest is being

stressed because the many new wells that have been drilled have lowered the water table. So "the drought" would seem to be largely a function of population growth, and therefore we can look forward to a permanent scarcity of water even if the annual rainfall returns to its previous level.

I came to St. John's after having worked for many years for Plants of the Southwest, an organization that specializes in native landscapes and holds a strong sense of mission regarding the fragility of our environment and the importance of conserving water. It was evident that the growing water shortage was inevitable, so from the outset I initiated gardening practices aimed at lessening our dependence on irrigation. The key is encouraging the formation of a deep layer of topsoil that will act like a sponge in holding whatever water does fall. Without this measure, the degraded landscapes of the West simply

shed the majority of rainfall from their bare crusts. We have used three main strategies to do this:

First, we cover bare ground with organic matter. By composting kitchen garbage, manure, and garden waste, all of which are in large supply, each year we produce an impressive amount of rich organic matter to spread on the grounds. We also mulch whatever branches we come across and this material is also spread. In conjunction with this practice, we have been continuously planting native trees and shrubs that are able to survive more readily in this environment, among them, piñon and ponderosa pine, black locust, Russian olive trees, and Rocky Mountain junipers. These plants' roots play a critical, subsurface role in the development of healthy soil. Finally, we harvest water by putting basins around the trees and bushes and by building berms where water is running. Obstructing the water gives it time to sink into the ground and nurture the life in the soil.

*These simple procedures have changed the environment of the campus.*

PAT McCUE

While we may have little influence over how much rain falls, these simple procedures—the very same processes at work in our forests—have significantly changed the environment of the campus. The diversity of plant and animal life has greatly increased. Much of what we have planted provides food for the birds (robins, house finches, common bush tits, and scrubjays) and the insects, which attract larger animals such as rabbits and squirrels. Rachel Balkcom (SFGI00) donated several birdhouses built by the students in her class at Santa Fe Prep. Since coming here, I have instituted a policy of not mowing many of the areas that were previously cut whenever they became shaggy. This has allowed wildflowers and grasses to mature and spread their seeds throughout the campus, providing for periodic displays of seasonal wildflowers. The result is a landscape that may not please those accustomed to the more traditional landscapes. But the Santa Fe campus is beautiful in the way that untrammelled nature is beautiful and is preeminently sensible where water is so precious. ❖

*Pat McCue is head gardener on the Santa Fe Campus.*

## SNOW BOUND IN ANNAPOLIS



IN ANNAPOLIS, THE PRESIDENTS DAY STORM CANCELED CLASSES FOR TWO DAYS. BUILDINGS AND GROUNDS STAFF WORKED LONG HOURS TO CLEAR TWO FEET OF SNOW FROM PARKING LOTS, WALKWAYS, AND ROOFTOPS. THE STORM ALSO WREAKED HAVOC WITH THE SENIOR ORAL SCHEDULE AND RIPPED NEW GUTTERS OFF IGLEHART HALL. THE GOOD NEWS: WATER RESTRICTIONS HAVE BEEN LIFTED IN THE STATE, AND THE DROUGHT DECLARED OVER.



## OXFORD BOUND

### *Annapolis Graduate Plans International Career*

The night before his November interview for the Marshall Scholarship, Annapolis senior Aaron MacLean (A03) was calm, mentally ready, and carefully prepped by tutors who conducted several practice interviews with him.

At 4 a.m., his tranquility vanished. MacLean woke up terrified. He managed to drive himself through a pouring rain to his interview at the British Embassy in Washington, arrived an hour early, and waited in the car until his interview time. But when he couldn't find the front door of the embassy, the panic rose again—and he was getting wet.

After that, it was easy. MacLean enjoyed the interview and the committee seemed impressed by him. One question MacLean tackled with zeal touched on Theodore Kaczynski, the Unibomber, and his studies at Harvard. The moral principle Kaczynski had come across more than any other was to pursue freedom at all costs, the interviewer explained, adding that some suggested Harvard could be sued for contributing to the Unibomber's acts.

"Do you think Harvard should be brought before the courts for this?" MacLean was asked.

In typical Johnnie fashion, MacLean responded that first one would have to define freedom and discussed how hard it is to understand what being

free means. He brought up Plato's *Republic* in his thoughtful answer, which ultimately let Harvard off the hook.

Along with rich perspective gleaned from reading great books and keen observation of the modern world, MacLean remembered his mock interviewers' instructions to sit up straight, not talk so fast, and curb his "ums."

Within a few days, he received the phone call he hoped for: He was selected as one of 40 Marshall Scholars, talented young Americans viewed as potential "leaders, opinion-formers and decision-makers" in the U.S. The scholarship program was established to foster "an understanding and appreciation of British values and the British way of life" and to strengthen ties between the people of both nations. In

the fall, MacLean begins studies for a master's in Medieval Arabic Thought at Oxford University.

MacLean was interested in the Arab world, foreign affairs, and dialogue between cultures before the terrorist attacks of September 11. He had studied Arabic in Egypt one summer and at Middlebury College the next. The attacks, coming right after his summer in Cairo, strengthened his resolve to pursue a career in international relations. The knowledge he will pursue in his graduate studies is more urgently needed in the world, he says.

"It is my belief that the danger the West now faces from Islamic terrorism is made vastly greater by a deep and abiding ignorance on its part about the civilization of the Middle East," he wrote in his application. "Further-

more, it is clear that these foundations cannot merely be divined by perusal of the newspapers. Studies of the contemporary situation must be supported by thorough knowledge of the thousand-plus years of history that led up to it, knowledge that can only be attained with study of the languages involved, and of the founding texts written in those languages."

MacLean, of Burke, Va., says his parents' work influenced his choice of public service. His father, Angus, who died in 2001, followed an Army career with many years as chief of the Washington, D.C. Metro Transit Police. His mother, Sally, who worked in civil service in Vietnam and later for the FBI, is an assistant principal in an elementary school in Northern Virginia. ✱

DAVID TROZZO



AARON MACLEAN HEADS TO OXFORD THIS FALL TO PREPARE FOR A CAREER IN INTERNATIONAL RELATIONS.

## GREAT BOOKS GETAWAY: SUMMER CLASSICS 2003

Combine a high desert setting, a city rich in cultural offerings including one of the country's finest operas, and the chance to study great works by Plato, Tolstoy, and Flannery O'Connor (among others), and you get a vacation opportunity unlike any other. Each year, Summer Classics draws several hundred people who prefer to use their leisure time expanding the mind and edifying the soul,

engaging in thoughtful conversations of great books, and enjoying Santa Fe.

Participants choose one seminar per morning or afternoon each week for one to three weeks. Seminars of up to 17 are led by two members of the St. John's College faculty, guests from other institutions, and alumni. Call 505-984-6104 or e-mail [classics@sjcsf.edu](mailto:classics@sjcsf.edu). ✱



TUTOR MICHAEL BYBEE (RIGHT) LEADS A SEMINAR.

### *This year's line-up of seminars and tutors:*

#### WEEK 1, JULY 13-18

##### **Morning Session:**

Hanna Arendt: *The Human Condition*, Michael Golluber and Jay Smith

Ralph Waldo Emerson: *Essays*, John Cornell and Richard McCombs

Physics Before the Footlights—Five Plays, Robert Richardson and Gino Thomas

##### **Afternoon Session:**

Galileo: *Dialogue Concerning the Two Chief World Systems*, Mark Rollins and Caleb Thompson

Flannery O'Connor: short stories, Jan Arsenaul and Elizabeth Engel

Tolstoy: short stories, James Carey and David Starr

##### *All-participant seminar:*

Francis Bacon: "Of Truth," "Of Friendship," and "Of Studies"

#### WEEK 2, JULY 20-25

##### **Morning Session:**

Strauss: Opera, William Fulton and Timothy Miller

George Eliot: *Middlemarch*, Eva Brann and Janet Dougherty

Henry James: *The Ambassadors*, Victoria Mora and Peter Pesic

##### **Afternoon Session:**

Nietzsche: *Beyond Good and Evil*, Victoria Mora and Kent Taylor

Charles Saunders Pierce: Various works, Michael Bybee and David Carl

Shakespeare's sonnets, William Alba and Krishnan Venkatesh

##### *All-participant seminar:*

Isak Dinesen: "Sorrow-Acre"

#### WEEK 3, JULY 27-AUGUST 1

##### **Morning Session:**

Mozart and Offenbach: Opera, William Fulton and Robert Glick

Plato: Five short dialogues, James Carey and Frank Pagano

Shakespeare: *Henry V*, Judith Adam and Warren Winiarski (A52)

##### **Afternoon Session:**

Archimedes, James Forkin and Brendon Lasell

The Upanishads, Patricia Greer and Claudia Honeywell

Selected works of classic French drama, Michael Bybee and David Carr

##### *All-participant seminar:*

Joseph Conrad: *The Secret Sharer*



## ART DECO IN DENMARK

BY BETH SCHULMAN

This spring, The King William Players in Annapolis gave a fresh spin to Shakespeare's *Hamlet* by setting it during Prohibition, adding a jazzy musical score, crafting an Art Deco set, and outfitting Ophelia and the court to look like characters from the cast of *Chicago*.

The production was directed by sophomore Tobin Herringshaw, a graduate of the American

*All the members of the court of Denmark wore shades of red, evoking blood and passion.*

Musical and Dramatic Academy in Manhattan. His roommate, Tom Jacobs, composed a score for piano, which he played backstage during performances. "Tobin and I agreed that American nightlife following the Volstead Act was the embodiment of a glossy exterior covering a rotten interior that Hamlet viewed with such disdain in the Danish court," says Jacobs, also a sophomore. "Also," he said, "the women looked great then."

Costume designer Megan Graff (Ao2), last year's theater archon, was responsible for outfitting the cast of 19, many of whom had multiple roles. She dressed the audience for the play-within-a-play in

evening clothes, creating some herself and borrowing several from the Signature Theatre in Arlington, Va. (where she is currently an intern), and some from the Annapolis Opera. Day clothes were principally composed of 1920s-style suits and trench coats for the men and sleek dresses for the women. All the members of the court of Denmark wore shades of red (the color of the Danish flag), evoking blood and passion.

Jacobs incorporated music into the play in several ways. He composed a musical theme for each important character, which played during scene changes and functioned as a subtle soundtrack for the performance.

"Rosencrantz and Guildenstern had a bright ragtime melody, while Ophelia's was classical and beautiful," says Graff. While not a musical, the play had other heightened musical elements as well. The play-within-a-play was set as an opera, and Ophelia's songs were more songlike than usual.

Herringshaw and Jacobs cast the spring production last fall and spent extra time working on the music and meeting with cast members to discuss their roles. "We had an amazing cast," says Herringshaw. "I'm really pleased with the freshmen, they showed such strong leadership. Polonius had a

breakthrough where suddenly he was the creepiest and funniest Polonius I'd ever seen, and our ghost has this voice that just took us over."

The hardest thing about the play was "thinking through *Hamlet* and respecting the script and the audience by not giving a simple and unthoughtful performance," says Herringshaw, who wrote his sophomore essay on "Reversal and Recognition in *Hamlet*." "But that was also the best

part about it, thinking it through."

Incorporating music into the tale was an additional challenge, says Jacobs. "Aristotle said, 'melody is the greatest of the pleasurable accessories of tragedy.' We put him to the test." ❖



SARA WHITE WILSON

A PRINCE WITH AN ATTITUDE PROBLEM: JOSEPH HYDE, AO3, PLAYED A JAZZ-AGE HAMLET IN THE KING WILLIAM PLAYERS SPRING PRODUCTION.

## PHILANTHROPIA MEETS ARISTOTLE

Here are two facts on the minds of Philanthropia volunteers:

- Over the past five years, 40 percent of alumni made a gift to the Annual Fund.
- The participation rate for any one year is less than 30 percent.

The question then becomes: How can all 40 percent of alumni who already support the college be encouraged to make a gift every year? In any one year, St. John's alumni support the college at a lower rate than alumni of other colleges. The goal for this year is 32 percent—which would put St. John's in the same range as its peers.

*“Moral virtue comes about as a result of habit.”*

ARISTOTLE

“The participation number is not important because we want to compete with Haverford or Colorado College,” says Jeff Bishop, vice president for college-wide advancement. “It’s important because it leverages gifts from foundations and other large donors, for whom alumni support is an indicator.” And the percentage of alumni who make gifts is a good sign of the college’s future financial health—it’s much more likely that someone will give a second, third, or fourth gift once they’ve made the commitment to support St. John’s.



PHONATHON VOLUNTEER KATHLEEN CAMPBELL KELLEY (AO3) IS ALL SMILES.

So how can Philanthropia volunteers encourage all 40 percent of Johnnies to give to the Annual Fund every year? One strategy is to begin by encouraging people to remember their college connection during their reunion years. “Five years, ten years, twenty-five years... these markers serve as reminders about the place of the college in our growth,” says Barbara Goyette (A73), vice president for advancement who will celebrate her 30-year reunion. “We’re hoping for an extra fund-raising effort during the reunion years that will bring the participation rate up for those classes.”

Reunion Class Leaders, volunteers from each class, work with college staff on special letters, web pages, fundraising challenges, and other ways to boost giving during reunion years. The idea seems to be working. Among Santa Fe alumni, the number of donors has increased by ten percent over last year, about the same as Annapolis.

What’s the key to this success? Ginger Roherty, director of annual giving in Santa Fe attributes it to “devoted, dedicated alumni working in concert with reunion class leaders, as well as special events, improved communi-

cations, and the efforts of young alumni and the senior classes.”

A further step has its inspiration in Aristotle’s *Ethics*: “Moral virtue comes about as a result of habit.” With that in mind, the Philanthropia volunteers are working to instill the habit of giving

in alumni. Gary Edwards (SF79) is working on a Philanthropia program to continue the momentum developed by class leaders in reunion years. “There are many ways we can do this,” he says. “We can send postcards, write letters soliciting alumni notes from our classmates, and continue to build class web pages.”

Philanthropia volunteers are banking on Aristotle’s understanding of habit—and their sense of responsibility to the college—to boost the all-important participation level permanently. ✱

## ALUMNI HELP WITH STATE FUNDING EFFORT

St. John’s has a long history of funding support from the state of Maryland, dating back to 1784, when the college was chartered. Although there have been some periods when the college has gone without money from the state, for the most part the relationship has been positive. Since the

mid-1970s, Maryland has been allocating a small percentage of the state’s higher education budget to independent colleges—including St. John’s—under the argument that the colleges contribute to the state’s economic and cultural well-being and are worth the investment. In 2002, for example, the college’s portion came to about \$750,000, or 3 percent of the Annapolis campus annual operating budget.

This year Maryland, like many other states, is going through a budget crisis. In an effort to find the money to balance the state budget, the funding for Maryland’s independent colleges came under scrutiny. Several proposals were floated: tie the funding to the number of in-state students (this would have meant an 85 percent cut for St. John’s); cut the funding by 20 percent; cut the funding by 51 percent. Alumni, faculty, and trustees from schools in Maryland (St. John’s, Loyola, Johns Hopkins, Maryland Institute College of Art, Goucher, and others) wrote letters, e-mails, and faxes to their state representatives stressing the importance of the schools to the state and laying out the consequences of the proposed cuts. St. John’s President Christopher Nelson spoke with legislators daily. The effort, coordinated by the Maryland Independent College and University Association (MICUA), was successful in reaching legislators and educating them about the importance of the funding. However, the final outcome of the lobbying efforts is still in doubt at press time. It is likely that the independent colleges will still take a significant hit in the Maryland budget. ✱

## ANNOUNCEMENTS

### NEW ENDOWMENTS

Two new endowments have been established at the college. The Nancy Gannon Gearing Student Endowment will support students at the Annapolis campus through loans, prizes, or scholarships. The Victor and Mimi Zuckerandl Faculty Endowment will benefit faculty at the Annapolis campus with loans, salary, or employment benefits. The college's endowment funds can honor or memorialize alumni, faculty, and friends of the college and match a donor's wishes with needs at

the college. For a complete list of all such funds for both campuses, request the Presidents' Report, 1999-2001 from the Advancement Office, SJC, Box 2800, Annapolis, MD 21404.

### NEW FACES

In Santa Fe: Susan Patten, director of the National Friends program, based in Santa Fe; Jennifer Sprague, director of the Meem Library; Susan Kaplan, director of Corporate and Foundation Relations. In Annapolis: Andrea Lamb, director of the Greenfield Library.

### CAREER SERVICES

Name change: At St. John's College, the Placement Office is no more. The Board of Visitors and Governors approved an amendment to the Polity that changes the name of the office to Career Services. Dropping "placement" from the title is intended to better reflect the mission of the office.

"We were often confused with the admissions office, or expected to somehow place students in classes," says Roberta Gable (A78), director in Annapolis. Instead the office helps students prepare applications for graduate school, scholarships, and fellowships; arranges internships and

part-time jobs; and provides counseling for students attempting to match their talents and interests with a paying job. In general, Gable says, she's called upon to "help students achieve escape velocity."

Gable mulled over several potential names: "Exit Strategy office," "The Ministry of Potentiality," and "Department of Free Will" were among her favorites. Whatever the name, Gable—who has managed the bookstore, served as athletic director, and headed the alumni office—loves her new job.

"I have the best job," she says. "I get to talk with students and listen to them talk about their dreams and their hopes."

## { LETTERS }

### PERSPECTIVE ON PTOLEMY

It has been a long while since I read the "Statistics vs. Ptolemy" article (Summer 2002), but I do want to add to Jessica Gambill's letter as to whether anything is "lacking" in the mathematics curriculum at St. John's.

A handful of specific observations may be helpful. First of all, those college students who are best at mathematics often do not have a complete background in the pragmatics of the language. My first exposure to many tools used in high school and college algebra came when I was a teaching assistant. Some of those tools turned out to be very useful in my own graduate course in complex analysis. At the same time, I was quickly able to identify the usefulness of the tool within the context of the work I was doing. In the same way, working as a TA for every-

thing from remedial mathematics courses to tutoring students in differential equations basically filled a lot of gaps.

Like Esther in *The Bell Jar* discovering that her honors course "failed" to give her the prerequisites needed to major in English at a community college, graduate and the most talented undergraduate students are always discovering that freshman college algebra students have mastered something they themselves had never heard of. This seems in no way to prevent access to the core. There are, for instance, dozens of tricks used for matrix operations linear algebra. Most of them I have never learned (but marvel when I watch an undergraduate engineering student whip through them) and most of the rest I don't bother to remember. This is really not a problem.

In the same way, teaching undergraduates to solve definite integration problems

shores up the same skills when the TA is also taking graduate probability theory (as long as you remember that in the undergraduate calculus course, the result of integrating over the entire domain does not have to be 1, as would be expected in the probability course). Sometimes you have to remember which classroom you happen to be in.

Before attending St. John's, I spent a year at a liberal arts college where I took calculus with no "precalculus" preparation. Our calculus course was unlike the "fat" curriculum typically assigned to college students. Those curricula tend to be loaded with specific applications that are later forgotten. "Exercises" are not only repetitive, but they also seem to reflect a compulsion to demonstrate every possible situation to which a theorem might apply. Meaning easily gets lost in calisthenics. The

course I had taken was, well, sparse—and got to the point. It was far more useful, ultimately, than those fat calculus courses.

The curious thing is that what is taught as "advanced" coursework to college students is often the easiest work to do. "Abstract algebra" is the college student's first real introduction to mathematics as conceptual language (college algebra courses do some stuff "translating" equations into English, but that is not the same thing). Pragmatically, abstract algebra is easier than the logic puzzle books in drug-store magazine aisles. Yet modern algebra coursework is typically left until senior year for many college mathematics majors. (The effort to introduce a structural, conceptual approach to early math education in the 1960s—what was called "new math"—is ridiculed to this day, but many real live

*continued on p. 10*



mathematicians remember it fondly.)

My years at St. John's prepared me far more than the typical college undergraduate mathematics program to participate in graduate mathematics studies (yes, I did have to take undergraduate coursework away from St. John's. So do St. John's graduates who become doctors). In my first year of graduate school, I immediately appreciated the links between probability and algebraic theory—and, later, quickly what is called measure theory. In fact, I felt that graduate mathematics was more “just like St. John's” than any other environment in the “real world”—sometimes more “just like St. John's” than was the college itself.

