

REPORTER

VOLUME 22, ISSUE 2

ANNAPOLIS, MARYLAND • SANTA FE, NEW MEXICO

WINTER 1996

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ANNAPOLIS EDITION

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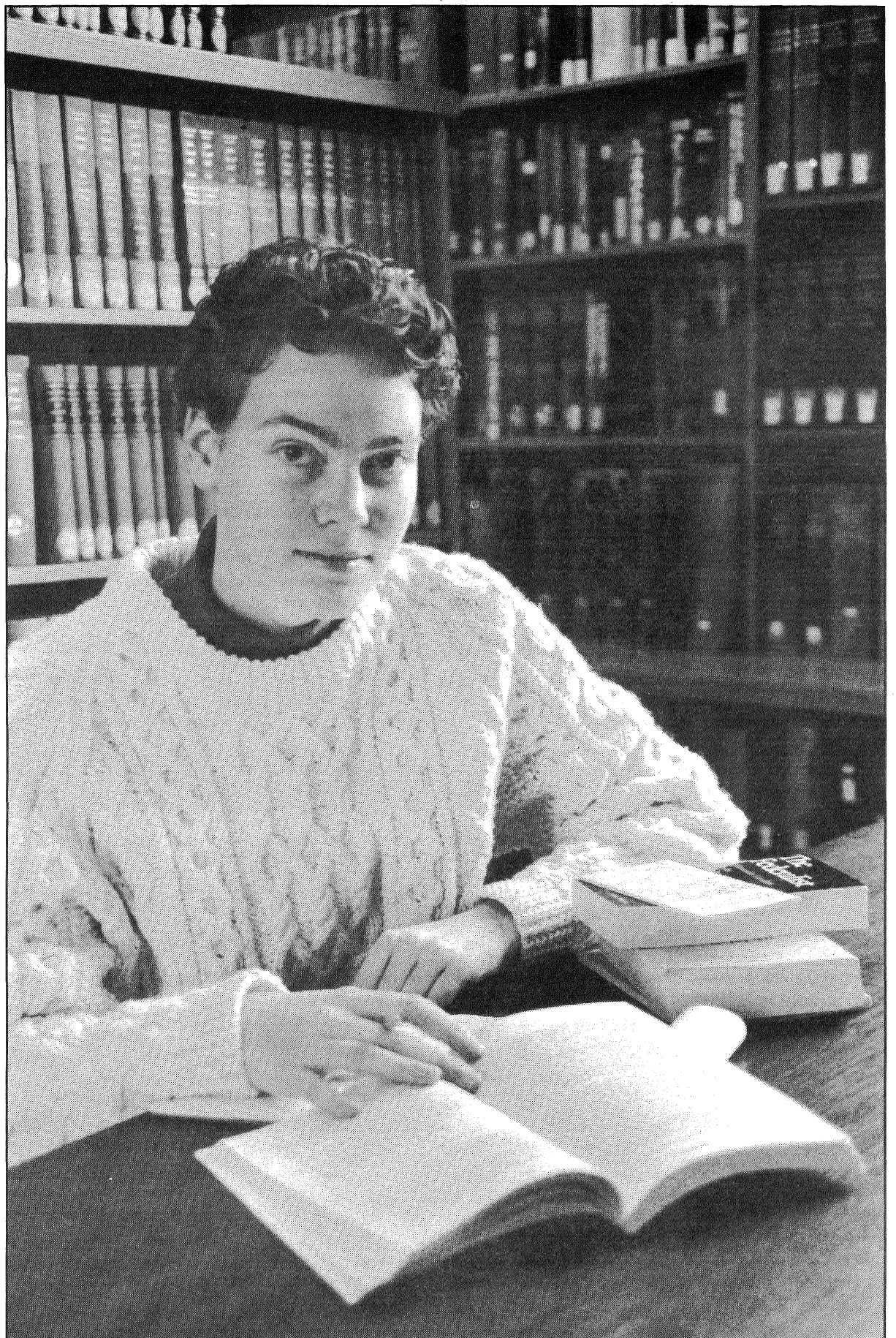
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If it's February, it must be Senior Essay Writing...a month off from classes to focus on writing the paper that many Johnnies consider the summation of their four years. Annapolis senior Hannah Gillelan begins her work on Rousseau in a quiet corner of the library. See story on page 3. Photo by Keith Harvey.

From the Bell Towers. . .

THE AIR FORCE ACADEMY-ST. JOHN'S CONNECTION

When 17 members of the U.S. Air Force Academy descended on the Santa Fe campus this fall, more than a few heads turned. After all, aside from Government Career Day, the sight of a military uniform is rare. This time, however, they were not here to recruit, they were here to learn.

Over the past several years, the Santa Fe campus has quietly been building a relationship with the Air Force Academy, located in Colorado Springs, Colorado. According to Dean Steve Van Luchene, it started when a trickle of professors from the academy enrolled in summer sessions of the Graduate Institute. Then, in April 1994, Air Force Academy Dean Brigadier General Cubero visited campus to talk with students and faculty.

spirit of inquiry and learning that gets students to take responsibility for their classes, and they were impressed by the grade of formality at St. John's," Mr. Van Luchene said. "They face the problem of trying to combine a liberal education with a military education and they are constantly trying to integrate those two. They actually are doing things similarly in some of their classes. I visited a biology class which was co-led by two people and was like a seminar. It wasn't just like ours, but it was similar."