If the Program were infinitely expandable (or maybe as a preceptorial suggestion) I would suggest some algebraic theory. Johnnies would like to know the story of Galois. The Axiom of Choice—which becomes practically sacred ground in the graduate mathematics environment—is also prime Johnnie territory: it is terribly important to mathematics over the past century or two, it has a terrific name, and it casts an interesting conceptual light on probability (which has way more *eidōs* than most people realize).

SHERI (ANDERSON) McMAHON (SF78)

### A FLAWED JUSTICE SYSTEM

I have just read, with fascination, “Crime and Punishment” (Summer 2002). In light of the article's undoubtedly factual statement that “Johnnies in justice veer to the idealistic,” I find it surprising that the article also reports, evidently with confident approval, that: “However common...scenes of injustice are in fiction and drama, front-line professionals say they are rare in real life. From arrest through sentencing, those involved in the U.S.

criminal justice system say that, despite its flaws, it's a system that works.”

My practice is mainly in civil law. My own experiences with the criminal justice system, however, and those of lawyers with much more experience whose integrity and judgment I trust, persuade me that this optimistic assessment greatly minimizes the extent to which our criminal justice system operates without regard for justice....It is a common

*“Justice in the abstract is the refuge of hypocrites and scoundrels.”*

WILLIAM BLAKE

experience of criminal defense lawyers to see policemen lie in court to help prosecutors obtain convictions when they “know” the defendant is guilty, believing that the law affords criminal defendants too much protection; that prosecutorial caseloads are so heavy that prosecutors often have little time or incentive to focus on the justice of the particular case; that bureaucratic D.A.s are often more interested in winning impressive conviction statistics than assuring that justice is done in their cases; and that the “policies” of some D.A.s often preclude a concern for justice....Moreover, it is common knowledge that, throughout the United States, racial and other discriminatory biases are often present at every stage of the criminal process from identification of suspects to sentencing—including administration of the death penalty.

All things considered, I

share the view that our criminal justice system is among the best in the world. But we blind ourselves to reality if we do not acknowledge that its “flaws” are sufficiently great to warrant deep concern among those of us who still cherish the ideal of law as an instrument of justice. “For real justice to be done,” wrote William Blake, “it must be done in minute particulars. Justice in the abstract is the refuge of hypocrites and scoundrels.” This truth remains, sadly, too commonly ignored by the administrators of our criminal justice system—both prosecution and defense.

HARRISON SHEPPARD (A61)

### IN SEARCH OF PHIL GOLD

I am interested in the whereabouts of Phil Gold (A51). He, like me, came over to Israel as a volunteer to the Israel Army in our War of Independence. He visited me in the South Negev where we fought the Egyptians and said he was in the unit in the North facing the Iraqis and Syrian Armies. That was the last I saw of him.

RAPHAEL BEN-YOSEF (A48)  
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PHONE: 972-3-532554

### CALENDAR MYSTERIES REVEALED

*Each year, alumni help us identify the faces and circumstances of archival photographs we publish in the Philanthropia calendar. This year was no different.*

I just received a copy of the SJC 2003 calendar. I really like it—the pictures take me back. The February 2003 photo was taken in 1973 or 1974. The girl on the right wearing knee socks is Judy Paine, of the class of 1976. I am not sure about the others in the photo. The September 2003 photo shows students in the class of 1976 also, from left

to right they are: Janet Adams, unknown, Brad Wronski (with elbows on the table), Nancy Garrow, Bridget Houston, David Friedman (with head down), and tutor Sam Brown. This photo was probably taken in 1973. The people I have identified were all classmates of mine in the January freshman class. We were the first January Freshman class in Santa Fe, I think. They were great people.

Thanks for the wonderful calendar.

GREGG McREYNOLDS (SF76)

I can tell you the story of the [Philanthropia] calendar cover. The woman on the left in the August photo is Ms. Monique Wentzel (SF02). The picture was taken in the spring of 2001, not 2002, as noted in the credits, on the Santa Fe campus. In the foreground the students, left to right: Adrian Bowles (SF02), me (SF02), and Brett Esaki (SF02). Over my shoulder, left to right, are Peter Boyce (SF01), Ms. Ashley Scott (SF01), Ms. Laura Vitale (SF01) and Mr. Christopher Howe (SF01). [Photographer Howard] Korn asked to take a picture of Mr. Bowles, Mr. Esaki, and me while we were engaged in a discussion about the Maxwell. In our Junior Lab tutorial with Mr. Cohn, we had some major problems with the conversion from electromagnetic units (EMU) to electrostatic units (ESU). The equation given us by Mr. Cohn was a bit much for my brain to handle, but with Mr. Esaki's ample quantitative skills and Mr. Bowles' tendency for mathematical exhibitionism at hand, we headed outside to give it a try on the concrete. Mr. Korn approached some five or ten minutes later when, exhausted, we had decided to give up. But still, we knew we looked pretty cool out there, so Brett said we should give it another shot for the photogra-



pher. In any case, Mr. Cohn's lab class was the best thing I ever did at St. John's. Thanks for publishing the picture.

JOEY CHERNILA (SF02)

I received the new calendar and was delighted to see two of my classmates pictured for the month of October. The woman is Erin Murphy (SF73) from Malibu, Calif. We were friends and have stayed in touch all these years. She still lives in Malibu and has raised seven children. One of her daughters attends the University of San Francisco with my younger daughter. (Interesting coincidence.)

Four members of our family have graduated from St. John's. My father, John L. Williams, graduated in 1950 from Annapolis. I believe it was the first graduating class for Dr. [Richard] Weigle. Dr. Weigle was still president when I graduated from Santa Fe in 1973. My sister, Andrea, graduated in 1977, and my oldest daughter, India Clarke, in 2001.

The tutor in the September picture is dear, dear Sam Brown. How I loved that man. We used to play four-hand piano pieces together for fun. What a stitch that was! He liked to egg students on, and it looks like he was succeeding with the young man in the picture. Thanks for a great calendar.

BE HUSSANDER (SF79)

Thanks for the calendar—I'm quite sure that the female student in the October 2003 photo is Erin Murphy. She was a classmate of mine, which puts the date at either 1969 or 1970—possibly '71. Can't remember the guy's name. I love this historical detection—but that's probably because I'm an historian!

MARGARET CREIGHTON (SF73)  
DEPARTMENT OF HISTORY  
BATES COLLEGE



"ON THE BACK COVER OF THE CALENDAR, THE STUDENTS PICTURED ARE, LEFT TO RIGHT: AMANDA MAYER (ME, NOW AMANDA MAYER STINCHECUM), STEVE BERNSTEIN, JUDY JONES, AND LON GORE. WE BELONGED TO THE CLASS OF '61, SO THE PHOTO WAS CERTAINLY TAKEN BEFORE THEN. FROM THE APPEARANCE OF THE SEMINAR ROOM, AND THE FACT THAT I AM SURE LON GORE AND I WERE IN THE SAME FRESHMAN SEMINAR, I WOULD VENTURE THAT THE PHOTO WAS TAKEN DURING THE ACADEMIC YEAR 1957-58."

AMANDA MAYER STINCHECUM (A61)

Given the fact that the February 2003 photo was taken by Marion Warren, who also took the picture of Connie Weigle in the sophomore language tutorial (November), I would date February's photo as being taken at the same time and probably the same morning. The woman with the long, dark hair, checkered blouse and boots or knee socks is Carol Ryder (SF68). The man she is talking to, with the socks-in-sandals, is David Moss (SF68). The hand-in-pocket stance was also characteristically his. The man to the left with the sharp looking chin—actually a goatee—is Robin who was from Chattanooga, Tenn. I forget his surname, as I also forget the name of the woman with the two bob-tails. My suspicion is that the head between David and Carol belongs to Vida Kazemi (SF68).

KIERAN D.C. MANJARREZ (SF68)

I just received the calendar and need to correct the attribution of a photo which appeared on the inside back cover. The fine young fellow in the photo is Bob Vincent, my classmate and freshman core group colleague. He looks so young and has so much hair this photo had to have been snapped during our first year at SJC.

THOMAS G. SMITH (A84)

Mr. July is Joel Greenberg, class of 1962. Wonderful photographs, as always. Thanks to those who assemble this calendar.

LINDA McCONNELL (A61)

#### CORRECTION

Anna Canning (SF02) was misidentified in the summer 2002 issue of *The College*.

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

Please address letters to: *The College* Magazine, St. John's College, Box 2800, Annapolis MD 21404 or *The College* Magazine, Public Relations Office, St. John's College, 1160 Camino Cruz Blanca, Santa Fe, NM 87505-4599.

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

# BIOETHICS

## IN A BRAVE NEW WORLD

*What's right and wrong in life and death?*

BY SUSAN BORDEN (A87)

### SHAPING PUBLIC POLICY

A philosopher and a physician, former St. John's tutor Leon Kass is in a position to shape government policy on critical and controversial issues such as human cloning and stem cell research. In the desire to treat diseases and ease suffering, Kass asks, can we lose sight of the intrinsic value of human life?

Leon Kass (tutor, 1972-1976) discovered the hard way just how controversial a seminar can be. As chairman of the President's Council on Bioethics, he opened the group's first meeting with a discussion of Nathaniel Hawthorne's "The Birthmark," the story of a scientist who, in an attempt to remove his near-perfect wife's sole blemish, ends up killing her.

The media criticized Kass for his choice of reading. At best, it was called a clumsy approach; at worst, an attack on science. A column in the online magazine *Slate* saw the story as predictive of Kass' tenure on the council: "Given the flatness of Hawthorne's moral universe in 'The Birthmark' and his other mad scientist stories, it's hard not to conclude that Kass will similarly work hard to reduce complex issues to their starkest antinomies."

To the contrary, says Kass. "My real goal is what we in the

office call 'toward a richer bioethics.' We try to put contemporary discussions and controversies into a larger philosophical, social, and political context. The discussion of 'The Birthmark' was widely misunderstood as anti-science and a cautionary tale, but it's a profound story. The press failed to appreciate that the birthmark, being a mark of birth, is not merely some superficial blemish but stands altogether for what it means to be a perishable being, marked imperfect in terms of being mortal."

The imperfections of mortality—and science's quest to remedy them—define the council's purview. Working papers the council has produced include "'Better' Memories? The Promise and Perils of Pharmacological Interventions"; "Age Retardation: Scientific Possibilities and Moral Challenges"; and "Patenting Human Organisms."

"These are extremely complicated matters," Kass says of the council's work. "There are questions of the sufficiency and desirability of the ends we pursue and questions about the appropriateness of the means. There are questions of the proper balance between modesty and humility on one hand and, on the other hand, a vigorous attempt to repair the defects of the world and of our own nature."

When confronting such matters, Kass advises that we think first about human life and then consider the new technologies. Placing an emphasis on technologies distorts the picture. Take, for example, the possibility of paying potential organ donors.

"We could treat this as a technological problem to be solved, and work on determining the best incentives and finding ways to avoid placing undue coercion and pressures upon the poor," Kass explains. "But what we first should do is step back and start with questions about the meaning of embodiment, what it means to shuttle body parts from

*“There are questions of the proper balance between modesty and humility on one hand and, on the other hand, a vigorous attempt to repair the defects of the world and of our own nature.”*

LEON KASS



one person to another, what it means to put the body into commerce. We must make sure that in the desire to improve health by increasing the supply of lifesaving organs, we don't forget about the dignity of human life."

While the progressive nature of technology means that we tend to look at issues case by case, Kass says that we only begin to see their full ethical dimensions when we look in the aggregate at the various powers now gathering for intervention into the human body and mind. "These can be used not just in ways that heal the sick and succor the suffering, but could in principle make major changes in what up until now was considered the natural way of being human. Part of the difficulty when you ask questions case by case, technique by technique, is that it's always in isolation and always justified by the last innovation.

"Sometimes the slippery slope is the right metaphor for this approach, but sometimes one just jumps off a cliff," Kass says. "To begin to treat nascent human life as a resource to be mined for the sake of benefits for the living—that's not a slippery slope, that's a major leap. This year it will be stem cells from five-day-old blastocysts and ten years from now it's going to be organs from two-month-old fetuses. We are agreeing right now that, precisely because human development is a continuum, we are now saying yes to a kind of exploitive human attitude for the sake of the living. It will be hard to stop when more benefits are available because we have already said yes to the claims of the living. Treatments for people with diabetes and Parkinson's will far outweigh any kind of reverence for nascent human life."

Right now, Congress is saying no to the first steps down this path. In February, the House of Representatives voted to ban all human cloning, both for reproductive and research purposes. The vote followed the majority recommendation of the council's 2002 report, "Human Cloning and Human Dignity: An Ethical Inquiry." Kass was among the majority.

"On some matters I have very definite opinions and will argue for them. I'm opposed to human cloning and I don't think we should be killing patients in acts of euthanasia or assisted suicide. Still, as chairman of the council, I've had to set some of my own views aside and preside over the kind of conversation that will ensure that the best arguments on multiple sides are developed. So many ethical issues are not simply choices between good and evil but choices in which the evil is deeply entangled with the good.

"If one is offering counsel to the president, what one owes is a full account of what's at stake and what's to be said for doing A rather than B or B rather than A. The report on cloning we wrote was close to 300 pages, but the recommendation on the vote was only two sentences. The report says that, wherever we come out in our thinking, people on the other side have something vital to defend, not for themselves, but for all of us. No one can be cavalier about the need to treat human suffering, no one can be casual about nascent human life, and no one can afford to be indifferent."

## FACING MATTERS OF LIFE AND DEATH

**I**s it ethical to conceive a child to save the life of another, even if that child will be loved and welcomed? In 1991, Dr. Stephen Forman (A70) was at the center of a controversy raised by that question. But as a physician treating cancer patients, he faces difficult ethical questions every day.

More than 4,000 people made it to the April 11 reunion in Duarte, Calif. Amid balloons and picnic lunches they laughed with old friends, exchanged tales of triumph, and hugged the people who saved their lives.

The reunion, at the City of Hope National Medical Center, was for bone marrow transplant recipients and donors, and their families, doctors, and nurses. Among the guests was Stephen Forman, director of City of Hope's Hematology and Bone Marrow Transplantation Program.

City of Hope is a leader in the fight against cancer, diabetes, HIV/AIDS, and other devastating diseases. At least \$2 million

is invested in research each week at the center. Approximately 30 to 40 percent of eligible patients participate in clinical trials and studies, compared to the national average of 3 to 4 percent. Hand-in-hand with the center's cutting-edge science is its commitment to compassionate care. "There is no profit in curing the body, if in the process, we destroy the soul," wrote a former executive director of the center. City of Hope has adopted these words as its philosophy.

In 1988 the Ayala family came to City of Hope in need of this very combination of compassion and science. Their 16-year-old daughter, Anissa, had leukemia, and bone marrow transplantation was her only chance for survival. Unable to find a match after testing family members, searching the National Marrow Donor Program registry, and staging several marrow drives, Anissa's parents approached Forman and his team about trying to have a baby who might be a match for Anissa.

"We sat down and talked with the family quite a bit. We wanted to understand better what they were thinking so we could think about it ourselves," Forman recalls. The father had had a vasectomy, which would have to be reversed. The mother was in her 40s, an age when conception is difficult. And the baby would have only a one-in-four chance of being a match. "It was pretty clear to us in talking with the family that if the potential baby was not a match they would want the new child anyway. In that context we felt we could help them with the medical, emotional, psychological, and ethical rationale for all of this."

Despite the odds against it, the father's vasectomy was reversed, a baby was conceived, and when Marissa-Eve Ayala was born, she turned out to be a perfect match for her older sister. Anissa underwent a successful transplantation when Marissa-Eve was 14 months old.

While Forman was delighted by the outcome of the case, he wasn't exactly crazy about the media frenzy that surrounded it. "I had to respond to the media and deal with the self-appointed ethicists who became a cottage industry around that time. I had the best discussions with science writers and the worst with—you know, that big conservative guy on the radio," he says, unable to recall the name of Rush Limbaugh. Forman received hate mail, death threats, and even a threat to kidnap the Ayala baby. "Newspapers raised questions about breeding children for their parts; one accused us of being a Jewish hospital experimenting on Christian babies."

*Time* magazine's June 17, 1991 cover featured the Ayala sisters. The accompanying article presented a balanced discussion of the case, exploring its medical, social, psychological, and ethical dimensions. It included a provocative question from Rudolf Brutoco, the donor's pediatrician: "Does it make sense," Brutoco asked, "to conceive a child so that little Johnny can have a sister, while it is not acceptable to conceive the same child so that Johnny can live?" The article concluded that the "family's act of lifesaving conception was on the side of the angels."



*“The ethical issues I face every day have to do with the end of life...”*

STEPHEN FORMAN



Although the Ayala case brought him national attention, Forman says that the real ethical dilemmas in his work don't grab headlines. "The ethical issues I face every day have to do with the end of life, the means of preserving dignity at a time when people find themselves in an undignified setting," he says. "People seek help with their thoughts and feelings about what they want done or not done as the end may be coming. They need to decide how to manage pain. They need to make decisions about heroic measures to be taken or not, as well as assisted suicide."

In the course of helping his patients, Forman guides them through the most complex issues that human beings must address. "I've always felt that oncology is the most philosophical of the specialties," he says. "It's concerned with how one lives one's life, with confronting its meaning and its temporality."

While Forman helps his patients wrestle with the mechanics and meaning of death, he is also at work discovering new ways to prolong and improve their lives. He is the principal investi-

gator for a \$15.3 million, five-year National Cancer Institute bone marrow transplantation program project grant and co-principal investigator for a Strategic Program for Innovative Research on AIDS Treatment grant to study gene therapy for the treatment of AIDS patients. He is also co-editor of *Hematopoietic Cell Transplantation*, a definitive textbook for scientists and health-care professionals.

Being at the forefront of medical research means that Forman is often in the public eye—a situation, he explains, that can have its benefits for the advancement of medicine and the health of many patients. One significant byproduct of the Ayala publicity was a growing understanding of the need for bone marrow donors. Today, Anissa is a healthy 30-year-old who is the assistant director for the Red Cross Bone Marrow Donor Program in Southern California. On the 10-year anniversary of her transplant, City of Hope rechecked the bone marrow donor registry that had yielded no match for her. After a decade of debate and its attendant public awareness, 21 matches were found.

## LOOKING BEHIND THE SHADOWS

**M**ichael Victoroff (A71) has seen medicine from three perspectives: as a physician in private practice, as a medical director of an HMO, and as a university researcher providing toxicology evidence for environmental lawsuits. Each new vista has raised troubling questions about patient care, efficacy, and economics.

"Illusion, Plato's cave, has been the theme, the continuous thread throughout my whole career," says Michael Victoroff, doctor and medical ethicist. "In almost every subject that's been fascinating to me, there has been some aspect where the general public does not see what's really behind the shadows."

The biggest shadow on the cave wall is the lack of science and common sense in health care, says Victoroff. "Today more than ever, with herbal medicine on the Internet and hundreds of fringe healing professions, a lot of people are rightfully nervous about medical practice. They see the critical combination of financial motivation and junk science."

Even practitioners of orthodox medicine are suspect, he adds. "They're no different, just more subtle. People accept the good will and good intentions of doctors as evidence of good skill."

Victoroff took a yearlong fellowship in bioethics following medical school, and throughout his career he has spent at least a quarter of his time consulting, teaching, writing, and lecturing in bioethics, from prenatal care through geriatrics.

In 1997, after 19 years in medical practice, he became a medical director for Aetna. He says that he once thought HMOs could save the medical profession. "The managed care movement was, to those of us who were believers, kind of like the peace movement. Managed care was going to make medicine a scientific and reason-driven social phenomenon rather than simply a cottage industry of independent practitioners improvising treatments from which they derived a living.

"I saw that I could not improve health care in America as one private practice doctor in Colorado, but I thought, 'give me a few million people and maybe from there my lever will be long enough to affect something.'"

As medical director of a health plan, Victoroff had the opportunity to look at tens of thousands of medical records. But he wasn't impressed with what he saw. For one thing, too few

doctors keep electronic records of patient care at a time when the computer is a basic and critical tool in an efficient practice.

"When you see four specialists and they run a bunch of tests and write several prescriptions, that's a job for a computer. That's when you need the integrated health care delivery system that America, and the doctors of America, have vigorously rejected."

Victoroff continues the cave metaphor in a discussion of assisted suicide, which he says is a social, not medical, issue. He's sympathetic to the most compelling reasons for assisted suicide. "Let's say we have a person in such pain from cancer that his life is total misery. He's lying in bed yelling, he's got no quality of life and is expected to die within a matter of weeks. He's already getting lethal doses of morphine and he says, 'this is unbearable, can't you just give me some cyanide?'"

Society may decide an individual can make the choice to die, but Victoroff asks why a physician must assist in the act of killing him: "It is a terribly bad idea for physicians to be killing people, even as a gesture of kindness. I think that it permanently contaminates the role of physician. Separating the role of healer and killer is a very smart social practice."

Victoroff has his own candidate for the assistant: judges. "We have a group among us that already puts people to death, has the liberty to do it, has immunity from liability, and the power to order up a dose of hemlock. We can have what amounts to a probate process: a court process as diligent as you like and physicians can testify along with everyone else. If you truly wish to die and we're satisfied that you're competent, then we'll kill you. We don't need any doctors, just a judge and dispensing pharmacist."

Victoroff left Aetna in 2002 and has been working at the toxicology department of the University of Colorado, where he provides support research for toxic environmental torts, evaluating issues surrounding environmental safety. Because of the sheer number of threats to human health posed by toxicity issues in the air, groundwater and even medical treatment, Victoroff isn't hopeful he can make an impact on health care in this area.

"It's like the Dark Ages, surrounded by mythology and religious beliefs; there's almost a complete lack of attention to science. A lot of people are making a lot of money on

## BIOETHICS READING LIST

Tom L. Beauchamp and James F. Childress, *Principles of Biomedical Ethics*  
Aldous Huxley, *Brave New World*

Linda T. Kohn, Janet Corrigan, Molla S. Donaldson, and William C. Richardson, eds., *To Err Is Human: Building a Safer Health System*

C. S. Lewis, *The Abolition of Man; That Hideous Strength*

Gilbert Meilaender, *Body, Soul, and Bioethics*

Ed Pellegrino, *Beneficence in Trust*

*Suggested by Michael Victoroff, Leon Kass, and Nick Capozzoli*

something that is based on folklore. That's not to say that there aren't some dangerous chemicals out there, but here's the pattern I see: You have a team of lawyers that goes down to a little town that has a smokestack. They go to the people who have illnesses who live around the smokestack and offer them money to participate in a lawsuit, then they offer to settle with the smokestack's owners. That's a particularly malignant pattern."

Although cynical about the tort field, Victoroff concedes half-jokingly that it may contribute to quality control.

"Doctors make huge numbers of errors and this has been almost the only social mechanism we've used to improve quality in medicine," he says. Victoroff tells of teaching a course that brought senior law students and senior med students together to discuss bioethics. "I learned that by the time these kids had spent a couple years in their professional schools they had already become accustomed to a mode of argument and proof that was unique

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MICHAEL VICTOROFF



to their professions. When they were confronted with an alternate mode of asking and answering questions, they almost couldn't follow it.

"It's hard to get people to solve problems constructively without first asking them to step outside of the habits of their own profession. In essence, that's what Plato was telling us to do when he said you ought to get outside the cave once in a while. What my career has been, in one respect, is me shouting from outside the door of the cave at all the people in there staring at the wall, and I don't even know that I'm outside the cave. I'm probably in another cave.

"I love illusions, but I see that they're illusions. I don't know what's behind them, but I can tell when I don't see the whole picture. Over a career of fooling with these things, I have found something every day to make me roll my eyes and shake my head. That's been the main medical risk of my career—from shaking my head in wonder." ❖

## ACTING IN A PATIENT'S BEST INTEREST

**F**orget cloning babies. Forget assisted suicide. Neurologist and tutor Nick Capozzoli (AGI81) says that an ethical drama can unfold in his office any time he writes a prescription.

"I sometimes have to balance what the patient should know about the medication against what I want the patient to do with the medication," explains Capozzoli. "There are some patients who say the same thing no matter what I tell them: 'Whatever you think is best.' Others live in a world of great anxiety. If they hear about a single side effect, they're probably not going to take the medicine."

"What, then, is the best approach?" Capozzoli asks. "Do you lay out all the facts the same way for every patient? Do you say different things based on what you know about each patient?" He compares his quandary to that of a legislator: "When a vote comes up, do you take a referendum or vote based on your informed knowledge?"

Capozzoli has managed to find a path that draws these alternatives closer together: "I believe there's something about the nature of what a physician is that says you ought to have an opinion about the right thing to do, and you should say to the patient, 'this is what you ought to do.' You should be clear

about your own opinion but also be good about understanding the patient's concerns: Are they due to a different world view or to their being fraught with anxiety?"

His approach sounds moderate, reasoned, sensitive—ethical. But Capozzoli (a tutor for 20 years, a doctor for nearly 35) is so finely attuned to the intricacies of ethics that he questions the validity of his questions: "Who is the best custodian of the patient's best interest?" he asks. "Do I even understand fully what it means to act in a patient's best interest?" ❖

# MONTAIGNE

## AND THE EDUCATION OF CHILDREN

BY WILLIAM PASTILLE

Since the inception of the New Program, and no doubt before as well, St. John's College has been devoted to the education of children. The Preamble to the Polity of the college states that the purpose of the institution is to "make adults out of children." The college's motto—composed, as Stringfellow Barr tells us, by an admiring professor at Harvard, but instantly adopted by the founders of the New Program because of its aptness—declares that St. John's "makes free persons out of children." Both formulations imply that the college's role is to transform dependent beings into free, independent beings.

The kind of freedom that the college wishes for its students is intellectual freedom: the ability to fashion one's own judgments without the hindrance of unexamined assumptions, inherited prejudices, and cherished pronouncements of alleged authorities. One of the finest descriptions of intellectual freedom is found in Montaigne's essay "On the Education of Children" where the author discusses the temper that a teacher should try to produce in a student with regard to the influence of authority:

*Let the principles of Aristotle not be principles of him any more than those of the Stoics or Epicureans. Let this diversity of opinions be set before him; if he can, he will make a choice: if he cannot then he will remain in doubt.*

*Only fools have made up their minds and are certain: Che non men che saper dubbiar m'aggrada. [For doubting pleases me no less than knowing. (Dante, Inferno, XI, 93.)] For if it is by his own reasoning that he adopts the opinions of Xenophon and Plato, they are no longer theirs: they are his. To follow another is to follow nothing: Non sumus sub rege; sibi quisque se vindicet. [We are not under a king; let each preserve himself.*

*(Seneca, Epistulae Morales, XXXIII, 4.)] Let him at least know what he does not know. He should not be learning their precepts but drinking in their humours. If he wants to, let him not be afraid to remember where he got them from, but let him be sure that he knows how to appropriate them. Truth and reason are common to all: they no more belong to the man who first put them into words than to him who last did so. It is no more secundum Platonem than secundum me: Plato and I see and understand it in the same way. Bees ransack flowers here and flowers there: but then they make their own honey, which is entirely theirs and no longer thyme or marjoram. Similarly, [he] will transform his borrowings; he will confound their forms so that the end-product is entirely his: namely, his judgement, the forming of which is the only aim of his toil, his study, and his education.*

But the college does not want to cultivate intellectual freedom in its students while at the same time weighing down their souls with the burden of hubris. Montaigne's sage counsel concerning self-reliance in one's thinking might be a recipe for the most appalling intellectual arrogance if it were not coupled with another bit of advice later in the essay: "Above all let him be taught to throw down his arms and surrender to truth as soon as he perceives it, whether that truth is born at his rival's doing or within himself from some change in his ideas."

This guidance provides the humility that is necessary to counterbalance the egocentrism of a mind that is always striving to live by its own lights. Subservience to the truth wherever and whenever it appears—even if it contradicts long-standing personal beliefs and preferences—is the earmark of a truly independent intellect that is encumbered neither by external influences nor by inner defects like excessive pride, sentimental attachment, or intellectual possessiveness.



*“Truth and reason are common to all.”*

MICHEL DE MONTAIGNE



HOWARD KORN

One might wonder whether the intellectual freedom of forming one's own judgments really is the only aim of education, as Montaigne seems to say in the first quotation above. It may be that education can cultivate other sorts of freedom that might be in some sense superior to intellectual freedom. For instance: What if the Self, in which Montaigne encourages us to trust, is inherently unreliable, or illusory, or merely an artifact of a deeper source of being—a source that might be hidden from the Self by the Self, as a person looking at himself in a mirror blocks his own sight of a light source behind him? If this were the case, wouldn't it mean that we ought to become free from the Self instead of relying upon it as the true guarantor of our freedom? Wouldn't it mean that we should regard the intellectual autonomy recommended by Montaigne as an obstacle, not an aid, to

freedom? Perhaps St. John's, in so far as it aims to make its students intellectually independent and self-reliant, is actually harming them.

But even if the Self is ultimately unreliable and true freedom is not to be found within its ambit, it hardly seems likely that the step of coming to rely upon the Self can be skipped in the progress toward freedom. Since self-reliance helps us to break free of external influences, it clearly removes at least some of the chains that bind us. The resulting intellectual autonomy is at any rate less constrained than the prior state, even if it is not the highest possible freedom. Intellectual freedom may not be the Good, but it is certainly a good worth possessing. ✦

*Tutor William Pastille is director of the Graduate Institute in Annapolis.*

# SEEKING A FORMULA FOR SUCCESS

BY SUSAN BORDEN (A87) AND ROSEMARY HARTY

**T**wo math teachers, two cities, two non-traditional paths to the classroom. Steve Travis, a 2002 Annapolis graduate, tutored students at a middle school in Annapolis for three years beginning in his sophomore year. After graduation, he sought provisional certification and a classroom of his own. In Santa Fe, Carisa Armendariz Petrie (SF99) entered a certification program right after graduating in 1999 and now heads the math department at a large high school. With one in five alumni in the teaching profession, *The College* takes a look at what continues to draw young alumni to teaching.

It's 7:10 on a January morning when math teacher Steve Travis walks through the front door of Bates Middle School. He spends the next hour photocopying sample equations, writing homework and outcome charts on his classroom blackboards, patrolling sixth-graders gathering at the front of the school, welcoming students inside the building, and serving hall duty.

The door to his class has a sign above it: "Enter with Pride." About a dozen students pass beneath it before the bell rings. At 8:11 a voice comes over the public address system, leads the homerooms in the Pledge of Allegiance, announces birthdays, recognizes visitors, and congratulates the school's current crop of "Shining

Stars." The Stars are asked to drop by the guidance office to pick up certificates of merit. The announcements end with an exhortation to "have a focused and respectful day."

Travis entered the teaching profession in the fall of 2002 with a provisional teaching certificate and what he now sees as a touch of hubris. He had tutored part time during his sophomore, junior, and senior years at St. John's and, seeing how much progress he had made in fairly short sessions, he was looking forward to the impact he could have in a classroom of his own.

He set his sights on the Maryland Functional Math Test, which each student

is required to pass before entering ninth grade. The test covers basic arithmetic, problem-solving, fractions, decimals, and using formulas. At Bates, the pass rate is low. The test seemed a worthy goal, something to work toward that would give him clear feedback. His insider's view of the school led him to believe that improving results would be simple.

"There were three teachers who held my job last year. That's a lot of failure for one position. I thought I could come in and really do things right and make an effective change. There was a lot of room for improvement and I thought I could build on that," he says. "I am, slowly, but not like I wanted."

\* \* \*

At 8:17 the bell for first period rings and Travis raises the projection screen that hangs in front of his blackboard to reveal the day's warm-up equations—four problems involving the multiplication and division of simple integers, both positive and negative. While others set to work, a girl in the third row carefully applies gloss to her lips.

At 8:20 Travis closes the door to his classroom and asks the students to be quiet while they work. Three minutes later he welcomes them back from their weekend break.

"I'm getting a dog," a student blurts out. "Sean, don't you already have a dog?" another responds.

Several shout back in unison: "The dog died."

Travis announces that in the previous week's quiz there were no As and only



DAVID TROZZO

three Bs. A girl who will do no work during the entire period claims a failing grade and sets to guessing who got the Bs.

Travis turns out the lights and uses a transparency and overhead projector to review the day's work. When the room darkens, the noise level immediately diminishes. Travis will review the same 18 equations 5 times this day, to 5 groups of students of varying interests and abilities.

"I've learned that having a template like this helps them pay attention. It keeps them quiet and involved," Travis says, somewhat apologetic about this simple approach to teaching. He points to a timeline of world mathematics he'd posted on the back wall of his classroom in August. "I thought I'd be so creative, but you have to manage the class before you can be

*"It takes real  
imagination, real  
perseverance, and  
hard work to reach  
an entire classroom."*

STEVE TRAVIS

STEVE TRAVIS AT BATES MIDDLE SCHOOL

creative and some of the kids really can't handle creativity," he says. "Some of the most successful teachers in this school stand at the front of the class and speak in a calm monotone for the entire period."

Above the classroom clock a hand-lettered sign reads: "Time is passing. Are you?" Travis isn't sure. His success with the Maryland Functional Math Test was well below his expectations. Only 40 of his 100 seventh-graders passed.

\* \* \*

Travis has posted a sign to remind students of the order of operations for equation-solving (parenthesis, exponents, multiplication, division, addition,

subtraction). But the order of operations is not so clear when teaching students with a wide range of skills. If you don't have multiplication mastered, does it make sense to move on to fractions? If your grasp of decimals is still fuzzy, is it possible to learn percentages? Travis' experience tells him that moving ahead only leaves more kids behind. But his obligation to the county's curriculum requires him to stay on schedule.

"At the beginning I thought it would be easier to get these students on track and target areas where they needed help, but I found out that when you're dealing with so many kids at once you have to teach the curriculum. As the lone teacher in the classroom, it's hard to address the particular needs of every student. I'm almost forced to use generic lesson plans, which might be good but don't always work for every student."

Fortunately, Travis is not completely alone in the classroom. Three St. John's students—Bryson Finklea, Elizabeth Laughlin, and Joseph Method—tutor in his class.

"Sometimes what a kid needs will be cleared up in 10 or 20 minutes," he says. "I can see in the class that they're lost but I don't have the time to work with them. When they come back after a tutoring session, the difference is obvious. They're enthusiastic, they pay attention, they raise their hands."

\* \* \*

Fifth period starts at 11:30 a.m. and from the beginning things are not looking good. The students pass around a more-or-less contraband magazine and when Travis reaches for it, a keep-away game begins.

Travis is in a precarious position. He can't stop his quest for the magazine because he's already committed to seizing it. Yet he can't jump in and wholeheartedly try to grab it because a failure will make him look foolish—not a good thing for a first-year teacher.

In the end, Travis is successful. He quietly walks toward the moving target



DAVID TROZZO

ANNAPOLIS GRADUATE STEVE TRAVIS TUTORS A STUDENT.

*"I'm always trying new strategies, new techniques to make it work. Sometimes it feels like I'm rethinking my approach every single day."*

STEVE TRAVIS

and only reaches for it when it is clearly within his grasp. He puts it into a file cabinet and tries to turn the students' attention to mathematics.

The equation of the moment:  
 $3\frac{1}{3}x = 4\frac{1}{6}$ .

A girl solves the problem and then explains how: after converting the numbers to improper fractions, she flipped the fraction on the left and then multiplied. Travis informs the class that her method is called the multiplicative

inverse and then demonstrates an alternative method that he learned when he was in school.

"What year was that?" a student asks.

"1945," he answers.

"No, you'd be like, 63," she says.

"No I wouldn't. You added wrong," teases the 23-year-old Travis. And now the class is awake, shouting out how old they think he'd be if he were born in 1945.

Later, Travis says he regrets his tendency to joke around: "They tell you not to even smile until after Christmas. The students don't need you as a friend and they don't want you as a friend. They need to respect you, they need to know your boundaries. Some of these kids have no boundaries. They live in a world that can be very insecure. Some don't even have food in the morning—that's insecurity."

"If I could start the year all over again,

I would never let anyone speak without raising a hand. At St. John's, of course, you want discourse, but with a class of 30 you need order."

As the class makes its way through the equations, a student amuses himself by singing the Chia Pet jingle: "ch-ch-ch-chia." Travis pretends he doesn't hear.

A sign beneath the classroom clock reads: "It's time to do our best." But teaching is complicated and it's not always clear what's best. "I'm always trying new strategies, new techniques to make it work. Sometimes it feels like I'm rethinking my approach every single day," Travis says.

It's 2 p.m. and the anticipation of the final bell is raising the class' chaos level. The ongoing chatter of two girls grows too loud. Travis asks one of them to move to the front of the class.

"I'll be lonely," she whines.

"I don't care if you're lonely," he answers.

"I do," she says as she picks up her books and heads for her new seat.

The class is getting out of hand and Travis makes a final push to assert his authority. "When the bell rings, do not get up. I will dismiss you," he announces.



A girl in the back pouts. “The bell dismisses me,” she says. But in the end, she waits for Travis to tell her it’s time to go.

\* \* \*

Travis’ daily planning calendar is opened to a quote from B.F. Skinner: “Education is what survives when what has been learned has been forgotten.”

What will survive from Travis’ first year as a teacher?

“I now know how difficult it is to reach certain students,” he says. “Coming in, I thought, ‘I know each kid is different and it might take a couple of strategies, but I’ll find a way to reach each one.’ I’ve come to realize that it’s not easy to get through to everyone. It’s like getting an orchestra to play—an orchestra that doesn’t want to play and doesn’t know their instruments very well. It takes real imagination, real perseverance, and hard work to reach an entire classroom.”

What will survive for his students? Travis hopes they’ll retain the importance of effort and perseverance. “I’ve always stressed to them that more important than the things I teach is the effort they give. In an introductory letter I sent at the beginning of the year, I wrote that I didn’t care how much they knew, but how much they were willing to learn. I told them I was looking for students who are willing to learn something that’s difficult, students who will do their best.”

Travis says that this emphasis comes from his own experience as a student at St. John’s. “I remember how difficult that first year was. I kept telling myself just to try and do my best. When I read the books, I remembered that the ideas in the books were difficult even for the people who wrote them. If it wasn’t difficult, it probably wasn’t worth thinking about.”

Now in his first year of teaching, Travis finds himself being offered very similar advice. “When I get frustrated, I talk to a friend of mine, Walter Mattson (A87), who’s also a teacher. He says, ‘Sure it’s difficult. But if it weren’t difficult, it probably wouldn’t be worth doing.’”

At 12:30 on a Wednesday afternoon, Carisa Armendariz Petrie emerges from the sanctuary of the math department office into a sea of raging hormones, teenage angst and overall indifference to the uplifting benefits of algebra. She comes bearing the quadratic formula like a rare gift to recipients who will—one day—become convinced of its value.

With a student body approaching 2,000, Santa Fe High School seems more like a small community college than a secondary school. Its 100-acre campus comprises some buildings halfway through renovation, older structures slated for demolition, and new buildings going up. When the bell sounds, students drift toward the gleaming new Academic Center where Petrie teaches and fill the hallways and staircases. Her third-floor classroom is decorated with posters of Albert Einstein, for Petrie, “the patron saint of mathematics.”

This is the second of Petrie’s three 90-minute classes, and the after-lunch crowd can be tough. But Petrie takes control of Algebra III with a warm-up problem that quashes non-math chatter among the 28 students. She turns her attention to the stack of math papers before her. There were, she reports, careless mistakes. Some folks need to *read the directions*. And if you need help, she urges, sign up for tutoring.

“You can gain back 20 of your points if you correct your mistakes on this test,” she says. “But I need you to write a sentence explaining how you made your mistake. And not just, ‘I messed up.’ I need you to know where you went wrong.”

She hands out the tests, then moves on briskly to tackle each of the objectives in her carefully planned lesson. Her classroom is orderly, her explanations simple, and her confidence in the students evident.

Frustration among the students emerges only once, when a tall girl sitting in the back tries to evade the question

Petrie has asked. Pressed again, the student becomes angry.

“I told you I don’t know,” she says again.

\* \* \*

As she explains later, Petrie believes her high expectations for her students factor in their success, whether or not students hold such expectations for themselves. Their socioeconomic level, their race, their parents’ education—all are reasons educational experts say that some of her students may be “at risk.” Petrie knows that all students haven’t been prepared equally—there’s a big disparity between her economically disadvantaged and better-off students—but she sees potential in all of them regardless.

“My students do what they’re expected to do,” she says. “These students are as bright and competent and hardworking as anyone, anywhere. And if you teach them to be good students, they will be.”

She remembers a conversation she had with a parent who was upset about a low grade her daughter earned in Algebra II.