This past summer, two more faculty members from the academy enrolled in the Graduate Institute. And, in November, the college hosted a seminar for academy members on "Antigone." "We're hoping to do this kind of visit at least once a year," Mr. Van Luchene said. "They seem to be very enthusiastic about it. We're putting together a special package for them for the summer Graduate Institute and we hope to enroll at least a half dozen of their faculty next summer. We're also open to doing more work up there, whether it means workshops or classes or simply consulting with them."

"I find them very refreshing to work with."

There's a sense of willingness to understand a problem and to solve it. They're trying very hard to make the experience at the Air Force Academy as good as it can be in every respect. They see us as dedicated to great books, having a highly intellectual student body, and doing things that are not constrained by the usual conventions but which happen to work very well. They also see our students as disciplined and hardworking." ●

—by Lesli Allison



Santa Fe dean Steve Van Luchene, President John Agresto, and tutor Charles Fasanaro lead a seminar on "Antigone" for members of the Air Force Academy teaching faculty.

"He was very enthusiastic and thought there were things the Air Force might borrow from us," Mr. Van Luchene said. As a result of that visit, Van Luchene and Santa Fe Tutor Charlie Fasanaro made a trip in November 1994 to the academy to conduct a seminar on the "Phaedo" and a workshop on St. John's approach to instruction with department heads and senior staff members.

"They were interested in our discussion methods, in how we foster the

RECOLLECTIONS OF SCOTT BUCHANAN

Honoring a great teacher

When an important thought strikes, some people remember the exact moment. Charles Nelson (A45) recalls the thought whose consequences have led him in many interesting directions: "It was on the eighth of July, last summer, when I thought to myself that Scott Buchanan's 100th birthday would be coming up in 1996 and decided that I wanted to do something to commemorate it," says Mr. Nelson. When he discovered that Buchanan was born in 1895, not 1896 as he originally thought, he realized that he would have to "get moving fast" to accomplish his goal in 1995.

Mr. Nelson, former chairman of the Board of Visitors and Governors, father of Chris Nelson (SF70), president of the Annapolis campus, and of Janet (A72) and Ted (A76), has devoted countless hours to the college. Scott Buchanan, who founded the New Program in 1937 along with Stringfellow Barr, was Mr. Nelson's teacher—a teacher of extraordinary power, by all accounts. To remember the power of Buchanan's mind, to recall the influence he had both on students and colleagues, Mr. Nelson wanted to publish a memorial volume.

"I began to get in touch with people who could help me get such a book together," he says. "I relied on John Van Doren (A47), Steve Benedict (A47), and Allan Hoffman (A49) to help me select material. We tried to think of people who are still living who might be able to make some contribution to the book." Mr. Nelson contacted Clifton Fadiman, blind, 90 years old, and living in Florida; Fadiman, a renowned editor, responded with a memorial piece. Mr. Nelson found references to Buchanan in both of Mortimer Adler's biographies, and with John Van Doren he edited them into a single essay.

A second set of people he wanted represented in the book were

Buchanan's students, friends, and later contemporaries. Recollections collected include those by J. Winfree Smith, William Darkey, Harris Wofford, John Van Doren (including a previously unpublished poem, "Socrates Buchanan"), and others.

Several scholarly essays on Buchanan's works are included in the volume: John Dewey's review of *Possibility*, which appeared in *The Nation* in 1928; the forward to *Truth in the Sciences* by Curtis Wilson, and essays by John Opie and Mary Bittner Goldstein.

Finally, Mr. Nelson chose two pieces by Buchanan himself as book-ends to the collection. Buchanan's son, Douglas, found old family photos and Mr. Nelson searched the Houghton Library at Harvard, where Buchanan's letters and other photos are stored, for more material.

"Putting the book together has been a real pleasure. I had such great success and cooperation, with so many people anxious to say something in memory of Scott Buchanan," says Mr. Nelson. *Scott Buchanan: Recollections and Essays* will be published by the St. John's College Press in February. ●



Scott Buchanan as dean in 1941, with the telephone, that symbol of efficiency.

Photo: Houghton Library

BRADLEY MURDER CASE SOLVED AFTER 27 YEARS

Annapolis police and the Anne Arundel state's attorney's office solved a 27-year-old mystery recently when they announced that they had discovered who killed Anne Bradley. The St. John's junior was shot as she sat on a park bench on the State House grounds on the night of November 10, 1968. Authorities revealed that Alonzo Henry Johnson, who died of a drug overdose in New York in 1983, killed Ms. Bradley in a robbery attempt.

Ms. Bradley had been to a party on campus until about midnight, then walked to the Colonial Kitchen, a small restaurant at the corner of Maryland Avenue and State Circle, for a pizza. She was shot at about 3 a.m. as she sat outside eating the pizza. The initial police investigation turned up no concrete leads, and the case was put in the inactive file in 1975.

When the police formed a "cold case" task force in 1992, the Bradley case was one they reopened. David Cordle, chief investigator for the state's attorney's office and a member of the task force, remembered the crime and, after studying old case files, began to follow up on some of the leads that had dead-ended more than 20 years ago. He located some people who were mentioned in the old files, but not all. According to Kristin Riggan, spokesperson for the state's attorney's office, "these people are not pillars of the community, and when they act as witnesses in a case, we must corroborate their stories." Mr. Cordle was unable to make solid connections and the case became inactive again.

This past January, Ms. Bradley's sister, Georgia Houle of Rhode Island, wrote a letter to the Annapolis police asking them to look into the murder again. They brought the case up with Mr. Cordle, who told them that if he had just been able to locate one particular witness, he could have made significant progress. Police were able to find the man, who happened to be in the county jail in Annapolis.

This man said he gave a handgun to Alonzo Johnson (then 19 years old) on the night of the murder because Johnson said he needed money and wanted to rob someone. The witness told investigators that Johnson gave the gun back the next morning, admitting to the killing. The witness then threw the gun into College Creek. Now in his 40's, the witness was 16 in 1968 and had stolen the gun from a law office in Glen Burnie—hence his reluctance to come forward at the time. He told his story to police and Mr. Cordle after being promised immunity. Mr. Johnson had been arrested several times for robbery and burglary before killing Ms. Bradley; he evidently left Annapolis in 1969.

Those at the college who remember Ms. Bradley and the murder expressed satisfaction that it was finally solved. Dean Eva Brann said, "They evidently did a good bit of detective work to solve this case. We're glad to put the mystery to rest." A story in the Baltimore *Sun* focused on Ms. Bradley's family, who finally felt a sense of resolution after many years of questions. ●

—by Barbara Goyette

The Sporting Life

ALUMNI, STUDENTS PREVAIL IN ROWING

Five St. John's alumni returned to College Creek to row against the Annapolis Rowing Club in the Lianne Ritter Memorial Regatta this fall. The rowers, Ciaran Powers (A92), Kurt Heckel (A93), Matt Fremont (A94), Jamie Whalen (A81), and Fred Haller (A92), were all top athletes while at St. John's, and several have gone on to win considerable success in the rowing world. In view of the alums' abilities and achievements, Athletic Director Leo Pickens tips his hat to the Annapolis Rowing Club team (Gene Nelson, Ivan Leshinsky, Bill Schauffler, and Tom Gianta) who kept the St. John's margin of victory nail-bitingly narrow.

The alumni race was one of nine events at the regatta, where 35 St. John's rowers and 35 Annapolis Rowing Club members competed. St. John's won eight of the nine events, taking the Ritter Cup for the fifth year in a row.

According to Pickens, crew attracts between 40 and 45 rowers—ten percent of the student body. "To see so many Johnnies up and working out at 6 a.m. never fails to impress me," he says. "When I was in school here in the mid-'70s, there was barely a handful of people who managed to get out of the sack by 9 a.m." When asked what kind of Johnny is willing to get up at that hour, Pickens says there is no typical student. "I'm always surprised by who shows up. You'll get the typical jock types, but even better, people who have never done any athletics in their lives will suddenly fall in love with the sport and become some

A team of four from the St. John's crew takes a break after a race (above). Rowers John Michels, a senior, and Dani Schaffel, a sophomore, are two of the 40 or so students who participate in crew events (right). Photos by Christine Coalwell.

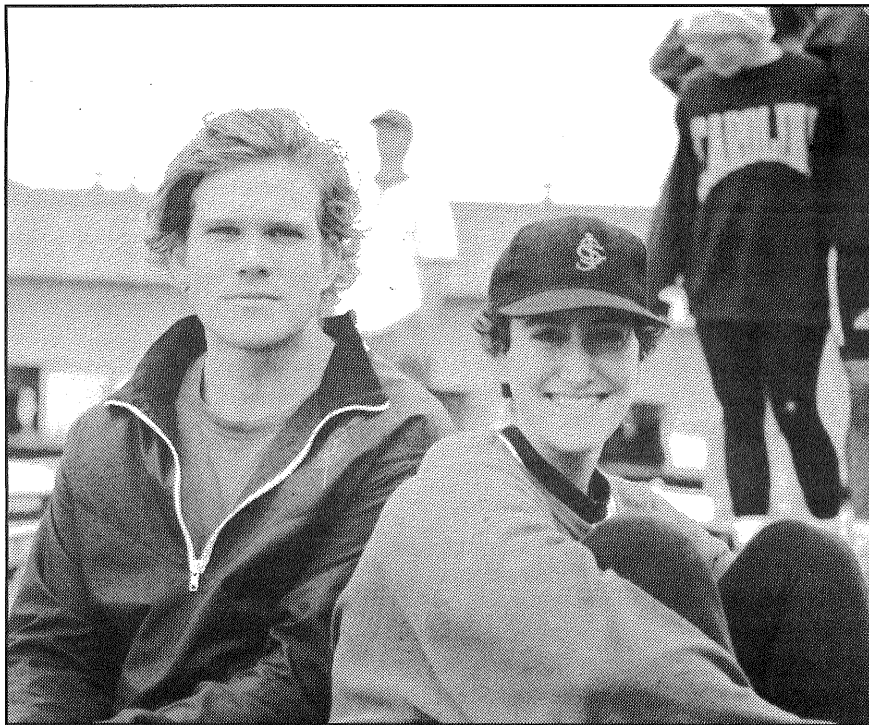
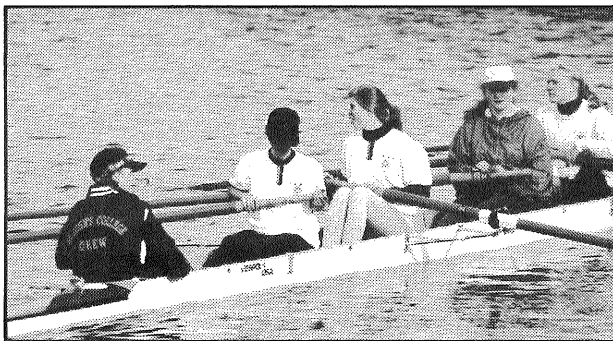
of its biggest devotees."

The Lianne Ritter Memorial Regatta is a growing tradition born of a personal and community tragedy. Lianne Ritter discovered her love for rowing at Cornell University. After graduating, she taught and coached at a private school in New England and worked for Outward Bound. In 1987, she enrolled in the Graduate Institute, made friends with members of the Annapolis Rowing Club, coached a season for the St. John's rowing team, and became an active member of the college's boat-house.