“She was afraid her daughter’s confidence would be blown,” Petrie explains. “But if this student doesn’t experience that now, when she goes to college it’s going to be really hard for her.”

Petrie remembers what it’s like to struggle. She arrived at St. John’s at age 17, an early high school graduate, and felt overwhelmed almost immediately. She wasn’t used to such rigorous demands, and the intensity of seminar took some getting used to. Supportive tutors and a network of friends—along with lots of encouragement from



TERI THOMSON RANDALL

CARISA ARMENDARIZ PETRIE OUTSIDE SANTA FE HIGH

home—helped her adjust to the Program and overcome her initial feeling of being out of place. “I remember really struggling that first year,” she says.

But among the most valuable aspects of her St. John’s education, she says, is that she was required to take on difficult material in mathematics and physics that she might never have encountered were they not required by the Program. When she sees her freshmen in Algebra 1A frustrated and seemingly overwhelmed by the new material they’re being asked to master, she just gives them more—more practice, more encouragement, more personal and small-group tutoring.

“At St. John’s, you’re not taking classes just because they’re easy and interesting,”

*Petrie believes her high expectations for her students factor in their success, whether or not students hold such expectations for themselves.*

she says. “They’re hard. But you get-through them and then you know you really accomplished something.”

In her mathematics classroom, Petrie can’t use the Socratic method. But she has taken the simple step of asking students to carefully read the chapter and think about it before she begins demonstrating problems. She frequently asks students to write and talk about mathematical concepts. Seated on her stool next to the overhead projector, she prepares one example after another of problems demonstrating the day’s objectives. She stops frequently to make sure everybody’s still with her.

\* \* \*

“I’m not a performing teacher, I’m not a dancing-around kind of teacher,” she says. “I like to get stuff done.”

*“Being a first-year teacher, you have to learn everything from the ground up.”*

CARISA ARMENDARIZ PETRIE

Algebra is in good hands with Carisa Armendariz Petrie. But teaching wasn't her first career choice. She initially considered publishing or journalism, in part because she had seen how hard her mother had to work as a third-grade teacher in one of El Paso's poorest communities.

“She really is a terrific teacher who makes a difference in the lives of her students,” Petrie says. “But I could also see how much it took out of her, how tired she would be at the end of the day. I couldn't imagine a more stressful job.”

Nevertheless, three weeks after graduating from St. John's, Petrie found herself in an intensive teacher certification program offered through the University of New Mexico/Santa Fe Public Schools Intern Program. The program included two summers of coursework and a year of practice teaching. Petrie had won her place in a competitive selection process that included interviews with 14 people. She knew right away that she wanted to be a math teacher, even though she hadn't been enthusiastic about math when she first arrived at St. John's.

“I'm not a math genius, but I really like it and I really like the logic—it's meaningful to me,” she says.

She became licensed after a year of teaching math at Capshaw Middle School and passing a comprehensive state exam.

“Being a first-year teacher, you have to learn everything from the ground up. And it's very hard to be a new teacher. I'd get to work at 7 in the morning, leave the school at 6, eat dinner, and fall asleep. I've never been so tired.”

After completing the UNM program,



TERI THOMSON RANDALL

Petrie found her Santa Fe High position at a job fair. Her math and science background at St. John's—as well as her success in a rigorous undergraduate program—was attractive to recruiters. Measured by indicators such as student achievement, dropout rate, and community involvement, Santa Fe is a good high school—the state Department of Education recently gave it an “exemplary” rating—and Petrie is happy to be there. Petrie has done so well at the high school that she was chosen to be math department chairperson this year. She's also serving on a state committee developing standards for statewide testing in mathematics. Although she's not a great fan of standardized testing, “if that's what we have to do, we'll do it.”

Petrie's mother is still her role model. The children in her mother's class have to pass a standardized test to move on; Petrie's mother teaches school on Saturday mornings to help them prepare.

“She wants her kids to be successful,”

CARISA ARMENDARIZ PETRIE SETS HIGH EXPECTATIONS FOR HER STUDENTS.

Petrie says of her mother. “And because of her, they are.”

If teaching isn't lucrative or prestigious, its rewards transcend those of other careers. Petrie's husband, Geoffrey Petrie (SFOO), is an environmentalist who works for a nonprofit group called Nuclear Watch, an organization that keeps tabs on Los Alamos and Sandia laboratories.

“We both feel the same way. If you don't have a job that's important, that's meaningful, then why do it? Sometimes I find myself saying, ‘I'm so lucky I don't have to work.’ But of course, I work very hard. What I mean is that I get to work at a job I actually care about.” ❀



# TECOLOTE

## GREAT BOOKS FOR GREAT TEACHERS

*Stephen Van Luchene Believes in Inspiring Teachers*

BY ROSEMARY HARTY

**A**fter a week of preparing lesson plans, teaching, grading papers, and dealing with classroom discipline problems, how many teachers would volunteer to spend four Saturdays in a room with other teachers, discussing the Declaration of Independence and other seminal works of America's political foundation?

In New Mexico, at least 66 of them. Give Stephen Van Luchene, Santa Fe tutor, the credit for knowing that teachers—no matter how overworked or undervalued—are hungry for genuine conversation and an opportunity to recharge their intellectual fire at the seminar table. Beginning last fall, teachers in Van Luchene's Tecolote Group have been reading works related to the theme "Reflections on Democracy in America" and discussing them with their peers. Some of them travel from far corners of the state to attend, and the group comprises teachers of all disciplines and grade levels, public school and private school teachers, and administrators including the superintendent of Santa Fe public schools.

Van Luchene envisioned Tecolote as a way to bring to teachers the St. John's approach of inquiry and dialogue centered on an important text. The name was chosen to reflect the program's classical roots and also for symbolic effect. *Tecolote*

means owl in colloquial Spanish, and the owl is an emblem of Athena. The "group" in the name suggests that this effort can contribute to a collective force, one united by ideas and imagination, which Van Luchene believes must be tapped to improve K-12 education.

A major inspiration for Tecolote was the No Child Left Behind Act of 2001, an educational reform initiative that requires states to establish educational standards and mandates testing to make sure schools meet these standards. "A lot of attention goes into determining which schools get rewarded and which schools get punished based on standardized test scores," he says. "But nobody was looking to the teachers as people we could trust and ask to really help to improve our schools."

Van Luchene, whose wife is a former high school teacher, has a history of asking how public education can be improved and looking for ways to help. In 1982, he

helped launch a new teacher cooperative and teacher certification project through the University of New Mexico, the New Mexico State Department of Education, and Santa Fe public schools. Many St. John's students have been among those who take this accelerated path to state certification.

Van Luchene later worked with several National Endowment for the Humanities projects at St. John's, including the NEH Classics Project, created to bring teachers to attend the Graduate Institute in Santa Fe or Annapolis, and Summer Seminar that gave teachers the opportunity to study Plato's *Republic* or Euclid's *Elements*.

After developing his plan for Tecolote, Van Luchene went looking for funding (although supported in several ways by St. John's in Santa Fe, Tecolote operates independently). He wrote grant proposals and approached foundations, eventually securing support from the McCune Foundation, the Bay Foundation, the LANL Foundation, and Blaugrund Foundation. Individuals including Tom Krause and Ray Cave, members of the St. John's Board of Visitors and Governors, and another donor who wishes to remain anonymous also provided funding. Several Santa Fe tutors and GI alumni participate as discussion leaders, and Carol Balkcom, wife of Santa Fe President John Balkcom, signed on as a volunteer project manager.

Tecolote brings teachers to campus four times a year for colloquia. The programs start at 8 a.m. with coffee and donuts; tutorials of about eight teachers follow



CHRISTOPHER GARWOOD, AN ELEMENTARY SCHOOL TEACHER FROM ALBUQUERQUE, MAKES A POINT IN A TECOLOTE SEMINAR. BELOW, STEPHEN VAN LUCHENE, TUTOR, SANTA FE



SCOTT CARAWAY

from 8:45 to 10:30, then groups of 16 meet for seminars with two discussion leaders. Luncheons include guest speakers who address issues of liberal education in New Mexico. In addition to the U.S. Constitution, readings include Tocqueville's *Democracy in America*, *The Federalist*, and the speeches and papers of Lincoln and Madison. Planning for next year's theme is under way.

In keeping with the St. John's philosophy, "We aren't telling teachers what we think they should know," Van Luchene explains. "We're giving them an approach." And teachers—many used to one-way communication in the classroom—thrive on the give and take of dialogue and the thoughtful responses their colleagues offer. They return to their schools with new ideas on how to deliver their curriculum.

"It's also a great opportunity for good teachers to meet other good teachers," he adds.

The programs and books are free, and Tecolote participants are paid an honorarium

of \$150 for each session. While the amount isn't luxurious, it does recognize that their time is valuable and helps defray travel or lodging costs. Van Luchene also made sure the luncheons were a cut above ordinary lunchroom fare—complete with tablecloths and service—as a small but important way to let teachers know they're appreciated, he says.

Charles Olivea, a 35-year veteran of the classroom, says teachers need programs like Tecolote to fill "a major gap" in their education—that is, a program geared to nurturing intellectual curiosity instead of delivering pedagogy.

Olivea has taught in public and private schools in New York and Connecticut, as well as in New York prisons. He now teaches history at Santa Fe's Academy for Technology and the Classics, a charter school serving grades 7 to 12.

"From my experience, the majority of public school teachers limit, and are expected to limit, their intellectual horizon to so many conventional and mandatory graduate school courses," he says.

"The notion of participating in an intelligent discussion grounded on a common set of texts is virtually alien within our public school culture."

In addition to seeing teachers thrive, Van Luchene believes that St. John's College should share its intellectual resources for the greater good. He hopes to double the number of participants in the program in a year or two and also expects Tecolote to spawn new opportunities, such as a recent seminar for Santa Fe high school students on Plato's *Republic*, organized with their philosophy teacher, a participant in Tecolote, and led by St. John's students.

"Tecolote is just the right thing for us to do," he says. "It's complementary to the central work of St. John's." By returning to their schools with the renewed insight that teachers are lifelong learners, "these teachers will go back and make a real difference in the lives of their schools." ❖

## REDISCOVERING HOMER

HOMERIC MOMENTS: CLUES TO DELIGHT IN READING THE *Odyssey* AND THE *Iliad*, BY EVA BRANN.

*Paul Dry Books, Philadelphia*

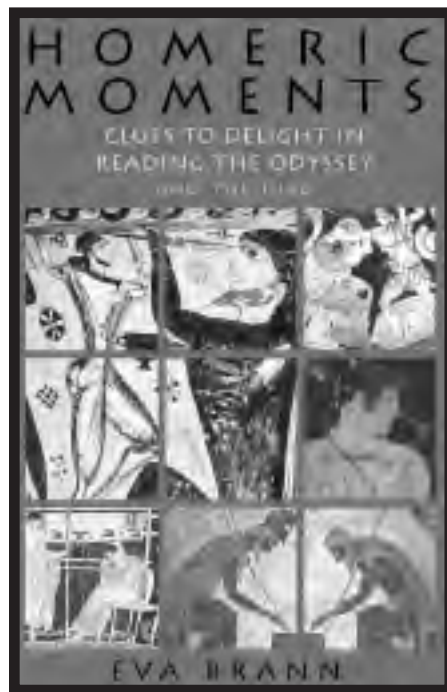
BY BARBARA GOYETTE (A73)

After the six seminars on Homer my freshman year, I was sad because I thought we were finished with the *Iliad* and the *Odyssey*. I had read the books, listened intently in the seminars, talked a little, learned a few things. But the kind of understanding I had hoped for from the St. John's experience was far, far from realized. What I didn't know then, but soon learned, is that we all have a life-time with the *Iliad* and the *Odyssey*. In the program they serve as reference points—the beginning of the great themes of war, peace, misery, elation, self-awareness, fate, compassion, studied for four years. And beyond St. John's, for Johnnies and I bet for many others, every war is the *Iliad*, every difficult journey the *Odyssey*, every soul-in-progress an Odysseus, every larger-than-life, full-of-feeling person an Achilles. Within the past year I read both books again, for the third time (maybe the fourth for the *Odyssey*), because I wanted to check out the newish translations by Robert Fagles (very direct and unadorned, not forced into unnatural rhymes or rhythms). Now comes this eminently readable book, *Homeric Moments*, from tutor Eva Brann.

I can't do an honest review of this book. First of all, I know the author and admire her intellect and imagination; second, I work for the college—so whatever I say is an inside job, lacking in the objectivity necessary for an honest appraisal. But let me just make a few points about the book, from the point of view of someone who's spent time with Homer and incorporated his poems into consciousness but is certainly no expert.

### Structure

Brann shows a happy disregard for the conventions of literary criticism. She



*“Every war is the Iliad, every difficult journey the Odyssey, every soul-in-progress an Odysseus...”*

doesn't offer a cohesive point of view for examining the epics; she doesn't hog-tie the poems with the lasso of a single interpretation. Instead, she writes about “moments.” Her moments are akin to epiphanies—a clarity that shines from the text. The analogy Brann draws is to the images on a Greek vase. She cites an amphora image of Ajax preparing his spear by making it fast in a mound of earth just before impaling himself upon it, distraught that he was not awarded the wondrous shield of Achilles after the great

warrior's death. “For just as the flowing Homeric narrative can produce in the attentive reader as a cumulative result a detailed mental image, so, reciprocally, a painted picture can be developed into a tableau vivant, a living image containing the gist of the whole story, a still, fraught, vibrating stasis,” she explains. The ancient potter's vision of Ajax caught in the intensity of a moment exemplifies what can be found in Homer as well.

This book makes us better readers of Homer. The series of moments described—like the images on the amphora—become moments for us, created by Homer. Brann's interpretations are not barricades between the books and us but rather access points. This is not to say that she does not address the great questions: What are we to make of the gods and their interference in human affairs? Why does the *Iliad* end with the funeral of Hector (and not, for instance, the fall of Troy)? What is the source of Achilles' wrath and how is it related to his knowledge of his impending death? What's the deal with Odysseus and the ten-year return? How much fantasy should we recognize in Odysseus' tale? There are more, and she takes them all on.

The most endearing characteristic of *Homeric Moments*, to me, is how alive the poems are to Miss Brann. Achilles and Odysseus are somehow known to her—through an imagination that must be cinematic in its clarity. She knows the color of Odysseus' eyes (brown) and sees into the psychology of Achilles' wrath (“he expends himself youthfully, lives, even withdrawn from action, the intense, concentrated, single-minded, abbreviated life of the death-bound”).

She also offers wonderful pictures of other Homeric characters. There's Hephaestus, the only god who makes things. His house is “star-decked, bronze-built.” And Hector, breaker of horses, is “an altogether solid though very human being. He refuses to drink on duty, stays to save his men, is kind to Helen—and wisely keeps his distance; he is solicitous even of his morally slight brother's feelings...[H]e has in him a strain of gentle civility.”

**Brannian Insight**

Those who like to highlight sections that provide particular insight in books they are reading may find their entire copy of *Homeric Moments* awash in yellow. Here are two examples of Brannian observations:

1. What about the gods and the way they intervene in human lives for Homer? "...the pretence of an aiding god seems to impinge on the purity of people's responsibility; every human accomplishment or failure has a divine signature on it. But the converse is also true: Every divine intervention duplicates a human intention and its execution...Such reciprocity...makes the origin of every human deed questionable, and Homer's moral frame as ambivalent as any modern sensibility could recognize." Later, commenting on how Athena transforms Odysseus at crucial times, she says the gods "enhance the scenery of human action by making the looks of people and places adequate to their inner nature..."

2. A long and fruitful discussion of Homeric similes helps illuminate the power of the epics' poetry. Especially in the gruesome *Iliad*, the images in the similes are beautiful, creating a double vision. "Similes, it is said, 'defamiliarize' the placidly normal world by reflecting it in estranging likenesses. Homeric similes, however, often do the reverse: They project the excruciating enormities of battle onto an integral world of peaceful and homely work as well as onto beautiful and boisterous nature, and so they transfigure the incessant abnormality of man-made war. In a flash they show the isolated siege world of Troy as not so hopelessly disconnected from the sound natural world of work and weather, but bonded to it by sudden visions of similarity."

Although it seems to me that any time is a good time to read Homer, and to take up *Homeric Moments*, now—when war is as real to us as "real-time" TV coverage and the Internet can make it—is an especially good time. Miss Brann's insights on this ancient conflict and its aftermath help mitigate the bare impenetrability of the question: why does humankind make war? ❀

**CATO'S MIRANIA: A LIFE OF  
PROVOST SMITH, BY CHARLOTTE  
GOLDSBOROUGH FLETCHER**

*University Press of America, Inc.*

Charlotte Fletcher served as the librarian of the Annapolis campus for 35 years, presiding over a lively, learned center of civility until her retirement in 1980. However, her lasting contribution to St. John's College may be in the work she continued after leaving the college. In a series of scholarly articles, only one of which was written before her retirement, Fletcher made a tremendous contribution to the history of the college. Working with a zeal for getting it right, she was the first to authenticate the steps that led to King William's School becoming St. John's, a story which heretofore had the ring of legend. She wrote a convincing account of how the college may have been named; an article on the college's first president, John McDowell, and a piece on King William School and the College of William and Mary, both founded the same year.

All were published by the *Maryland Historical Magazine* and wrapped up in one 1991 issue of *The St. John's Review* (regrettably out of print). Now comes a book about the foremost figure in St. John's founding, William Smith, a remarkable Scotsman from Aberdeen and president pro tem of the college—for one day.

A friend of Benjamin Franklin, with whom he had an ever-changing relationship, disagreeing as they did over Pennsylvania's proprietary form of government, Smith was chosen by the American Philosophical Society to deliver the eulogy at the society's memorial service for Franklin. Among other accomplishments, this Anglican clergyman wrote the charter for that distinguished society.

Although turned down as the first bishop-elect of Maryland (rejected because he had been seen to stumble on a New York street, presumably from strong drink), Smith preached at the consecration of the first Maryland bishop and remained devoted to the church. He wrote the preface of the 1789 Book of Common Prayer, unchanged since then.

Without William Smith, St. John's College would never have been established. Smith arrived in Maryland after the Pennsylvania legislature dissolved the board of the College of Philadelphia (later the

University of Pennsylvania), and ousted Smith, a founder and provost for 15 years. So long as they behaved themselves, Miss Fletcher writes, Loyalists were safe in Maryland: "The Provost was not a Loyalist, but the perception that he was lingered." To avoid surveillance, Smith moved to Chestertown, which had been considering establishing a college for some time.

Smith was the man to do that. He first opened a school for his two sons, which subsequently was absorbed into the Kent County Free School. Its board elected him chairman. Under his leadership, the trustees petitioned the Maryland Assembly to charter the Kent County Free School as a college. Already with years of fund raising behind him in Pennsylvania, Smith collected pledges worth 5,000 pounds. After the Revolution's most famous leader's permission was gained to name the college for him, Washington College was chartered in 1782 with Smith as its principal and chairman of the board of trustees.

Not content to stop there, Smith was determined to charter a college on the Western Shore, which together with Washington College would form the first University of Maryland. He believed deeply in the proposals on education he had written for a college for his mythical province of Mirania in America, a plan originally formulated when New York was considering such an institution and a plan that so charmed Franklin he chose Smith as the first provost of the College of Philadelphia. "Liberty will not deign to swell but where her fair companion Knowledge flourishes by her side," Smith wrote under the pseudonym of Cato.

He joined with two other clergymen representing the three most prominent denominations in Maryland in preparing a charter for the future St. John's. The so-called University Law was drafted by Smith, the Rev. Patrick Alison, representing the Presbyterians or Dissenters, and the Rev. John Carroll, the Roman Catholics. It was adopted in December 29, 1784, two days after the festival day of St. John the Evangelist, patron saint of the Free Masons, of which Smith, like Washington and Franklin, was a member.

"The University Law, however, would not go into effect until a board of trustees was elected from the group of subscribers who together had pledged 1,000 pounds," Miss Fletcher writes.

*continued on p. 30*



For Smith, there was much to do.

"Smith traveled on horseback over 300 miles in the winter of 1785-86 to convene and supervise elections in the Western Shore counties to validate the St. John's charter."

One can imagine what hardships were posed by wintry rides on Maryland's primitive roads. His service was essential. Without his commitment, St. John's would not have been able to begin classes five years after the University Law was adopted.

After Smith returned to Philadelphia, Maryland withdrew its support for the first university, and St. John's and Washington became, as they are today, independent colleges.