In 1990, while trailering boats for Outward Bound, Lianne died in an auto accident. The following fall the Annapolis Rowing

Club and the St. John's team inaugurated the Ritter Cup, dedicated to Lianne's memory, her energy, and her enthusiasm. Athletic Director Leo Pickens keeps the event scheduled as the season-ending regatta. "Lianne was a bridge between the Annapolis Rowing Club and the St. John's rowing team," Pickens says. "I felt it was appropriate to honor her in some way. How better than to have an in-house regatta between the two clubs?" ●

—by Susan Borden



GIFT TO AID ELDERLY FACULTY

An anonymous gift to the college has established a fund that will help elderly faculty members in Annapolis. According to Jeff Bishop, vice president for advancement, the gift will pay wages for students to drive, help around the house, or otherwise assist faculty members and their spouses who find such tasks difficult.

"The college is grateful for this thoughtful gift," said Mr. Bishop. "Our faculty members contribute to the community in countless ways and it will be fitting for us to be able to offer this kind of assistance to them. Also, having students meet elderly faculty will strengthen relations between generations and underscore college traditions." ●

GREAT BOOKS R-US

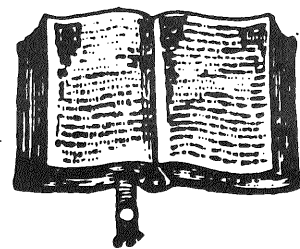
Whether you're a collector of first editions or you just like a cheap but good read, mark June 1-2 on your calendar.

That's when the first book fair will be held on the Annapolis campus. Sponsored by the Board of the Friends of St. John's, the

book fair will include thousands of softcovers, hardcovers, books on tape, and videos. Subject matter? The great books, the lesser books, the not-so-great books, the thin books, books on anthropology, books on zoology—every genre and subject matter represented from a to z. Location will be Woodward Hall, which will be recently vacated—the library's collection will by then be in its new home across front campus.

And if you need to clear out your bookshelves in anticipation of a major re-stocking, the Book Fair committee would love to have your donations. Drop-off days are every first and third Saturday and every second Wednesday, from 10 a.m. to noon in the parking lot between Mellon and the Heating Plant. Call organizers Joy Shaver (410/647-1478) or Peggy Sue Atterbury (410/757-3648) for more information.

All proceeds from the Book Fair will benefit the college library. ●



If this is February, it must be senior essay writing. . .

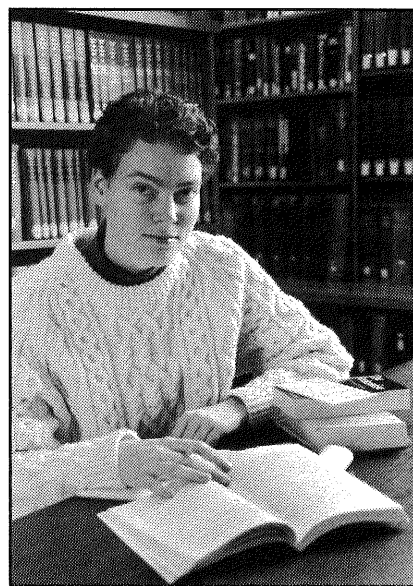
Winter memories of St. John's include sledding on food service trays, coffee shop firecidars, and, of course, senior essay writing. Essay writing is a time of high anxiety: can I write enough on this topic? what if it turns out I don't really understand it? will my advisor like it? will I make it through the oral? It seems like all the effort of the previous four years is on the line when you're working on the essay, and, as one tutor (Brother Robert) has said, you re-write it in your mind for years to come. St. John's may not have the stress-inducers that other colleges do (cramming for

exams, multiple term papers due on the same day), but the pressure to produce a good senior essay more than compensates.

Essay topics wax and wane in popularity. Listed here are the 12 most frequently chosen senior essay topics from the past five Annapolis graduating classes. Can you rank them in order of popularity? Answers are on page 23.

Aristotle
Baudelaire
The Bible
Cervantes
Hegel
Kant

Math/Lab topics
Nietzsche
Plato
Rousseau
Shakespeare
Tolstoy



Annapolis senior Hannah Gillelan chose Rousseau for her essay topic.

From the Bell Towers. . .

For GI graduate Meg Heydt

EASTERN CLASSICS COME TO LIFE

As a child, Meg Heydt would wander through her grandmother's house and marvel at the Oriental treasures—mostly Chinese and mostly dragons, she says—that filled the home. And as she grew older and learned more about Oriental philosophy and ways of thinking, she realized she was more comfortable with Oriental ideas and that she wanted to learn even more about them.

That's what brought Heydt, who already had a bachelor's degree in fine arts from the University of Colorado, to St. John's College and the Eastern Classics program. She considered being a part of the program when it began as a trial project, but held off until it was a degree program, she says, "because if I was going to put all of my time into it, I wanted a degree."

And it did take all of her time from August 1994 through August 1995, when Heydt and 19 others became the first class to earn master's degrees in Eastern Classics from St. John's. "It was difficult, it was intense and I put all my time into school for the past year ... and I felt fortunate that I could do that," she says.

Heydt is grateful that she had the time to focus on readings from works that included the *Mahabharata* and *Ramayana*. And she's finding that the time spent in the classroom at St. John's is having an effect on her writing, her travels and even her house painting.

"I had taken Mr. Harris' Japanese literature course and in one book Tanizaki talks about how the Japanese have very subtle color changes from room to room. He says that as the viewer/perceiver moves from one room to another, he feels mood changes because of the slight color changes. I'm testing the theory," Heydt says, laughing. "Every room in my house is being painted a slightly different shade from the next room."

The program also is affecting her life in larger ways. As a graduation present to herself, Heydt recently took a six-week trip to Indonesia, where she got the chance to see and experience the Hindu and Buddhist cultures. "It was a visual for all the reading and discussing we had done. The puppet shows and dances that I saw were all related to the Ramayana. Since I tracked mostly with the Taoist, the Buddhist and the Zen Buddhist, it was especially nice to go back to the Hindu traditions and see them being lived out," she says.

Most of her time in Indonesia was spent in Bali, where she participated in Hindu ceremonies and Hindu prayers. She said her readings in the *Bhagavad Gita*, which talked about religious offerings, became real when she saw the Balinese making up of-

ferings of flowers, leaves, and holy water for the spirits.

"It was a truly profound experience, especially in Bali, because the religion, culture and society are all one thing. In Western cultures we separate our religion from the rest of our lives," she said. But there was a vibrancy to daily life in Bali because the religious beliefs of the society were integrated into every aspect of it.

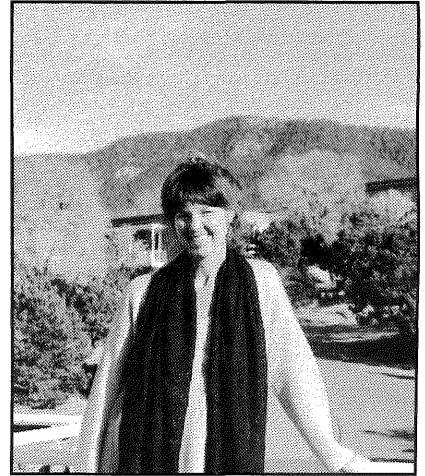
Her time in Bali and the rest of Indonesia also helped Heydt get some perspective on her work here. In addition to working on a book of essays, Heydt has been building a shrine path at the ranch that she owns near Pecos. So far, she has 11 shrines, including a Native American medicine wheel, a Zen garden and a shrine to Our Lady of Guadalupe on the mountain path. She now has plans to build two more as a result of her trip to Indonesia and says that the path "is an ongoing, lifetime project."

But more importantly, she says, the trip helped her to understand the importance of having an integrated relationship between her personal experiences, spiritual experiences, and the land around her. She saw that practiced in Bali and said it occurred to her there that she was moving toward that same integration of experience, faith and land at her ranch, "but I just hadn't realized it," she says. "Of course, the Native Americans already knew it. It's just been lost in Western society. Western thinking is more dualistic—things are either bad or good. In Bali, they recognize that there is bad and good. The point is to try to keep it in balance."

Heydt says she wants to keep learning about Oriental cultures. She hopes to travel there every year for six weeks or so. Her next trip may be to Cambodia, Laos, Thailand and Vietnam, she says. "I'm especially curious about Vietnam since I was protesting that war in college," she adds.

She also wants to keep learning at St. John's and has signed up for one of the college's community seminars—this one on Christian religion—for the spring. ●

—by Liz Skewes



Meg Heydt found that her studies in the Eastern Classics program influenced everything from her travel plans to the colors she painted her rooms.

TRAVEL PROGRAM ITALY-BOUND

Italy will be the destination for the next trip sponsored by the St. John's Travel Program. The learning-cum-sightseeing experience will include five nights in Rome, four nights in Florence, and visits to Assisi, Venice, and Siena, the most perfectly preserved medieval city in Italy. Dates are November 7-17. Tutor Geoff Comber will accompany the group and offer seminars in readings related to the itinerary. For information on itineraries and rates, contact Pamela McKee in the Advancement office in Annapolis at 410/626-2506; e-mail mckee@mailhost.sjca.edu.

Note: It's not too late to sign up for the spring '96 trip "Exploring Mark Twain's America," a riverboat journey on the Mississippi with Annapolis president Chris Nelson leading seminars on Mark Twain. Dates are March 1-7. There are still a few spots available. Contact Pamela McKee. ●

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

Known office of publication: Public Relations Office, St. John's College, Box 2800, Annapolis, MD 21404-2800
Annapolis: Barbara Goyette, editor; Susan Borden, writer; Betsy Blume, Eva Brann, John Christensen, Pamela Kraus, Benjamin Milner, Brother Robert Smith advisory board.
Santa Fe: Leslie Allison, editor; John Schroeder, assistant.
Second class postage paid at Annapolis, MD, and at additional mailing offices.

POSTMASTER: Send address changes to Reporter, St. John's College, Box 2800, Annapolis, MD 21404-2800

TUTOR EXTRA-CURRICULARS

What faculty members in Annapolis and Santa Fe are up to...

In Santa Fe, tutor James Carey has been appointed dean, with his term beginning this summer. More information will follow in the spring issue of the *Reporter*...

Tutor Abe Schoener, A82, was appointed assistant dean for the academic year 1995-96 in Annapolis. William Pastille continues to serve as the other assistant dean...

Joining scholars from throughout the world, Annapolis tutor emeritus Curtis Wilson took part in a symposium on Newtonian science and mathematics held at the Dibner Institute for the History of Science and Technology at the Massachusetts Institute of Technology in November. His paper was titled "Newton on the Moon's Variation and Apsidal Motion: The Need for a Newer 'New Analysis'".

Mr. Wilson is the translator of a book by Francois de Gandt, *Force and Geometry in Newton's Principia* newly published by Princeton University Press. Professor De Gandt is a senior research fellow at the Centre National de la Recherche Scientifique in Paris...