"The Provost returned to Maryland in November 1789 to preside as the president pro tem at the opening of St. John's College in Annapolis," Miss Fletcher writes. "On that day Smith was president of three colleges: St. John's College and Washington College in Maryland, and the College of Philadelphia."

Miss Fletcher has written a valuable book about a figure of enormous energy, ambition, drive and intelligence. Outspoken, Smith was not a sentimentalist. He landed in jail as the result of his German translation of an article protesting the failure of Pennsylvania Assembly members to support a militia to protect the Scots-Irish from slaughter by Indians on the state's western frontier. A businessman, he also acquired 70,000 acres of land, something of which St. Paul would have disapproved, a major factor in his not becoming bishop. Part of it became the site for the town of Huntingdon, Pa., which he also founded.

Incidentally of interest is that Miss Fletcher is a descendant of Smith through his daughter, Willamina Smith, who married Charles Goldsborough. Her book about her distinguished ancestor has been extensively researched, documented by numerous notes, and tightly written. It beautifully rounds out her earlier impressive accounts of the history of St. John's.

—Rebecca Wilson (HA83)

*Rebecca Wilson served for many years as the college's director of public relations in Annapolis.*

## CALCULUS: THE ELEMENTS

by Michael Comenetz  
*World Scientific Publishing Inc., 2003*

This book by Annapolis tutor Michael Comenetz provides a full and clear account of the essentials of calculus, presented in an engaging style that is both readable and mathematically precise. Concepts and central ideas are emphasized throughout. Physical examples and interpretations play a leading role, and



CHARLES JONES (A79)

alternative approaches to fundamental ways of thinking help the student develop the intuitive understanding so important in science and engineering. Many questions and problems, with detailed solutions, encourage active reading and independent thought.

## PLATO'S EROTIC THOUGHT: THE TREE OF THE UNKNOWN

by Alfred Geier (A54)  
*University of Rochester Press*

Alfred Geier's book is presented as an attempt to understand the nature of the object of Eros in Plato's writings. He considers first the *Symposium*, where he is led to a deeper understanding of the "nature of Love (Eros)." But then the problem manifests itself as related primarily to the "way in which Love arises," and he

is led to a consideration of the *Lysis* and *Phaedrus*.

In the prologue to his work, Geier describes a moment of inspiration from the latter work: "One evening, late, after a class on Plato's *Phaedrus*, I was sitting at one end of a living room. At the other end, a good distance away, was a fireplace. There was no fire in it at this time. As I gazed there, into that dark fireplace (were there ashes there? I don't remember. There may have been. There probably were), I kept asking myself: just what is the 'object' of Eros. What is it? What can it be? After a while, as I kept gazing there, not a short while but not a very long one, I saw, with great excitement and delight, the 'object' of Eros. It was the very thing I was looking at and asking 'what' about. The very thing I was looking at and not seeing was the very thing I was looking for. Had the fireplace not been dark I would not have seen this. Then I realized that that 'object' was not known, but that it was known as unknown; and therefore that it was not just something unknown, but that it was the Unknown. I saw in that fire-less fireplace the very thing that was not there. And precisely this was (and is) the 'object' of Eros."

## BOOKBINDER'S FINISHING TOOLS MAKERS 1780-1965

By Tom Conroy (SF77)  
*Oak Knoll Press*

For anyone interested in the history of books, here's a valuable resource compiled by Tom Conroy. Conroy, an independent book conservator, fine binder, toolmaker, and binding teacher in Berkeley, Calif., has published a directory listing hundreds of tool-cutters from 1780-1965 and their firms. The book includes brief biographies of each craftsman or firm, original trade marks, and advertisements.



## Remembering Douglas Allanbrook

*Members of the St. John's community came together with family and long-time friends of Annapolis Tutor Douglas Allanbrook for a memorial service March 29 in the Great Hall. Mr. Allanbrook, who had spent half a century at St. John's, died in January of a heart attack at the age of 81. He had continued to perform at the college and to lead language tutorials after his retirement from full-time teaching.*

*This remembrance by William Ney, Class of 1982, was among the many offered during the memorial service, which also featured Mr. Allanbrook's music.*

[In 1981] Douglas gave a lecture entitled "Truth-Telling and the *Iliad*," which began: "The terrible word truth implies a parity between what we see and what we say." He then suggested that the *Iliad* and *The Peloponnesian War* are the only two books that "consistently exhibit" this quality, that "reflect in their words and accounts, speeches and stories, the real that is in front of our eyes and that is so difficult to own up to, or to talk about."

The following year Douglas offered a preceptorial on Thucydides. Douglas persistently pointed to the way Pericles encouraged Athenians to fight not for what might be gained by an enemy's defeat, but out of love for the beauties of Athens, which (as Pericles described at some length) had to do with law and habits of civilized behavior. This appeal—to fall in love with Athens for the best of reasons—appealed to Douglas's own sense of patriotism. And that the love proved inconstant, that the beauties of Athens were neglected and so failed, Douglas kept in our minds as we worked through the book, reading one case history of disaster after another. And a year later, in his lecture, "The Inefficacy of the Good," he finished his discussion of Pericles' first speech by looking forward a few decades to the demise of democratic Athens:

"It would be a shameless naiveté to conceive of any of Plato's political works as arising from any ground other than one of the blackest pessimism regarding human affairs....The war was an occasion, first for Thucydides and then for Plato, for observing,



DOUGLAS ALLANBROOK IS REMEMBERED AS A TEACHER AND FRIEND.

for reflecting, and for setting things straight. In both of them one feels the ache for, and the absence of, an efficacious good, and while Socrates may speak of himself as the only true citizen of Athens, Thucydides the Athenian has put into the mouths of his Athenians words that fix forever in our memory the inexorable grind of power, time, and moral decline."

In preceptorial we puzzled. Was Pericles naive to think love of law and similar beauties might prevail? We also read speeches of Lincoln, where again, law, government of the people, by the people, for the people, and now Equality, are held up as high values, to be loved at highest cost. A sign of progress? Or is that naive? Douglas provoked us with the suggestion that the preservation of the American union had not been worth its cost in blood—a provocation rooted, it seems, in his experience as a soldier, and his tendency to think that the foundations of political life are troubled with termites.

A simple distinction pops up throughout his writing—between Problems, which can be Solved, and Troubles, which cannot and so must be endured, or perhaps slipped around. Happy the man who, looking

forward, can distinguish the two. In "Truth-Telling and The *Iliad*," Douglas remarks out of the blue that if Homer ever tried to solve any Problems Zeus would strike him dead with a thunderbolt. Two years later he noted that some in preceptorial had concluded that Thucydides was a wise and perfect cynic.

Douglas thought that wrong. "If no solution in human affairs is possible," he wrote, "it is because nothing of heartfelt concern is a problem that can be solved. If no solution is possible, human excellence calls for courage and shrewdness to walk hand in hand with decency and compassion." He then concluded with a snapshot of Prime Minister Indira Ghandi and saintly Mother Teresa, smiling at each other in deadly fashion on TV, each needing something at that moment from the other, struggling to defend something good against the grind. This, it seems, is as good as it gets. The good soldier puts down his head and keeps walking.

My first visit to the house on Revell Street was to talk about my precept paper (which erred on the side not of cynicism but naiveté). Douglas happily showed me his piano, recently installed in the renovated attic. The sight of his little workspace, filled with big sheets of music, prompted me to report that his recent recording of a Bach prelude and fugue (on the record with McDowell on the cover) had a meditative quality to my ears entirely new—something that opened not only Bach but the whole of what we call baroque music to my soul. Douglas smiled in a now familiar, put-on way—like a cartoonish wolf in a fedora—and said, "Oh yes, Mr. Ney, nobody plays Bach the way I do!" It seems truer words were never spoken. On my shelf at home is a costly collection of CDs rarely touched, representing a failed attempt over two decades to find someone who plays Bach on the piano with anything like Douglas' humanism and perfection...

How far from accidental that a brilliant young composer who had been given the secret of Logos for Fingers would give a good part of his life to teaching in the Program. What a blessing to have known him, teacher and friend. ✱

## QUESTIONING THE BLUEPRINT OF HUMAN LIFE

BY JASON BIELAGUS (SF98)

**W**hat is the nature of life? Can we distill it into principles? How are humans different from all other forms of life? How do we know we know something?"

Five years after leaving St. John's, says Jacob Keller (SF98), questions like these continue to intrigue him. He carried his habit of questioning into the Ph.D./M.D. program he's currently enrolled in at Northwestern University. And he found it particularly helpful as a researcher in Columbia University's Department of Biological Sciences, where he worked in a laboratory under Dr. John Hunt.

Keller went to Columbia to gain the prerequisites needed for medical school; he went to Hunt to gain research experience. Along the way he landed a credit as lead author of a paper published in the scientific journal *Structure*, saw his computer-generated model of a protein featured on the journal's cover, and gained another notice of his work in the journal *Science*—notable accomplishments for any established researcher, highly unusual for a liberal arts graduate in a pre-med program.

The research Keller conducted at the Hunt lab developed from a larger project involving dozens of labs working to complete the Human Genome Project. Although the human genome has been sequenced, scientists have yet to discover the exact function of every gene. By looking at the structures of proteins our genes make, researchers hope to discover what those proteins and the genes that make them do.

Keller's research centered on MT0146/CbiT, a protein required to synthesize vitamin B<sub>12</sub>. Previously, it was thought that MT0146/CbiT was a decarboxylase. Keller proved that it was, in fact, a methyltransferase.

Nearly every biological function, both in sickness and in health, happens through proteins. Knowing how these proteins work will allow doctors to combat disease with great specificity. "The current method is much more trial-and-error, and therefore requires far more time and

money," says Keller. "This inflates the cost of drugs and sometimes even prevents them from being developed."

Structural biology has led to new treatments for multiple sclerosis, for example. The disease strikes when a patient's immune systems mistake the cells sheathing the nerves for foreign cells. The immune system then attacks and kills those cells, wrecking havoc on the patient's nervous system. Recently, Dr. Jack Strominger of the Harvard Medical School found that a single protein on the membrane of the nerve-sheath cells was triggering the attack by the immune system. He then found a molecule that would bind to that problematic membrane protein, thereby covering it and blocking it from detection by the immune system. After taking this new drug, MS patients no longer have symptoms of the disease.

The technique that Keller and others use to determine the structure of proteins is X-ray crystallography. The technique requires taking the DNA sequence that codes for the protein of interest and putting it into bacteria cells. Once inside the bacteria cells, the DNA produces a large quantity of the protein. After being isolated and purified, the protein is treated with a variety of chemicals and conditions to make the protein crystallize.

"A good crystal is  $\frac{1}{10}$  –  $\frac{1}{5}$  of a millimeter and has about  $10^{15}$  (a million billion) molecules in it," Keller said. "Once the protein is crystallized, it is exposed to X-rays. By interpreting the diffraction patterns of the X-rays, the structure of the crystal can be determined. Based on the diffraction patterns, a researcher can create a computer model of the protein."

Examining the structure of the molecule then allows its function to be determined, adds Keller. "Wayne Hendrickson, a crystallographer and colleague at Columbia, described X-ray crystallography as a microscope that uses X-rays for light and a computer for a lens. In St. John's terms, I would say that it's like looking at the shadows on the wall of the cave to try to find out what the real forms are."

The technique owes a lot to Young and

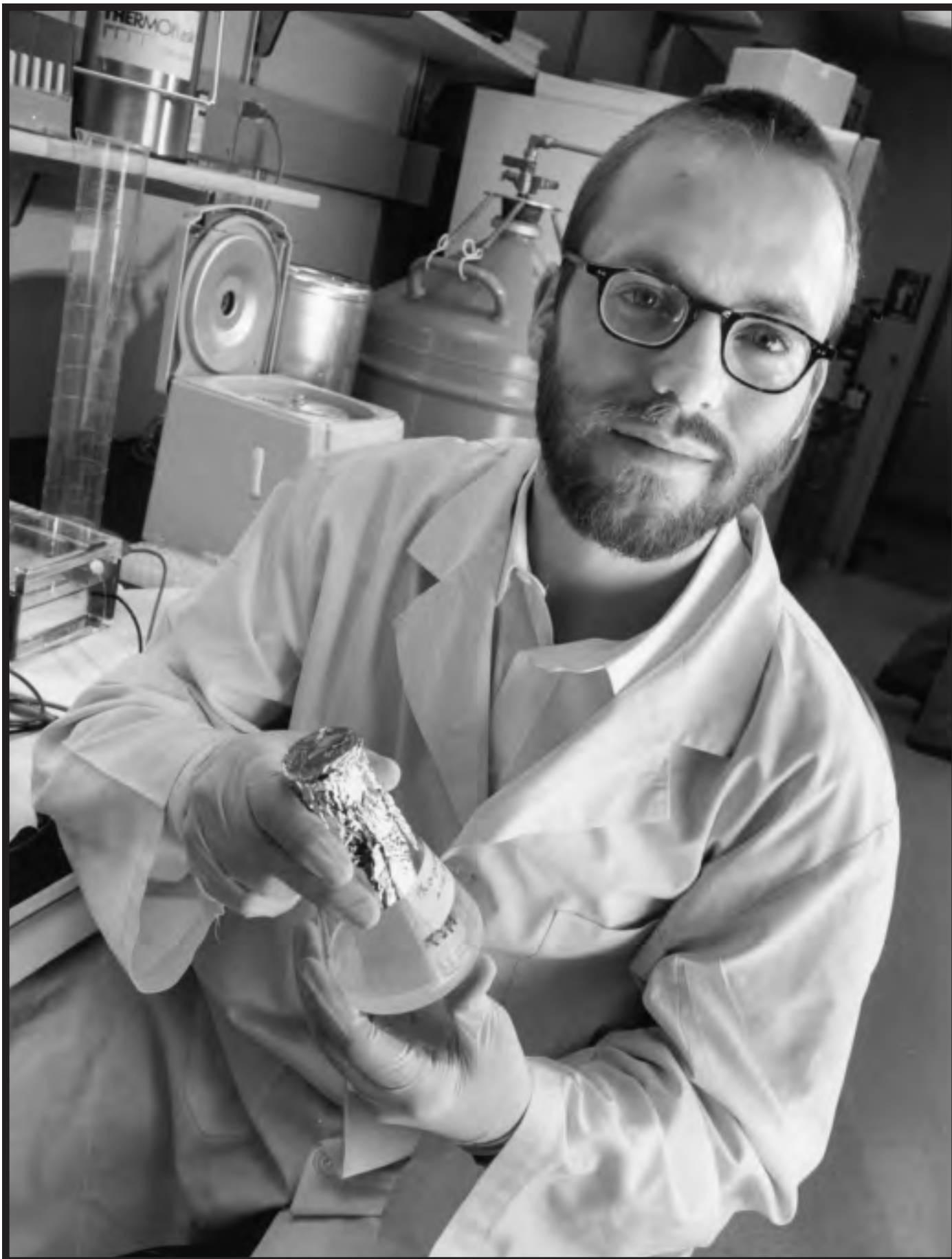
his light-slit experiment. "That paper's framework has great explaining power, even in terms of modern macromolecular crystallography. Young's paper, actually, has given me a sort of reference point, or way of thinking, that shapes my understanding to this day."

Keller isn't sure he'd be in science if he hadn't chosen to come to St. John's. He's certain that he'll be a better scientist because of the college. "I feel that I have not had the questioning principle squelched out of me by question-phobic lectures. Many people in science are not even all that excited by their research. Those who are often make the best scientists."

His path to medicine stems from a desire to help people, though he hasn't settled on a specialty. As a scientist, he gains the opportunity to continue to ask questions and search for the answers. His Ph.D. research may focus on the structure of proteins.

"My real dream would be to figure out how some system works from the atomic to the macroscopic scale. Like figuring out how the shape of some protein affects behavior or the macroscopic realm in some way. It has been done before, for example with muscles. They understand muscle contraction from atoms on up.

"There are ways to use structural information to cure disease, but the big goal of structural biologists, and this is somehow more compelling to me, is the study of these fantastic forms, trying to understand how they work, and discovering what overall principles guide their behavior. These structures are really incredible, because they are right on the verge of coming to life, yet are made out of simple atoms. Their component atoms are more or less understandable as simple elements, yet the complexity of the relationships between these components is great. The single, isolated protein is only the beginning of the real complexity of life." ❖



JIM ZIR

JACOB KELLER AT NORTHWESTERN UNIVERSITY



# REMEMBRANCE OF FRESHMAN YEARS PAST

Have a favorite story from your first day, week, or month of Freshman year? Please e-mail it to Susan Borden at [s-borden@sjca.edu](mailto:s-borden@sjca.edu) for a nostalgia story we're working on.

## 1942

**J. HEINMULLER** sent this note: "Homecoming was A-1. So glad I made it. Thanks."

## 1951

**GEORGE WEND** recently traveled to Thailand and is "deep into digital photography."

## 1955

**CAROLYN BANKS AND HELGE LEEUWENBURGH:** "We are still in the 'Travel for Groups' business and are still creative. If anyone is interested, get in touch. Our last St. John's tour was in 1985 to Greece. That's a long time ago, but the fun is still long-remembered."

## 1960

**HILDRETH SMITH BECKER** writes from Arizona: "Currently I volunteer at a Swedenborg Church's library-bookstore. Busy also with my granddaughter, Adela, age 7, whose mother **CHRISTINA PAIGE**, graduated from St. John's (Annapolis) in 1988. I continue with studies in philosophy and religion."

## 1961

**DAVE ROSENFELD** writes: "My truly aimless life continues in reasonably good health; for this I am thankful, although, as an atheist, I do not know to whom or what I am directing this thanks."

After being unsuccessful at enabbling, I moved on to the University of Pennsylvania and earned a degree (B.S. in economics, major in finance) from the Wharton School in 1965—to whatever end I cannot imagine as I have never worked in the business world. In 1970, I consolidated several questionable enterprises into the WD&R Carpentry Co. (Who, Didditt & Rahn), which became immensely successful in high-priced architectural restoration (not repair) and light commercial construction. Whatever made me imagine I was an academic?

My days are just filled! Since retiring from business in 1986, I never get a day off. I have a small business, Sanborn Shooters ([www.sanbornshooters.com](http://www.sanbornshooters.com)) that I operate from home. It is a federally licensed machine gun company with a gun range here on the ranch.

Other interests include my vintage British Motorcycles, pyrotechnics, (my wife, Mary Ann [Sanborn] & I are both licensed professional display pyrotechnic operators) and reading junky detective novels. Mary Ann intends to sell her businesses soon. After that I will sell the machine gun business and we will devote more time to travel and our pyro work. I still have not decided what I want to do when I

grow up—but there is plenty of time for that sort of thing. Mercifully, I have never been jailed, produced issue, or voted Democrat. We welcome visitors on our ranch near Austin, Texas: [Davinryder@hotmail.com](mailto:Davinryder@hotmail.com)"

## 1962

**NEIL CHARLES POTASH** spent an October day with classmate **JOHN FRANKLIN MILLER** at the Edsel & Eleanor Ford House. The tour was interesting to Potash, a retired historian, especially since it was conducted by the museum's curator and president, Miller. After a delicious lunch—including much Johnnie reminiscence, Neil returned to Bowie, Md., where he continues to work on his Ph.D. at the University of Maryland.

**JOHN FRANKLIN MILLER**, president of the Edsel & Eleanor Ford House, has been appointed president of the Library of American Landscape History (LALH). Based in Amherst, Mass., LALH was founded on the belief that clear, informative books and exhibitions about North American landscape design would broaden support for enlightened landscape preservation. In recent years, LALH has produced a number of publications, such as *Pioneers of American Landscape Design*, *The Spirit of the Garden*, *Landscape Gardening*, and *Landscape Architecture in the Midwest*. According to Miller, the importance of landscape preservation is illustrated in many of the Ford family sites.

"Landscape and landscape-garden preservation have come of age in the late 20th century, following upon earlier successes in architectural preservation," said Miller.

"The Ford family has had an important role in this, since their environmental stewardship began when Henry Ford commissioned the visionary designer Jen Jensen to create the landscapes for 'Fair Lane,' Greenfield Village, and the Henry Ford Hospital; and Edsel Ford commissioned Jensen to create landscapes for the Ford House in Grosse Pointe, 'Skylands,' in Maine and 'Haven Hill' near Clarkston."