Santa Fe tutor Jorge Aigla has published a volume of poetry, *The Aztec Shell*. Tutor emeritus Charles Bell wrote the introduction. It's published by Bilingual Press, Arizona State University...

Annapolis tutor Lawrence Berns had a forum piece published in the December 1995 issue of *PS: Political Science & Politics*. His article was in response to recent articles in the *New York Times* about Leo Strauss. Mr. Berns argues that "there is no single contemporary political stance that follows necessarily from Strauss's teaching." He also addresses the use of the buzz word "elitism" and explains how free elections "introduce a principle of merit into our political system, predicated on inequalities of ability to fulfill the offices for which the elections are held."

The April 1995 issue of *Commentary* carries a book review of Roger Penrose's *Shadows of the Mind: A Search for the Missing Science of Consciousness* by Annapolis tutor Adam Schulman...

Douglas Allanbrook's memoir *See Naples* was reviewed in the *New*

Yorker of January 8, 1996. The review says: "The author is a harpsichordist and a composer, and the elliptical, balanced structure of the book is distinctly musical. It is fine music indeed."

Mr. Allanbrook, a tutor emeritus in Annapolis, will present a series of two lecture-recitals on J.S. Bach's "Well Tempered Clavier" Book II for the harpsichord on January 28 and February 4 in the Great Hall...

In December the pastels of Annapolis tutor Leo Raditsa were displayed at a one-man show at the Ira Pinto Gallery. The series of works is titled "In Dorsey House Gardens."

"Straight Talk about the Small Independent Liberal Arts Colleges," an article by Annapolis dean Eva Brann, appeared in the fall 1995 issue of *Liberal Education*. Miss Brann challenges liberal arts colleges to adopt "a new way of speaking for ourselves" and offers a series of arguments in favor of the St. John's brand of education to a series of supposed audiences: prospective students, parents, faculties, legislators and education officials, and public interest groups. ●

THE CAMPAIGN FOR OUR FOURTH CENTURY



CAMPAIGN TOPS ITS \$30 MILLION GOAL

The official conclusion to The Campaign for Our Fourth Century is June 30, 1996, but as of January 1, 1996 more than \$30.5 million has been pledged, exceeding the \$30 million goal originally established for the Campaign. "The support for the Campaign has been immensely gratifying," says Campaign Chairman Ray Cave.

There is still much to do, however. Because many gifts have been received in the form of irrevocable trusts where the cash benefits for the college are to be realized in the future, and because of the need to oversubscribe the Hall of Records project to meet unexpected costs, the Campaign aim of fully funding the new Student Activities Center in Santa Fe and the Jacob Klein tutorships on each campus has not been met.

"By all measures, The Campaign for Our Fourth Century is successful," says Cave. "Never before has St. John's College raised so much in such a short period of time. Nevertheless, we want to close out the Campaign having achieved all we set out to accomplish. The Student Activities Center, the Klein tutorships, and at least 50% participation of our alumni are goals we remain committed to meeting."

Challenges fuel activities center drive

Board members, friends, and alumni

have established special challenges to help meet these goals. The fundraising drive for a new Student Activities Center on the Santa Fe campus has received a boost from three separate challenges. The center, expected to cost approximately \$5 million, will provide long-awaited facilities for student activities ranging from indoor athletics to photography, pottery, and dance. The center also will relieve overcrowding in other campus facilities and is expected to bolster student recruitment efforts.

In November Ray Cave offered \$50,000 to the student activities center if Santa Fe President John Agresto could raise five more \$50,000 pledges by December 4. When five people—two board members, one former board member, and two alumni—met that deadline, board chairman Steve Feinberg offered a second challenge on the same terms, this time with a Valentine's Day deadline, hoping to provide the incentive for an additional five pledges of the same amount.

The third challenge was offered by John Balkcom, a participant in Santa

Fe's Summer Classics program and a prospective Graduate Institute student. Mr. Balkcom has offered \$50,000 to match gifts from other Summer Classics alumni. In making the pledge, he said he was happy to find a way to support the college and its priorities. "What appeals to me about St. John's is that, more than any other educational program I've participated in, it is devoted to the development of the whole person," he says. "For me it's really about completing my education. I find the combination of the unique teaching method, the shared learning, and the mountains

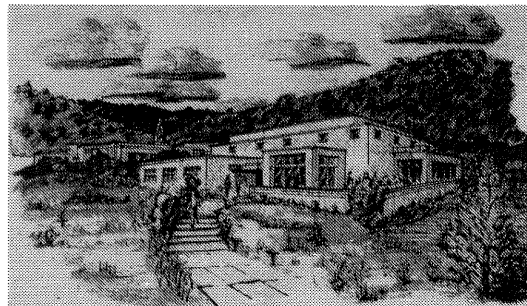
challenges, and those who have responded so generously, will take us a long way toward building this center. Not only do these gifts bring us closer to our goal, they serve as a source of inspiration to others. We on the Santa Fe campus owe a great debt of gratitude to each of these people."

For further information about the Student Activities Center, or to make a contribution, please contact Santa Fe President John Agresto at 505/984-6098.

Alumni challenges aim to fund Jacob Klein tutorships

Alumni from the decade of the 1950's have established a goal of funding a \$1 million tutorship for each campus in honor of Jacob Klein. \$600,000 remain to be pledged to meet this ambitious \$2 million goal. Alumni division chairman Warren Winiarski, A52, joined by decade of the 1950's co-chairman Stewart Greenfield, A53, has offered a challenge to the decade. The college will receive \$100,000 if 100 additional alumni offer five-year pledges of at least \$1,000.

For further information on the Jacob Klein tutorships or to make a contribution, please contact Annapolis Vice President Jeff Bishop at 410-626-2505. ●



Artist's rendering of the Student Activities Center for the Santa Fe campus.

and culture of Santa Fe deeply nurturing, and that experience has gotten me back in touch with something for which I have a strong commitment and an abiding interest."

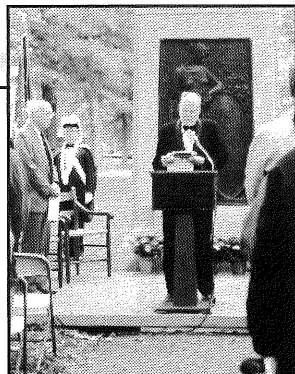
Says President Agresto: "These



ON VETERANS DAY, NOVEMBER 11, alumni, friends, and students gathered to rededicate the World War I memorial on front campus in Annapolis. The memorial, which lists the names of the 24 St. John's alumni who fought and died in the Great War, was recently restored. Funds for the restoration were raised by the Annapolis Alumni Chapter and by the Alumni Association. At the rededication ceremony, a color guard from the Knights of Columbus provided pomp, and Admiral Robert J. Long, USN (ret.) spoke on the future of the U.S. military.

Top photo: John W. Wood, St. John's class of 1917 and a veteran of World War I, attended the ceremony with two Second World War veterans.

Bottom photo: Henry Robert, A41, read the names of the honored veterans, and then the McDowell Bell tolled 24 times.

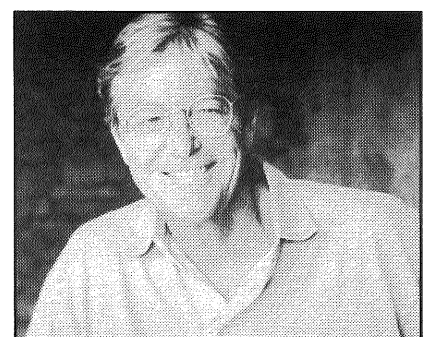


PETER MAYLE TO BE FEATURED SPEAKER AT GALLERY AUCTION

When British author Peter Mayle began to record his delight in the sun-drenched landscape and his memorable neighbors in the south of France, he could not have anticipated the huge reader response that greeted *A Year in Provence*. Overnight a literary superstar, Mayle had become a man who both lived the enviable life and also laid it out in felicitous and entertaining prose. A companion book, *Toujours Provence*, followed the next year, and in 1993 came a collection of essays, *Acquired Tastes*, in which the author examines, tongue usually in cheek, "the very best life has to offer."

Mayle's notion of "the very best" is the inspiration for the Mitchell Gallery "Auction of the Finer Things," scheduled for April 26 and 27. Mayle himself will speak at a reservations-only black tie dinner Friday, April 26, in Randall Hall, where a dozen or so items or services of the very highest quality will be auctioned.

That event is preamble to two Saturday events, a brunch in the college boat-house at 9:00 a.m. and the public auction of 100 additional fine items and services in a tent adjacent to the Mitchell Gallery at 11 a.m. Guests may



preview the tent display beginning at 10 a.m. (This is also the scheduled weekend for the annual St. John's-Naval Academy croquet match—a fine opportunity to combine two high-life events.)

Among the items to come under the gavel Friday night will be a golfing trip to Ireland, a matchless handmade rowing wherry boat, and a case of the finest wine. On Saturday the public will be invited to bid on works of art, fine furniture, entertainment, gift certificates, and personal services.

All auction proceeds go to the Mitchell Gallery. For more information about either of the auctions or related events, or to discuss possible donations, call the Advancement office in Annapolis at 410/626-2530. ●

Scholarship...

TWO TRADITIONS, TWO WORLDS

Annapolis tutor Cordell Yee looks at Chinese and Western maps

A paradox confronted Cordell Yee as he studied Chinese maps and began to consider their relationship to Western maps. Why did Chinese mapmakers continue to use traditional methods and styles even after they were introduced to such Western cartographic techniques as projection by the Jesuits in the late 16th century? "Wouldn't it be natural to leave their traditional practice behind?" asks Mr. Yee. "These were not dumb people. The Chinese intellectuals raised the objection that the world is not regular, so Western maps—which treated nature mathematically—wouldn't present a true picture." Finding that Chinese mapmakers resisted Western influence for 300 years, until the end of the 19th century, and trying to understand why, has led Mr. Yee on a several-year investigation which has brought him to a new understanding of Chinese cartography. This understanding is reflected in his scholarly writing for a major project and also in the work he's done arranging an upcoming exhibit at the college's Mitchell Gallery.

Mr. Yee, who has been a tutor in Annapolis since 1989, is curating an exhibit that will approach the differences in Eastern and Western cultures in a unique way: through an examination of their maps. Called "Space and Place: Mapmaking East and West," it will be on view in the gallery from April 12 through June 16. The 47 pieces represent Western and Chinese cartography from the 15th century to the present.

"Maps from the two traditions present two different visual worlds," says Mr. Yee. "They imply different answers to the question of how we understand and represent the world graphically." Western maps are based on the notion that to measure the world is to understand it. Measurement assumes that space is homogeneous; as mapmaking evolved from the Renaissance to the present, maps became more "mathematical" by quantifying more features and by employing the results of more sophisticated means of measurement.

Traditional Chinese maps, on the other hand, can be described as pictorial. They look like landscape paintings and were either hand-drawn or printed with woodblocks onto scrolls or large pieces of paper—in contrast to Western maps which were engraved and could be reproduced in greater quantities. Chinese maps emphasize what Mr. Yee refers to as "place" rather than "space."