## 1970

**LES MARGULIS (A)** sends news from Australia: "I have had an eclectic career. My first job out of school (B.A. in philosophy) was working at a porno movie house. Didn't make my Jewish mother happy. Went back to school and got a master's in advertising (had an appropriate background given that ad execs are sometimes called 'whores'). Eventually, wound up at BBDO where I stayed for 25 years and ran one of their international divisions. Lived abroad for a while and traveled extensively, but was not getting rich. Left BBDO in 1999 to seek my fame and fortune during the Internet go-go years. Nine months and \$100 million dollars of investors' money later, the company went bust. I migrated back to advertising and worked as VP for a Hispanic agency. And now I am on my way to Australia to be president of the largest multicultural agency there. I am looking forward to kicking back and putting another shrimp on the barbie. If any Johnnies pass through Sydney, my e-mail is [lesmargulis@hotmail.com](mailto:lesmargulis@hotmail.com)."

## 1973

**MARY TARAIL (SF)** is still working full time as a psychiatrist as part of Mount Sinai Hospital in New York City. Her grandchild, Isabella, is 3 years old. She reports that she is finding time to read again and has been in touch with **LIZZIE GOLDWIN**, who is well.

**MOZELL LANG (MORRIS) (SFGI)** retired from the Michigan Department of Education as a science consultant in October 2002. She now works as a science consultant for the Pontiac Schools.

## 1974

**JON HUNNER (SF)** continues to direct the Public History program at New Mexico State University, where he received tenure last year. His book, *Inventing Los Alamos*, will be published in 2003 by the University of Oklahoma Press.

**CRUGER JOHNSON PHILLIPS (A)** is executive director of a small non-profit called Hopeworks, which

## ABOUT THAT ENGLISH WEATHER

**LEONARD KAHN (SFGI96)** spends about half of his time in the UK as a doctoral student in philosophy at the University of Oxford and the other "in Southern California trying to recover from the collective onslaught of English weather and English food (so-called). My wife has decided to forgo the British experience and (quite wisely) only deigns to leave the West Coast of the U.S. for our brief forays to Europe proper. After bumming around Italy in the summer of '02, we decided that if St. John's establishes a third campus in Siena we would strongly consider making a repeat performance as senior residents! I would love to hear from old friends as well as from any Johnnies wandering through the city of dreaming spires (or considering study here). Drop me a line at [leonard.kahn@magdalen.oxford.ac.uk](mailto:leonard.kahn@magdalen.oxford.ac.uk)." ❀



## WORKING TO SAFEGUARD FUNDAMENTAL RIGHTS



CHRISTOPHER HUSTON

JUAN VILLASEÑOR, AT ACLU'S HEADQUARTERS IN NEW YORK

BY ROSEMARY HARTY

Juan Villaseñor (A97) was alarmed by what followed in the wake of the September 11 attacks: expanded domestic spying programs, secret military tribunals, and similar government efforts to gather information and evidence on foreigners and citizens alike. From where he stood, fundamental American rights were under attack.

"I saw what the government was doing to our civil liberties and rights in the name of national security, and it really kind of scared me," he says.

His first response was to join the American Civil Liberties Union. Then, while clerking for a federal judge in his first year out of Vanderbilt University's law school, he applied for and won the ACLU's prestigious

William J. Brennan First Amendment Fellowship. He began the yearlong fellowship in the organization's national offices in New York last September and has gained experience working on several high-profile ACLU cases. Many involve free speech and the Internet. Villaseñor has also worked on cases that are part of the organization's attempts to block antiterrorism measures it believes infringe on basic constitutional rights.

In addition to a chance to work for something he believes in, the fellowship has provided an opportunity to work on a broad variety of important cases with skilled and dedicated lawyers.

Among his first cases was *Melvin v Doe*, the first case of its kind to reach a state supreme court, and one expected to shape

laws governing free speech on the Internet. In joining the case, the ACLU seeks to protect anonymous speakers in cyberspace who face legal intimidation from public officials whom they criticize. The case involves a Pennsylvania Superior Court judge seeking to unmask the identity of an anonymous web master who criticized her for lobbying the governor to fill a judicial vacancy. The ACLU, in defending the web master, seeks to defend the basic American right to criticize public officials.

Although the Internet has changed the delivery of the message, the basic rights are the same as those established in a landmark 1960 case, *Talley v California*, in which a man was fined for distributing anonymous handbills in violation of a Los Angeles

*continued on p. 36*

municipal code that required such literature include a name and address. The Supreme Court found the code unconstitutional. In a later case, *Reno v ACLU*, the Supreme Court declared the Internet as a new and powerful democratic forum in which anyone “can become a town crier with a voice that resonates farther than it could from any soapbox.”

“If the Pennsylvania Supreme Court finds against our client, then his identity will have to be revealed,” Villaseñor explains. “He will unnecessarily suffer embarrassment, and all because he engaged in political speech—the expression that lies at the very core of the First Amendment.

“More broadly, however, other anonymous speakers will experience a chilling effect because they will be unwilling to engage in criticism of political or other public figures for fear that they be sued for defamation”

So far on the Melvin case, the ACLU has lost in the lower courts; Villaseñor has been involved in several motions to quash subpoenas filed on behalf of the plaintiff and co-drafted the appeals to the Pennsylvania Supreme Court. The case should be heard by the state high court this spring.

Another First Amendment case Villaseñor is working on involves the American Library Association, a case up for review in the U.S. Supreme Court. A three-judge court in Philadelphia ruled that libraries could not be required to install Internet filters as a condition of federal funding. The ACLU is co-counsel in that case.

“Basically at issue is whether Congress could pass the Children Internet Protection Act (CIPA),” Villaseñor explains. “These filters underblock, they don’t catch the sites that they’re supposed to catch, and a lot of sites that have scientific information

may be blocked from view simply because of anatomical terms you might find within the site.”

The ACLU is representing a public library in the case; Villaseñor is involved in researching and preparing briefs.

A fascinating case Villaseñor has worked on centers on the Foreign Intelligence Surveillance Act (FISA) and involves a number of historic firsts. Enacted in 1978,

*“Given our constitutional values, we simply are not a society that wants to block speech.”*

JUAN VILLASEÑOR

FISA established a special court, composed of seven federal district court judges, to review the attorney general’s applications for authorization of electronic surveillance aimed at obtaining foreign intelligence information. Last May, this court took the unprecedented step of making public its unanimous decision rejecting the government’s bid to expand spying powers directed at American citizens. The attorney general then appealed to the Foreign Intelligence Surveillance Court of Review, a body convened for the first time and comprising three Court of Appeals judges selected by Chief Justice William Rehnquist.

“The ACLU asked the court for permission to file an amicus brief on behalf of

what we represent. The court allowed us to file a brief, but ultimately rejected our arguments,” says Villaseñor. “The court of review reversed the trial courts and basically has foreclosed—at least on its face—any way that anyone can appeal the decision.”

The Supreme Court recently refused an appeal of the decision.

These developments are very disturbing to Villaseñor, especially since he believes most Americans aren’t aware of what’s at risk.

“Any average, law-abiding citizen must be concerned about the FISA court powers. It circumvents the Fourth Amendment, allowing searches on less than the constitutionally required probable cause, and the target of the search would likely never know that he or she is a target at all. Any ‘evidence’ gathered against him or her may never be used against the person.”

Working for the ACLU—which faces occasional attacks from mainstream America as well as conservative critics for some of its battles—is “definitely a conversation piece.” But misconceptions often cloud the ACLU’s image and purpose, Villaseñor believes.

“If people think that we (ACLU staff) are for child porn or we are in favor of children viewing material that is harmful, that is completely and patently false. What we are in favor of is that the government cannot tell you what material you should be looking at. You as a parent can install a filter in your own private computer, but that doesn’t mean the government should require it in public libraries.

“Given our constitutional values, we simply are not a society that wants to block speech. The answer for free speech is more speech, not less. That includes hateful, racist, and other kinds of controversial speech.” ❖

seeks community solutions for problems families face raising teens.

**DAVID MACLAINE** (SF) had a successful reading at the Lupin Nativist Club of excerpts from his collection of poetic parody/transformation “The Naked Bard” in the summer of 2002.

**PAUL SZABO** (A) recently joined Calfee, Halter & Griswold, LLP in Cleveland, as a senior attorney specializing in intellectual property law. He counsels publicly- and privately-held clients regarding

patent, copyright and trademark matters. A registered patent attorney, Szabo renders opinions as to patentability, right to use, patent infringement, and patent validity issues.

1976

**BETSY DAVENPORT** (SF) lives with her family in Portland, Ore. She has a private practice doing psychotherapy and parenting consultation, and is developing a specialty in adult ADHD and the challenges it presents to families. Her daughter is 10,

the “big” kids are 34 and 36, and her grandsons are 2 and 6. Her husband will retire from university teaching in January 2003.

After almost 20 years as a trial attorney in both public and private practice, **WILLIAM W. NOOTER** (A) is now a magistrate judge on the D.C. Superior Court, having been appointed in October 2000. Bill currently presides over cases in Family Court. He lives in Washington, D.C., with his wife, Elissa Free, and daughter, Amanda, age 11.

**ANNE NICOLE SCHLESS** (SF) writes “I am living on a piece of ‘paradise found’—writing, carving, singing and building a workshop. I run a small company for a living and am really enjoying the people and the challenge—basically loving life, including the ups and downs. Greetings to all!”

1977

**WILLIAM MALLOY** (SF) writes: “My techno-addresses have changed. On the one hand, the new home phone number is

713-283-9444, and on the other hand, the new email address is [ogopogo@sbcglobal.net](mailto:ogopogo@sbcglobal.net). On the other other hand, the mailing address remains P.O. Box 570822 in Houston, Texas 77257-0822. Let me hear from you, even if we've never met, particularly if you don't recognize the palindrome 'ogopogo.' "Open question to anyone: In what ways does the Ethernet resemble phlogiston? In what ways does it not?"

## 1978

**THOMAS WOOD** (SF) has taken a new position as coordinator of the core curriculum at St. Mary's College of Ave Maria University in Orchard Lake, Mich.

## 1979

**JEFF McELROY** (SF) writes, "I have recently left my 14-year career in nonprofit fund-raising and reactivated my law license. I have opened a law office in my Hollywood guest house so that I can better parent my 7-year-old son. My practice is focused on tax-exempt organizations and adoption for lesbian and gay parents."

## 1980

**GERI GLOVER** (SF) closed her private practice in Santa Fe in May 2002. She now splits her time between Santa Fe on the weekends and the Alamo Navajo Reservation near Magdalena, N.M., during the work-week. She is the Child and Adolescent Behavioral Health Services coordinator for Alamo.

**TOM G. PALMER** (A) writes: "I greatly regret having missed the 20th reunion, but I had agreed long ago to participate in the international meeting of the Mont Pelerin Society in London, which took place over the same week. I was nominated for membership and the nomination was accepted. (The society was founded in 1947 in Mont Pelerin, Switzerland, at an international meeting of liberal scholars called together by Friedrich A. Hayek to undertake the rehabilitation of classical liberal thought.) I've recently taken over editorship of the *Encyclopedia of Libertarianism*. As a senior fellow of the Cato Institute, I've also published a number of essays on the economics of property,

constitutional government after 9-11, globalization, and other topics. I've been on the road a lot, giving lectures at universities, speaking at conferences of newspaper editors, and speaking before business groups. My position at Cato keeps me busy—it's pretty much my dream job. I may have the record for SJC alums in long-distance relationships, as it's now been over seven years that my partner and I have lived in different countries. He's British, we met at Oxford, and he lives in London. We do manage to see each other four or five times a year, in America or in Europe (we managed to spend nearly two weeks together in France this summer when I was lecturing at the University of Aix-en-Provence). Someday we're hoping to be able to live together in some country, at least for some time."

## 1981

**SARA MARCY** (SF) writes: "I am very sorry to inform the college community of the death, last April, of **LANCE FORSYTHE** (SF). After a short illness he passed away and was brought to the mountains in Montana, where, as those who knew him can attest, he will rest happily."

## 1982

**PETER FISK** (SF) has a busy chiropractic office and teaches network spinal analysis. **NATASHA (WALTER) FISK** (SF84) is doing aura balancing from a perspective of drawing out some wisdom from energy blocks. Their daughter, Gioia, is 6 and is in the first grade at the San Francisco Waldorf School.

**REBECCA (COURSEY) KING** (SF) writes: "During the last five years I have undergone a significant personal transformation, resulting in a divorce from my husband of 16 years and moving from Montana to Santa Cruz, Calif. I am completing my fourth and final year at the Barbara Brennan School of Healing, where my senior project is on erotic transfer in the healer-client relationship. I work as a spiritual energy healer as well as a counselor/sex educator specializing in the fascinating field of relationships, intimacy, and sexuality. I've begun writing articles based on my field,

and have found myself deeply involved with Tantric Buddhism as a base for my spiritual practice and reconnection with the feminine. I have also deeply explored Shadow Work, Jungian Dream Analysis, Depth Psychology, Tantra, a lot of workshops on sexuality, and a lot of truly unique relationship experiences. My daughter, Galen, is 8 1/2 and lives primarily with Dave in Montana. She spends about one week out of every five with me and loves the ocean and the redwoods. So after years of living a very socially acceptable and financially secure life, with a friend and loving companion, I am finally returning to something which has been calling me, the soul's longing to live something yet unexplored inside of me, for which I was still hungering when I left St. John's. I continue to ponder existential questions of reality and devote a great percentage of my time to spiritual practices and meditation and inquiry and energy-healing work. I still love to dance and have trained in various movement therapies. This summer I reread *Antigone* and *Oedipus Rex* to regain insight into the underlying mythic level of sexual dysfunction. I read Jungian books for fun and scintillating intellectual intrigue, and wonder just what I will study next. Blessings and radiance to all my fellow Johnnies."

## 1983

**ARTHUR EDISON** (SF) is an associate professor of biochemistry and molecular biology at the University of Florida. He studies neurochemicals and spends most of his time at work thinking about worms (nematodes) and NMR (nuclear magnetic resonance). He is happily married to his wife, Katherine (20+ years), and has two great kids, Emily, 17, and Maddy, 15.

**SUZAN M. PORTER** (SF) will be teaching sixth-grade science and seventh-grade pre-algebra at the NOVA School in Olympia, Wash. "NOVA is a middle school which serves academically talented youngsters, and I'm very much looking forward to the challenges."

## 1987

**LARRY DAVIS** (SFGI) graduated with an M.A. from Austin Presbyterian Theological Seminary in Austin, Texas, in 2002, and was the first person to walk across the stage and get a diploma in the seminary's centennial year.

**JOEY COXWELL** (SFGI) and his wife, **PATTI** (SFGI92), have been on the move again! They are now in Meridian, Miss. Joey teaches AP chemistry and physics and sometimes astronomy, and Patti teaches elementary music to 1,050 students in grades K-6. Their daughter, Joanna, will be attending school with mom in the fall. She is the only student in her preschool class who knows all the planets, in order! Patty writes: "We are not accomplishing 'great' things compared to most of what I read in the alumni section, but we sure are enjoying being four-year-olds again! We've lost touch with most everyone due to moves. Our e-mail address is [Falalar701@aol.com](mailto:Falalar701@aol.com). Just put your name in the subject line so I won't dismiss it as spam."

## 1988

**JOHN McLAUGHLIN** (SFGI) writes, "After this update I will hold off for a decade or so! February and the first week of March the goal is to add 350-400 miles—somewhere around there—on to 900 miles previously skied in Scandinavia. Health and weather allowing, that will make for a continuous line from Oslo to Knivskjellodden. Living in Telluride, Colo., it will take a few days to get comfortable with the low elevation. Otherwise I am definitely ready to go."

**SUKUMAR PERIWAL** (A) writes from Canada: "Greetings to friends from St. John's. Not having been in touch since graduation in 1988, it's intimidating to catch up. While doing a D.Phil. at Oxford I lived in Prague for a few years doing research on nationalism and teaching at a new international university there, then traveled around, writing columns and a serialized novel for an Italian newspaper. Now I live in Victoria, British Columbia, where I work for



the government of British Columbia in international relations. I got married last summer to Eleonora Babejova, ending the longest long-distance relationship in history. I've stopped smoking and completely changed personality type but would still love to hear from long-lost friends at: [Periwal@gems5.gov.bc.ca](mailto:Periwal@gems5.gov.bc.ca)."

**ELLEN SCHWINDT** (A) writes: "After spending 13 years in Baltimore, mostly in education of one sort or another, I've recently moved to South Conway, N.H., and I married a Civil War historian named William Marvel. I'm running a tiny community music school, teaching violin, piano, and music theory, visiting a weekly peace vigil, and supplementing my own two children's educations with snow experiments, more music, and general dragooning."

## 1989

**BEVERLY ANGEL** (SFGI) graduated from the University of Texas Law School in May 2002 and joined a very small firm in a small town near Austin. "It's a steep learning curve but I'm enjoying it immensely."

From **JENNIE PACKARD** (SF): "I'm delighted to report my engagement to Robert McGee. A former Army officer, Robert is now a computer systems engineer here in Santa Fe. We feel very blessed to have found one another, and I'm happier than I've ever been."

## 1990

**KELLY KOEPKE** (SF) writes: "My freelance writing business is going well, our fixer-up house is eating all our money, but we love it!"

**JIM KOLSKY** (SF) reports that he and his wife have returned to California after a 10-year absence: "I am now directing the Information Intelligence Department at E&J Gallo Winery in Modesto. Lots of great perks for wine connoisseurs, of which I am not one...yet!"

After leaving St. John's, **WILLIAM A. SCOTT** (AGI) earned a law degree at the University of Maryland. He was recently appointed assistant commissioner of the Maryland Department of Public Safety, Division of Correction. He serves on the board

of the Chesapeake Youth Symphony.

## 1991

**LAKE (JAMES) PERRIGUEY** (SF) is a lawyer representing people and small business in state and federal court. His clients include pornographers and churches, war protesters, mothers, fathers, and entrepreneurs.

**HEATHER NOONE** (SF) and her husband, **CHRIS LA BONTE** (SF92), write that they are enjoying their time in Carbondale, Colo., where they moved after Chris finished school in Austin. Heather is in a master's of counseling program at Pacifica, Calif., and they are thinking of moving to Southern California.

## 1992

**JOHANN AND ANGELA KLAASSEN** (SF), became the proud parents of twin boys, Abram George and Benjamin Thomas, on May 23, 2002.

**MICHAEL BROWN** (SF) is living and working in San Francisco and would be delighted to hear from old friends. He can be reached at [Mroobrown@yahoo.com](mailto:Mroobrown@yahoo.com) or 415-734-9500.

## 1993

**TOM LISCO** (SFGI) was privileged to attend the 2001 Sino-American Educational Forum (co-sponsored by People to People Ambassadors and the National Board for Professional Teaching Standards) in Beijing, China.

**JENNA PALMER** (SF) and **JAMES MICHEL** (SF92) are happy to announce the birth of their first child, Luise Ruth Michel, born May 17, 2002. For pictures, visit <http://photos.yahoo.com/luluruth>. Jenna has been teaching English in colleges around the Bay Area, but will be taking time off to help Jim run his law office, which is in its sixth year in San Francisco. They can be reached at [jenna\\_palmer@hotmail.com](mailto:jenna_palmer@hotmail.com) or [jamichel@sbcglobal.net](mailto:jamichel@sbcglobal.net).

## 1994

**THE REV. NATHAN J.A. HUMPHREY** (A) has been busy uniting couples in wedlock, and some of them are

Johnnies. "In October, I officiated at two Johnnie-related weddings: On the 5th for Jordan Asher Finch's sister, Allison. Jordan was best man and his fiancée, **QUINBY OWEN** (A01), was a bridesmaid. On the 19th, I married fellow classmate **YVONNE BELANGER** (A94) to Jeff Pomerantz, friends of **WILL GLUSMAN** (A92) and **AMY (HOFFMAN) GLUSMAN** (A93), who were in attendance."

In February **IVY TURKINTON** (A) was named director of strategic planning, information technology, and government relations for United Way Services of Cleveland. Previously, she was director of organization development for the Tri-Counties Regional Center in Santa Barbara, Calif.

## 1995

**LYNARRA FEATHERLY** (SF) writes: "**KATHLEEN EAMON** (SF97) and I will celebrate our 10-year anniversary next year. How does she do it?

**MEGHAN JUDAY** (SF) and Eric Savage are expecting their first baby in April 2003.

**SHARON A. MORRIS** (A) now goes by her middle name, Alexa. She is the executive director of the MPLS Forum, an international industry organization driving worldwide deployment of multi-protocol label switching networks, applications, and services. Formed in 2000, the forum serves as a meeting ground for service providers, equipment manufacturers, component vendors, and testing companies to address the needs of the industry.

"Hello class of '95 and those who, like me, never made it to fruition," writes **ANDREW HECK** (A). I look back to my short stay at St John's with humor and awe, and wondered what has happened to those who made my stay so very bizarre and exciting. I've been spending my time in the service of fermentation (baking bread) and playing music (nothing like Iron Bladder.) Should anyone from second floor Randall, hippies on parade, those who sledded with the beer fairy, drank with me at the Immaculate Conception and Running of the Snake wish to reach me, my address is 1252 Highland Ave., Chattanooga TN 37405,

e-mail [born2drinkus@yahoo.com](mailto:born2drinkus@yahoo.com), phone: 423-266-1879."

## 1996

**SAM DILLEHAY** (SF) and Katie Bradford, both living in Brooklyn, plan to be married in the middle of next year. Send your congratulations to [sdillehay@yahoo.com](mailto:sdillehay@yahoo.com).

**JOHN WHITFIELD POTTER** (AGI) reports: "I'm in my senior year of the Master of Divinity program at Princeton Theological Seminary. I plan to be ordained as a minister in the Presbyterian Church (USA) sometime next year. I'd love to get back in touch with old friends. My address is SBN 314, Princeton Theological Seminary, Princeton, NJ 08543 and my e-mail address is [john.potter@ptsem.edu](mailto:john.potter@ptsem.edu)"

**FRANCK ROARK** (A96) and his business partner, Colin Brotherton, have formed a limited liability corporation in New York. Writes Frank: "One part of the company is a retail store in Potsdam, N.Y., called Woodland Gardens. The store (the name of which was inspired by Wordsworth) specializes in three areas of design retail: first, providing fine home accessories that are uncommon to the region and searching out extraordinary pieces that are unique to the region. Next, creation of custom-designed interiors. Third (and most definitely not last), delivering its highly acclaimed "garden-style" floral designs of superlative quality and style. All Johnnies who happen to find themselves in-or-around the Clarkson University area are welcome to stop in and contemplate beauty."

## 1997

**MARCELLE HOMER** (SF) is doing graduate work in rhetoric and teaching at Idaho State University.

**DEBORAH TYRRELL** (SF) and **JEFF HUGGINS** (SF) were married on October 13, 2001, and are living in Albuquerque.

**PIA THADHANI** (A): "I suppose an update is long overdue. After graduating from law school last year, I started work at a law firm in New York and I find it is a surprisingly pleasant work environment! If



## QUIET NEIGHBORS AND A BABY BOY

**L**UCY DUNCAN (SF86) writes: "My husband, Graham Garner, and I were overjoyed to bring a baby boy, Simon, into the world on March 27, 2002. He is amazingly cheerful and social, and we're having a wonderful time playing with him in the lovely Quaker burial ground (just outside Philadelphia) where we live and serve as caretakers. Our neighbors are very quiet and seem fairly friendly. Graham and I share a job as managers of QuakerBooks of Friends General Conference, which is ideal for getting plenty of time with Simon. Recently **DEBBIE HUMPHRIES** (SF86), who started out in our class, stayed here while she and her husband were in Philly at an AFSC board meeting. She and I keep finding Johnnies that also happen to be Friends (Quakers), which is remarkable since there are so few of both in the world, though they do seem to promote compatible ways of approaching life. **AMY BIANCO** (SF86) has also been to visit with her sharp sweetie, John Whysner, whom she married in September. I'd love to hear from anyone who remembers me and we love to have folks visit. You can contact me at ledgleg@earthlink.net." ✱



anyone would like to discuss law school, law firms in New York, or catch up, I can be reached at pia.thadhani@cliffordchance.com"

**CELINE BIANCA BOCCHI** (SF) writes, "Hi everyone! Life is beautiful, isn't it? I am living in Rio de Janeiro, close to the beach, with my cat, Pixel, and my fiance, Roberto. We have a nice little guest room, so feel free, if you just happen to be in the neighborhood, to give me a call (021-2429-5503). *Abracos da cicade maravilhosa!*"

**JUDITH TOLIVER NEELY** (A) has taken on the job of revitalizing her native city, Aliquippa, Pa.: "This is an old industrial city on the Ohio River just 22 miles northwest of Pittsburgh, often called the cradle of the labor union movement. It has been plagued with growing rates of decay, crime, poverty, drug abuse, and a steadily decreasing popula-

tion. For many years it has been my dream to come back and make a difference here on the beautiful slopes of the Alleghenies. Here I am; now the difference remains to be seen."

**INA WUNDRAM** (SFGI) is now retired from Emory University and is a professor emerita. She is also a first-time grandmother of a baby girl, Savannah.

## 1998

**LORNA JOHNSON (ANDERSON)** (SF) has moved with her new husband to a beautiful neighborhood in Chicago and is now working from home as an executive recruiter for her parents' company. She is also working as an assistant stage manager for a fantastic play at a theater in Evanston, Ill. The play is titled *Mad Forest*, by Caryl Churchill, and she has been invited to assistant direct several upcoming shows.

**HEATHER MACLEAN** (SF98) will be moving to Austin, Texas, this winter. While in Austin she plans to pursue a graduate degree in American Studies at the University of Texas at Austin. One of her long-range plans is to work in an art library, and earning a second graduate degree will help with this goal, as most art librarianship positions require a master's in an art-related subject. For the last three-and-a-half years she has been working as the associate librarian for Cataloging and Computer Services at the Santa Fe campus library. During this time, she also received her master's in library science from Emporia State University in Kansas in August 2001 by completing their distance education program. muddyhands2@yahoo.com.

**MICHAEL O'BRIEN** (SFGI) writes: "After bouncing back and forth between Alaska, New Mexico, and Vermont for the past few years, I have settled in Fairbanks. I'm still exploring wilderness and running marathons, but I also recently became a lawyer. Go figure. Anyone wanting to get in touch can reach me at: meoem2002@hotmail.com."

## 1999

Changes for **BETHANY MATSUSHITA** (SF), formerly Bethany Ann Creswell: "I am one of the many who went on to another place, eventually. However, after two years at St. John's, I felt that I had found a niche of a sort and now, I suppose, I am trying to get back in contact with old friends and fond memories of yore. As of last March I graduated with a Bachelor of Arts in art at Eastern Oregon University in La Grande, Oregon, and—not long afterwards—married a man Japanese in origin and 15 years my senior (a sociology major of the same university). Now we are both in Portland, Oregon, slaving away and paying off student loans, and I would love to hear from any of you. You can reach me at bcreswell@excite.com."

**HONOR MOODY** (SF) is currently cataloging audiovisual Judaica at the Harvard College Library. She is also working towards her master's in library and information sciences at Simons in Boston, MA. You can reach her at moody@fas.harvard.edu.

**MICHAEL HOKENSON** (SF) is pursuing an MBA and MS at the University of Michigan. He plans to pursue entrepreneurial work in Asia upon graduation.

## 2000

**PAIGE ELIZABETH FORREST** (A) is now a medical student at the University of Pittsburgh School of Medicine. Following graduation from St. John's, she completed a Howard Hughes Medical Institute summer research internship at the University of Virginia School of Medicine, then attended James Madison University in Harrisonburg, Va., for a year of self-designed post-baccalaureate studies to complete the science prerequisites for entrance into medical school. In her spare time at James Madison, she became a certified emergency medical technician with the Harrisonburg Volunteer Rescue Squad.

**JIM HALL** (SF) is in his second year of law school at Seattle University School of Law. He's doing well and loving the law!

**CHRIS JONES** (SF) writes, "I am now in my last year at Yale Divinity School, and I'm in the process of applying for pastoral counseling programs. I hope one of them takes me back that way-back to those beautiful sunsets!"

**ANDREA QUINTERO** (SF) and **SAM MARKHAM** (SF) are living together in London and doing post-graduate work. Andrea studies art history at the Courtauld Institute, and Sam studies book history at the School for Advanced Studies, University of London.

**BRITTA RILEY** (SF00) spent some time in Florida, but is now back on the ranch in Brenham, Texas, where she is a construction foreman and carpentry apprentice for a residential remodeling contractor. Britta has founded an organization called the Texas Adult Recreation Initiative that "undermines the immediate association of exercise with lonesome drudgery. We work with advertising firms and public park departments around the state to create existence systems and advertising campaigns for open, non-competitive, commitment-free, coed, pick-up games in soccer, basketball, volleyball, and softball. We

# AN ANLAGE FOR LOGOPHILIA

## *A Lover of Language Publishes a Book on Rare Words*

BY SUSAN BORDEN, A87

**H**allie Leighton (SF92) collects words. From the Latinate allicient (attracting) to the Arabic zarf (a cup-shaped device for holding hot coffee cups), she is drawn to unusual words and devoted to learning their backgrounds and meanings. Her new book, *Rare Words and Ways to Master their Meanings*, includes choice specimens from her word collection.

*Rare Words*, published this year by Levenger Press, was the brainchild of Leighton's father, Jan, her co-author on the project and a great influence in her passion for hunting fresh and interesting words. "From the time he was a kid, his hobby has been collecting and memorizing words," Leighton says. "When he was in the army he carried a Webster's in his barracks bag all through Europe."

Leighton picked up the hobby in high school, fixing on "hussar" and "bivouac" in Tolstoy's *War and Peace* at age 13. Every time she ran across an unfamiliar word, she looked it up and noted its definition in her journal. "I was trying to keep up with my dad," she says. "We played a game where he would have me point to any word in Webster's *Unabridged Dictionary*. Ninety percent of the time, he knew what the word was."

Despite their shared interest, when her father asked her to help write the book, Leighton hesitated, fearing that such a book could inspire people to use words to distance themselves from others rather than communicate. In her introduction to the book, she writes that she was haunted by this passage from George Orwell's essay on "Politics and the English Language":

"Bad writers, and especially scientific, political, and sociological writers, are nearly always haunted by the notion that Latin or Greek words are grander than Saxon ones, and unnecessary words like expedite, ameliorate, predict, extraneous, deracinated, clandestine, subaqueous, and hundreds of others constantly gain ground from their Anglo-Saxon numbers."

In the end, Leighton says, she realized that Orwell was not exactly right: "Although many words have synonyms... no word possesses an exact clone. A synonym is just that: a word with similar—not identical—meaning. There is always a tiny shade of difference in meaning that makes one word the most appropriate in a specific context."

Freed from the judgment of Orwell, Leighton committed to the project. She and her father reviewed her father's word collection and argued over which 500 words would go into the book. Leighton then looked up each word in 15 different dictionaries to extrapolate her own definitions. While her father insisted that each entry be pithy, Leighton wanted to pack the book with as much interesting information as possible. In the end, her father's attention span proved an efficient arbiter: "Dad has attention deficit even worse than I have and if the definition wasn't very brief he would fall asleep," Leighton says.

Among the charms of *Rare Words* are the mnemonics that accompany many entries. For the word fistulous (tubular and hollow) the book notes: "A fist is fistulous; it creates a hollow." For invidious (provoking envy or ill will), we remember this: "Did his invidious preference for Sally invoke envy in Dee? Yes!" For chiasmus (a rhetorical inversion



HALLIE LEIGHTON SHARES A LOVE OF WORDS—AND CO-AUTHOR STATUS—WITH HER FATHER, JAN.

of the second of two parallel structures): "I had the Chianti, then the Chianti had me' is a chiasmus." And anlage (an inherited disposition to certain traits or a particular character development) is remembered as "the luggage of inherited traits."

Leighton considers her passion for words an anlage from her father, and says that this anlage is not limited to logophilia. Her father is a professional actor specializing in impersonations. He holds the *Guinness Book of World Records* title for portraying the most historical roles. Following in his footsteps, Leighton majored in drama at the High School of Performing Arts in Manhattan. As a Johnnie, she performed at Santa Fe coffee houses, channeling bygone rock stars such as Cyndi Lauper, Edie Brickell, and Sinéad O'Connor. After college, she wrote and costarred in "Divas Deconstructed," impersonating over a dozen divas from

Barbra Streisand, Marilyn Monroe, and Maria von Trapp to Oprah Winfrey, Tonya Harding, and Xena, Warrior Princess.

"Obviously, my doing a lot of impressions, the channeling, is definitely an anlage. I can't escape from that," says Leighton, who adds that her grandfather was a bandleader and her mother is a writer for *As The World Turns*.

Leighton herself worked for two years as a writer's assistant for the soap opera. She's now a freelance writer whose clients have included Cotton Inc.; Verizon, and a chain of health food stores.

Alumni networking functions in New York have been the source of some of her best jobs. But alumni activities aren't all business for Leighton. She's been a faithful participant in alumni seminars, served as treasurer for the New York chapter, was a reunion class leader in 2002, and with Bill Fant, set up the JohnnyXpress, a bulletin board for alumni on Yahoo.

Right now, she's planning another project with her father, this one about George Washington, one of his favorite characters from his acting career. Leighton won't give away the content of the project, but says she's interested in exploring what her father's dug up as an amateur historian. "This is a playful side of George Washington, a fun side, a passionate side," she says. "This is not your father's George Washington."

*Rare Words* is available only through the Levenger Press catalog or web site: [www.levenger.com](http://www.levenger.com). ♦

also work with sponsoring businesses to cover the costs of field lighting and maintenance in cities where funding is limited. We are always looking for contributions of any variety—funding, contacts, and ideas." If you want to harass her for not staying in touch, try her at [brittariley@hotmail.com](mailto:brittariley@hotmail.com).

**WANDA R. ROBINS (AGI):** "I have moved to Austin, Texas, and would love to hear from any St. John's alumni. And for those GIs at St. Stephen's School—come join the Austin alumni chapter!"

**ADELAIDE (Ada) JUNEBUG ROUCHE-BEARD** was born May 31, 2002, to **MARJORIE ROUCHE (A)** and James Beard. Marjorie reports: "I am working as a science editor for a textbook company, a company that LOVES Johnnies (for those of you who may find yourselves in Austin looking for a job)." James and Marjorie married in March, "which is proof positive that we can find non-Johnnies who can stand us too."

**JASON (AGI) and SUSAN SALINAS (AGI99)** moved to Coronado, Calif. Jason flies helicopters for the Navy and Susie works at the Hotel del Coronado.

**CHRISTOPHER VAUGHAN (A)** had the opportunity to see **DERRICK CUNIFF FLETCHER (A00)** when

both were volunteer counselors at Boggy Creek Camp in Eustis, Fla., for a week last summer. Christopher is still pursuing a teaching degree in deaf education at Flagler College in St. Augustine. "My years at St. John's have served me well," he writes. "Taking Western Civilization last semester helped put a lot of my studies at St. John's in chronological order."

## 2001

From the Windy City, **JENNIFER HARRIS (A)** reports back: "I cannot believe that it has been over a year-and-a-half since I graduated from St. John's. In that time I have been quite busy. I spent part of the summer after graduation in Florence, Italy, studying art history and painting conservation. I made the move to Illinois and I received my M.A. in the humanities (why limit myself) from the University of Chicago, focusing on art history and aesthetics. I am now working as the coordinator of Rights and Reproductions at the Museum of Contemporary Art in Chicago."

**DAN O'KEEFE** teaches at the St. Thomas Choir School in New York City, a boarding school for the boys choir of Saint Thomas Episcopal Church.

## RARE WORDS MEETS GREAT BOOKS: THE QUIZ

*Which Program authors do you associate with these words from Leighton's book? (answers below)*

- |                    |                |
|--------------------|----------------|
| 1. Antinomy        | A. Euripides   |
| 2. Delphic         | B. Aristotle   |
| 3. Empyrean        | C. Sophocles   |
| 4. Entropy         | D. Plato       |
| 5. Heuristic       | E. Leibniz     |
| 6. Incommensurable | F. Kant        |
| 7. Maenad          | G. Anselm      |
| 8. Manichean       | H. Maxwell     |
| 9. Ontological     | I. Dante       |
| 10. Peripatetic    | J. Euclid      |
| 11. Sennet         | K. Augustine   |
| 12. Theodicy       | L. Shakespeare |

ANSWER KEY F-12-E 12-L; 11-I; 10-B; 9-C; 8-K; 7-A; 6-J; 5-D; 4-H; 3-I; 2-C; 1-F

**TALLEY H. SCROGGS (A)** lived in France to learn classical cuisine and then joined **LOU KOVACS (A02)** to backpack together through Romania. They both moved to Portland, Ore., last summer. Talley has two or three chef jobs, and Lou has been working in a vineyard. Talley thinks she'll head back to graduate school in the fall.

**SUZANNAH SIMMONS (SF)** has been living in Charleston, S.C., since February 2002. She will be joining the Peace Corps in Thailand beginning June 9, 2003. She sends her best wishes to everyone and can be reached at [guneh@hotmail.com](mailto:guneh@hotmail.com).

**LAUREN SWEENEY (SF)** moved back to her hometown of San Diego, Calif., and is happily employed at La Jolla Playhouse. She writes that she misses St. John's and Santa Fe every day!

**DAMON CARROLL (SF)** was selected to attend the United States Army Officer Candidate School and began his active duty service as an army soldier in January 2003.

## 2002

**JOEY CHERNILA (SF)** and **ALANA HOLLINGSWORTH (SF)** were married.

**TIMOTHY SPARKMAN (SF)** and **MARIA (MIA) McDANIEL (SF00)** were married in Santa Fe, N.M., on June 23, 2002. ♦

### WHAT'S UP?

*The College* wants to hear from you. Call us, write us, e-mail us. Let your classmates know what you're doing. The next issue will be published in September; deadline for the alumni notes section is July 15. If you do not want classnotes included on *The College* web site, e-mail Victoria Smith: [v-smith@sjca.edu](mailto:v-smith@sjca.edu).

#### IN ANNAPOLIS:

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St. John's College, Box 2800  
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#### IN SANTA FE:

*The College Magazine*  
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Santa Fe, NM 87501-4599;  
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#### ALUMNI NOTES ON THE WEB:

Read Alumni Notes and contact *The College* on the web at [www.sjca.edu](http://www.sjca.edu)—click on Alumni.



## MARTIN MILLER, A81

### *Annapolis Graduate Inspired Many*



MARTIN MILLER AND  
HIS SON, BENJAMIN, AT  
ANNAPOLIS HOMECOMING  
IN 2001

Most of what Martin C. Miller—a Massachusetts engineer, husband, and father—accomplished in life may seem ordinary in the big picture of life; but to those who knew him—especially his friends and classmates in the Annapolis class of 1981—everything he did was extraordinary, and the way he lived his life was exemplary. Born with a congenital heart defect, Miller wasn't expected to survive beyond infancy. Medical advances in cardiology, combined with his own resiliency, helped him defy the odds for much longer. He died January 11, 2003, at the age of 45.

Determined to be treated like a normal child, Martin Miller insisted on a place on the Little League team, found mistakes in his school textbooks, and graduated first in his high school class.

Miller left Brown University for St. John's after a year because he sought a more challenging education with greater

opportunities for independent thinking. After graduation, he earned a master's degree in electrical engineering from California Institute of Technology. A resident of Framingham, Mass., he worked at Draper Laboratories in Cambridge, Avid Technology Inc., and most recently

*“To Martin,  
a problem was a  
problem to be solved.”*

DANIEL VAN DOREN

Crescent Networks. His wife, Linda, describes him as a man devoted to his family, who greatly enjoyed his four-year-old son, Benjamin, and excelled in his profession.

Daniel Van Doren (A81), a former roommate and longtime friend of Miller's, was among the Johnnies who shared remembrances at Miller's memorial service. He remembered that Miller couldn't walk the few short blocks into town without stopping frequently to rest, and that being out in the cold was particularly taxing to him. But mostly he remembered Miller's determination to achieve his goals.

“In our senior year, Martin was near the top of the class and had set his sights on a degree in electrical engineering. He applied to the top five graduate programs in the country. When two of them rejected his application, he was flabbergasted. You or I would have been disappointed by the rejections and would have accepted them as fate pre-ordained,” Van Doren said at the service.

“To Martin, a problem was a problem to be solved. He composed letters to both schools informing them that they were wrong to reject him because they had not fully appreciated the importance of our



St. John's education. And wouldn't you know it? They both agreed. MIT sheepishly admitted that it had already accepted its full class but offered to place Martin at the top of the waiting list in case an opening occurred. Cal Tech, I think it was, the best school in the country at the time, reversed its decision and admitted him into their program, and it was to Cal Tech that he went the following year."

Linda Miller sent along a text of a speech her husband gave at a conference several years ago. He spoke about the physical and psychological effects of congenital heart disease, but focused his remarks on living with hope: "I don't think of my body as being ME. It is more

*"Do not  
live life piling  
up regrets..."*

MARTIN MILLER

the biological vessel that contains me. In this way, my body does not define me. If it fails, as it occasionally does, at least I don't fail."

Recounting his choice to start a family with Linda, in spite of his fears of leaving a child without a father, Miller offered advice to others who struggled to overcome heart conditions—good advice for anyone to embrace.

"Do not live life piling up regrets... When I die, I would rather regret that I did not finish everything that I set out to do than regret that I never even tried to do something I wanted to do..." ❀

#### WILLIAM BARR

William Barr, a graduate of the class of 1942 and a former Naval Academy engineering professor, died December 15, 2002, in Charlottesville, Va. He was the nephew of Stringfellow Barr, who with Scott Buchanan, founded the New Program at St. John's.

After graduating from the college, Mr. Barr earned an undergraduate degree

in mechanical engineering from the University of Virginia. During World War II, he drove ambulances in Africa and Italy for the American Field Service. After the war, he earned a master's degree in engineering at Virginia Polytechnic Institute and State University in Blacksburg.

He taught at the Naval Academy from 1958 until his retirement in 1988, and was also a member of the Johns Hopkins University engineering faculty. An expert on auto safety issues, he held six patents on car emergency warning systems and was a consultant for Ford Motor Co. on automobile negligence cases.

#### WILLIAM CHESTER BUCHANAN

William Chester Buchanan, class of 1947, and a teacher, translator, and writer, died Jan. 27 in India. Buchanan was born in East Lansing, Mich., in 1923. He received a bachelor's degree in music from Michigan State University in 1944 and attended St. John's from 1944 to 1947. In his sophomore year at the college, he won the prize for the best annual essay, and the following year, a prize for the best original sonnet.

He spent three years teaching and studying in France, and earned a master's degree from the Sorbonne. Later, he earned a master's in theology and literature from the University of Chicago Divinity School.

He taught English in France, taught at the Walt Whitman School, at Lenox Academy, and for 17 years taught English, French, and a great books sequence at Olivet College, where he was adviser to the *Garfield Review*, a literary magazine. His last teaching post was at Olney Friends School, in Barnsville, Ohio.

He published numerous book reviews, translations from French, a volume of poetry, and a book of essays and reminiscences.

Buchanan spent 17 years living at a monastery and retreat center in Michigan, and traveled extensively in Southeast Asia.

#### B. MEREDITH BURKE

B. Meredith Burke, class of 1967, a political activist devoted to population-related issues such as immigration and birth control, died Dec. 11, 2002. A native of Los Angeles, Burke went on to earn a master's degree in economics from the University of Southern California, and master's and doctoral degrees in demographics from the University of Southern California. She worked to defend her controversial stance that the U.S. reconsider

immigration policies she believed threatened the environment.

She served as chair of the Maternal and Child Health Advisory Board of San Mateo County, California; was a visiting scholar at the Hoover Institution at Stanford University and fellow of Negative Population Growth. She was also interested in women's rights and public health issues. She co-authored a book on prenatal testing and founded Lariam Action USA, an information service for users of the anti-malaria drug mefloquine.

#### JEROME GOODMAN

Jerome Goodman of Brookline, Mass., class of 1934, died in January at his home. He was 89 and had continued to work in the private firm he shared with his daughter, Carol, until a few months before his death. An Annapolis native, Goodman earned a degree from Harvard Law School in 1937.

During World War II, Goodman left his law career to serve in the office of the judge advocate. After the war, he returned to Boston to practice law. In 1977, he and his daughter formed the law office Goodman & Goodman.

Active in Brookline politics, he had served as a town meeting member for many years and had been a member of the town advisory committee and the Republican Town Committee.

#### JAMES ALEXANDER MATTHEWS

James Alexander Matthews (HA99) died on March 9 as a result of a long battle with Lou Gehrig's disease. He worked at St. John's for over 37 years and was an important presence in the lives of students, staff, and faculty. A remembrance of Mr. Matthews will appear in the next issue of *The College*.

#### ALSO NOTED ARE:

DAVID ABBEY HOOKER, class of 1948,  
January 2, 2002

NOEL MERIAM, class of 1962,  
August 12, 2002

CHARLES O. "BUCKY" WINGATE II, class of 1935,  
June 11, 2002

# READING THE SIGNS

BY SARA WHITE WILSON (AO3)

For four years I have been reading books as the St. John's curriculum requires—frequently and with analytic attention. I've come to read public signs and graffiti in the same way. Not only can I never look at a road or a store sign without reading it completely, even if I pass it every day and already know what it says, but I also can't resist analyzing the subtleties of meaning in the words.



Traveling on a small island in the West Indies I saw a road sign in plain lettering, “DEPRESSION.” Naturally, the sign indicated a decline in the road, but imagine such a sign appearing in our psychologically self-conscious America. We might wonder: Where is the rest of the pharmaceutical drug advertisement?

Before I came to photograph official public signage, I photographed public words in the form of graffiti. Graffiti can be rendered quite artfully—despite that, or perhaps because, it is indecipherable. My impulse to read and make sense of everything is cleverly tricked. I think I can decipher the shape of a letter or a word but the play of colors and graphic shape will not let me make sense of it. I find it best to focus less on the letters and more on the colors and shape of the graffiti in order to discern a readable word or phrase.

A theme has developed in my photography that encourages a similar sort of reconciliation between word, meaning, and composition. I like to photograph signs—legal or

illegal—in their environment and capture how the environment enhances the sense of the words in the sign. Sometimes there is not reconciliation of sign and environment but rather a contrast between them. The photograph of artificial graffiti spray paint on an earthy and cracked adobe wall expresses for me the incongruity of seeing loud and commanding graffiti off a dirt road in barren Abique, New Mexico. My impulse to read everything seems to be similarly matched by a basic need to write, no matter what the forum.

This photographic project—to frame words and their environment—also informs some of the thinking behind my senior essay. I tried to understand what some translators call “picture-thinking” in Hegel’s *Phenomenology of Spirit*. How can thinking, which seems to be intimately connected with words in speech, writing, and internal dialogue, be connected with pictures in one working of the mind, according to Hegel? How was he suggesting images were co-concurrent to thought?

Signs gain their meaning relative to their surroundings. Reading the texts in the St. John's program is unlike reading signs because the books convey a meaning that is not relative; we value them precisely because we can read them out of context and still learn their universal significance. Reading the texts at St. John's is like reading signs, however, in that both signs and books are, at their most basic level, written in order to be understood. Furthermore, like a road sign or a political message in graffiti, the books at St. John's intend to persuade and direct. I hope that my photography frames the relative nature of signs but with an eye that is well-trained by the readings of the past four years—an eye that works to discern the universal through the relative. ✧

*Sara White Wilson plans to keep taking pictures and never stop reading.*



LEFT, "GRAFFITI ON  
CRACKED WALL;"  
ABOVE, "EXODUS;"  
RIGHT, "PHILADELPHIA"

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*"Reading the texts  
at St. John's is like  
reading signs...in that  
both signs  
and books are,  
at their most basic level,  
written in order to be  
understood."*



## FROM THE ALUMNI ASSOCIATION PRESIDENT



Dear Johnnies,

As you might imagine, communication is the major challenge for the Association. Alumni live in many interesting places, move often, and have a habit of not reading every bit of mail they receive. I know I fall into this category—so many envelopes and so little time! Your Association Board is experimenting with new and more efficient ways to communicate with you. Let us know how they work.

The annual dues mailer was sent out in February (and will be mailed again in June for those of you who prefer to pay dues in the summer). We are thinking about ways to make this invitation more appealing and more clearly distinguished from mailings from the college and from Philanthropia. Your Association dues are not donations to the Annual Fund; they go to support Association activities such as Homecoming, reunions, the alumni directory, senior dinners, and activities for chapters. Your dues payment makes you a “member in good standing” of the Alumni Association, so you can vote and run for a seat on the Association Board. Of course, we encourage you to donate to the Annual Fund to support the college, in addition to paying your dues to the Association.

The postal service also delivers messages about chapter activities. Postcards are mailed out from each of the campuses to their respective chapters. If you are among the “geographically privileged” who live where chapter meetings are held, you should receive mailings. If you don’t get mailings let one of the Alumni offices know, and you’ll be put on the list. Some chapters also have web sites to support communications among alumni.

In the past, we used *The College* magazine for our announcements about elections and changes in the Association by-laws. Recent changes in the publication schedule of *The College* make this approach impractical in future. So, we plan to make full use of our web site to distribute information about elections and other items of official business. Lest we leave out those among us who do not have ready access to the Internet, your dues mailer will include information about how to obtain copies of the information by mail.

In the future, we will plan to use the web more extensively. Surveys of alumni indicate that the vast majority of us are online and prefer to receive information via e-mail or over a web site. During the last year, Association Board members and Action Teams have used e-mail to stay in touch and complete tasks between our face-to-face meetings. The trend will surely continue as our work expands and our time together becomes more precious.

We are also supporting college staff as they improve their communications regarding alumni activities. You should have received your “stick-em-up” announcements about Homecoming in Santa Fe and Annapolis and reunions during 2003, thanks to alumni directors Tahmina Shalizi and Jo Ann Mattson.

Finally, the college has a new web site in the works. Expected sometime late this summer or early fall, the web site will offer many features and functions to help us all stay in touch with each other. Most of all, we’re excited about the online, unified, user-maintainable alumni directory. Not only will it let you find friends whom you’ve lost, but it will also let you change your own data so that others don’t lose you. In conjunction with the web site, we are considering making a lifetime e-mail address available to alumni. Details will be worked out over the next few months, but the purpose is clear. The Alumni Association wants to connect more often and more meaningfully with more alumni. This goal shapes all our decisions about communications, events, and services we provide to you, our members.

Please be in touch. Let us know what communications messages and methods work best for you.

For the past, the present, and the future,  
Glenda H. Eoyang (SF76)

*President*

*St. John's College Alumni Association*

## ST. JOHN'S COLLEGE ALUMNI ASSOCIATION

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

*President*—Glenda Eoyang, SF76

*Vice President*—Jason Walsh, A85

*Secretary*—Barbara Lauer, SF76

*Treasurer*—Bill Fant, A79

*Getting-the-Word-Out Action Team Chair*—Linda Stabler-Talty (SFGI76)

*Web site*—[www.sjca.edu/aassoc/main.phtml](http://www.sjca.edu/aassoc/main.phtml)

*Mailing address*—Alumni Association,  
St. John's College, Box 2800, Annapolis, MD  
21404 or 1160 Camino Cruz Blanca, Santa Fe,  
NM 87505-4599

## CHAPTER CONTACTS

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

**ALBUQUERQUE**  
Bob & Vicki Morgan  
505-275-9012

**ANNAPOLIS**  
Beth Martin  
410-280-0958

**AUSTIN**  
Bev Angel  
512-926-7808

**BALTIMORE**  
Deborah Cohen  
410-472-9158

**BOSTON**  
Ginger Kenney  
617-964-4794

**CHICAGO**  
Lorna Johnson  
773-338-8651

**DENVER**  
Lee Goldstein  
720-283-4659

**LOS ANGELES**  
Elizabeth Eastman  
562-426-1934

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

**NEW YORK**  
Joe Boucher  
718-222-1957

**NORTH CAROLINA**  
Susan Eversole  
919-968-4856

**PHILADELPHIA**  
Bart Kaplan  
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**PITTSBURGH**  
Robert Hazo  
412-648-2653

**PORTLAND**  
Dale Mortimer  
360-882-9058

**SACRAMENTO**  
Helen Hobart  
916-452-1082

**SAN DIEGO**  
Stephanie Rico  
619-423-4972

**SAN FRANCISCO, NORTHERN CALIFORNIA**

Jon Hodapp  
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**SANTA FE**  
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## VARIETY REELS IN DENVER-BOULDER ALUMNI

When Lee Goldstein (SFGI90) traded Miami for the Rocky Mountains a few years ago, she promptly went looking for an Alumni Association chapter.

"I really love interacting with people who have gone to St. John's," Goldstein says. "With other Johnnies, I always have things to talk about, and I'm always interested in the conversation."

Goldstein, a Denver attorney, has been a member of the vibrant Denver-Boulder chapter for three years; in January she assumed the presidency from Elizabeth Pollard Jenny (SF80) of Boulder, who founded the chapter.

At an Alumni Association meeting in Santa Fe this January, the chapter won praise for offering some of the most creative and varied chapter events in the country. Consider this year's slate, planned back in October: A February seminar on Stephen J. Gould's *The Panda's Thumb*. Joseph Campbell's *The Hero of a Thousand Faces*. Physics with Stephen J. Hawking or magic realism with Jorge Luis Borges. Group outings to the Colorado Shakespeare Festival and other area theaters, a field trip this summer to the Denver Art Museum, and the popular holiday potluck, this year, with readings in Pirandello. Who could resist?

Good programming pays off in attendance. About 15 regulars turn up at every event, and every event draws a new face or two. Alternating meeting sites between Boulder and Denver makes meetings more accessible for Colorado Johnnies, Goldstein notes.

The quest to offer regular and interesting chapter events has required a broad base of input, and alumni have risen to the challenge since the chapter was formed in 1998, says Elizabeth Jenny. As a newcomer to Boulder and hungry for intellectual offerings, Jenny pushed for the formation of a chapter.

"Imagine that you could revitalize an intellectual life in the midst of midlife job worries, suburbia, diapers, career-obsessed friends, and ailing parents by starting up a vigorous chapter," Jenny recalls.

But soon after gaining its charter from the Alumni Association, the chapter saw attendance drop off. Former mainstays of the reading group decided they needed a hiatus.

Undaunted, Jenny set to planning chapter events.

"I sometimes resorted to scanning the invitations from other chapters to get ideas for programming," she recalls. "I even went to the Internet to look up reading selections from the syllabi of philosophy professors from such places as Columbia in order to get ideas for our seminars."

Quickly realizing the "lone wolf" approach wouldn't work, Jenny called for a planning session. She was gratified to see 15 people turn up with ideas and enthusiasm for the chapter.



FROM LEFT TO RIGHT: BRIAN VAN WAY (SFGI96), VIRGINIA MCCONNELL (AGI84), NATHAN POLLACK (A65), ED WHITNEY (SF71), JOHN AGRESTO (AGI89), BEATRICE BUTLER (SF81), LEE GOLDSTEIN (SGI90), ELIZABETH POLLARD JENNY (SGI90)

"And so our general inclination towards diversity was born," Jenny says.

Last June, Santa Fe President John Balkcom visited Denver for an event co-hosted with Philanthropia at the historic Brown Palace Hotel; more than 50 alumni turned out for the meeting to offer ideas on how the college can serve alumni, find out what's happening with current students, and express a sense of gratitude for their St. John's education.

Looking ahead, Goldstein sees no shortage of good ideas for the chapter. "There's a lot of energy in the chapter and we keep building on that," she says. ✿

## AROUND THE CHAPTERS

Alumni are active in 18 chartered Alumni Association chapters from New York City to San Diego, from Texas to Chicago and from the Puget Sound area to Israel. More than 100 St. John's alumni meet every month to discuss books, poetry, art, or music. Chapters

organize picnics, potlucks, art gallery visits and swing parties—but showing their true allegiance—still favor the seminar more than any other activity.

Every year, from 650 to 800 different alumni attend at least one event sponsored by St. John's alumni chapters. Here's a status report from around the country:

- The Washington, D.C., chapter meets biweekly, except during the summer, when members tackle a long book to discuss together in the fall. The chapter organized a National Gallery visit and seminar, potlucks, and parties.
- Scoffing at superstition, the Austin, Texas, chapter meets on the 13th of most months. They gathered for 11 seminars last year.
- The San Diego chapter joined forces with the Del Mar Great Books group in their area in order to have a larger discussion group.
- The Twin Cities chapter has been organizing its meetings around themes or authors. Most recently, the chapter has taken on a series of Goethe readings and invited Julie Reahard, a Santa Fe tutor specializing in Goethe, to discuss "Elective Affinities."
- Albuquerque chapter president Bob Morgan got on the phone two years ago to round up alumni for a more active chapter that draws alumni to seminars and potlucks held six times a year.
- Annapolis and Boston report newly revived chapters and interesting ideas for events.

Additionally, two reading groups in Pittsburgh and Western New England held events to measure alumni interest in forming a chapter in their areas. Alumni in those areas contacted the alumni office close to them and received assistance in getting started.

Many chapters were visited during 2002 by Santa Fe President John Balkcom or Annapolis President Chris Nelson or other college staff, who usually lead a seminar or participate in a reception. Several chapters assisted Philanthropia in planning fund-raising events.

In 2002, 14 of the 18 chapters had a president or other representative attend at least one of the four annual Alumni Association meetings, giving chapters a significant voice within the association. ✿

TUTOR JAMES S. MARTIN DELIVERS A LECTURE IN 1940. THIS PICTURE FROM THE ARCHIVES OF GREENFIELD LIBRARY WAS ORIGINALLY PUBLISHED IN *Life Magazine* AS PART OF A MAJOR FEATURE ON THE COLLEGE. MARTIN, WHO JOINED THE COLLEGE FROM THE UNIVERSITY OF CHICAGO, WENT ON TO HOLD A NUMBER OF POSITIONS WITH THE COLLEGE.



ALFRED EISENSTADT, LIFE MAGAZINE

In the 1937 supplement to the *Bulletin* of St. John's College, Scott Buchanan set the criteria for formal lectures: "The liberal arts operate in the light of principles which constitute the liberal sciences. These sciences will be progressively expounded in formal lectures by various members of the staff as the course proceeds. They will be expository and critical also of themes that arise in the reading of the books." Initially, lectures were held twice

weekly. J. Winfree Smith wrote in *A Search for the Liberal College* that a few years after the New Program was adopted, the Friday night lecture and discussion period following it became tradition. Of its place in the Program today, Santa Fe Dean David Levine says: "Lectures are an opportunity for us to discover questions we didn't have before, to develop new interest in texts that are both new and familiar to us, and to see how others think deeply about other important matters." ❀

## DATEBOOK

### SUMMER IN SANTA FE

June 29–July 4, 2003  
Summer Alumni Program  
Week 1

#### Homecoming Events

Reunion classes: 68, 73, 78, 83, 88, 93,  
and 98

Friday, July 4

Registration and hospitality—4 to 6 p.m.

Grecian Picnic—5:30 p.m.

Katy Moffatt (SF73) concert—7:30 p.m.

Rock 'n' Roll Party—9 p.m.

Saturday, July 5

Registration—9 to 10 a.m.

Alumni seminars, children's activities  
—10 a.m.

Fiesta Picnic—Noon

All-alumni welcome-back gathering  
—1:30 p.m.

Lecture—5 p.m.

All-Alumni Art Show opening—6 p.m.  
Cocktail reception—6 p.m.

Sunday, July 6

President's Brunch—11 a.m.

July 4–28, 2003  
Alumni Art Show

July 6–11, 2003  
Summer Alumni Program,  
Week 2

### FALL IN ANNAPOLIS

#### Homecoming Events

Reunion classes: 33, 38, 43, 48, 53, 58, 63,  
68, 73, 78, 83, 88, 93, 98

Friday, September 12

Registration and lecture, wine and  
cheese with seniors

Saturday, September 13

Seminars, picnic, Alumni Association  
Annual Meeting, and Homecoming  
Banquet

Sunday, September 14

President's Brunch



HOMECOMING HAPPENINGS IN SANTA FE,  
JULY 2002



ALEX GAMMON (A94),  
KATHERINE NEHRING  
(A03), AND BRYCE  
HEAVNER (A93) ENJOY  
SUSHI AND SMALL TALK  
IN ANNAPOLIS.

### RECEPTION FOR THE CLASS OF 2003

More than 100 graduating seniors and alumni came together March 23 for a reception geared to connecting graduating seniors with Annapolis-area alumni. Alumni said they enjoyed meeting graduating seniors and talking

about their varied career paths. For their part, the students gained perspective on the job market, law school, and other post-graduation plans. The event was sponsored by the Annapolis Alumni and Placement offices.





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