For example, consider the segment shown at right of the "Complete Map of Salt Fields in Fujian Province." It was drawn in ink and color on silk by

Xing Yuan during the Qing dynasty in 1746. The important features, those that define what kind of place is being depicted, are shown in great detail: mountains, the salt fields, cities, storehouses, bridges, and piers. What lies beyond the coastline is drawn like the background to a painting; there is no detail, just an impression in the distance. "For the purposes of knowing where the salt was and where the facilities were—the storehouses and barracks for the soldiers guarding the fields—the map didn't have to be drawn this way," notes Mr. Yee. The mapmaker paid attention to the sense of place and conveyed the natural beauty of the area as well.

How a Joyce scholar became interested in maps

Getting involved in the study of Chinese maps "was all by accident, nothing was planned," says Mr. Yee. In 1988, as a doctoral candidate in English at the University of Wisconsin at Madison and short of money, Mr. Yee was hired by the geography department to do some translation and editorial work for a project on the history of cartography. He took a break from his dissertation on Joyce.

"Wisconsin is one of the top two geography departments. They had a large grant to produce the history project, which was to include volumes on different periods and types of cartography," he explains.

They needed someone who knew classical Chinese, the literary language in official use until the early part of this century. Mr. Yee had done some graduate work in east Asian languages and literature at the University of California at Berkeley and also at Wisconsin.

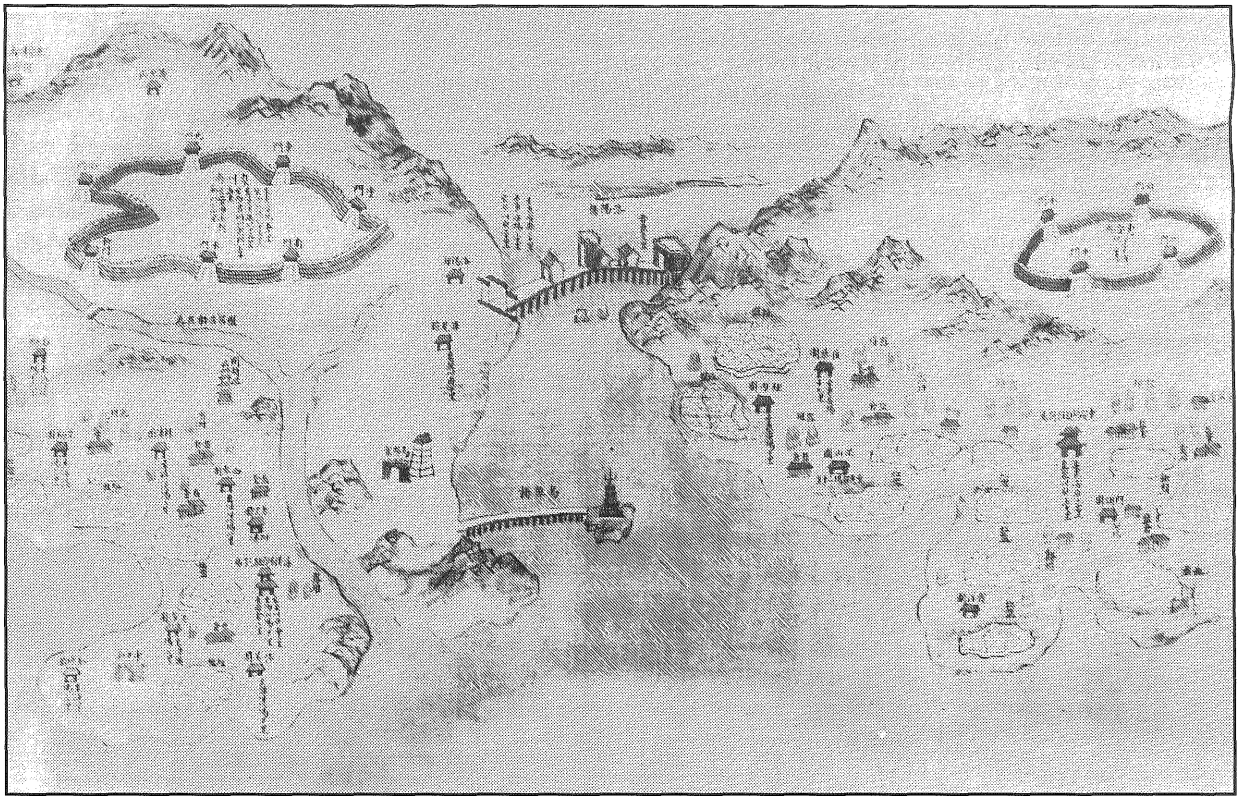
"When I started working on the cartography project, I was reading and I kept thinking 'this ought to be covered, and that ought to be covered,'" he says. His responsibilities grew as his familiarity with the maps and the scholarship increased.

The following year Mr. Yee became a tutor at St. John's, leaving Madison and the cartography project behind, at least temporarily. That summer he was asked to return; one of the readers for the press, after studying his essays, had suggested that he take over the Chinese section of the project. "I felt I had a responsibility to do what I could," he says. Even after classes began at St. John's in the fall he continued to work on the project. It turns out that Annapolis, with its proximity to Washington, wasn't a bad place to be. The Library of Congress has one of the largest collections of maps in the world, and Mr. Yee went in on weekends to study the 200-plus examples of imperial Chinese cartography dating from the 16th to the end of the 19th century.

Mr. Yee's chapters on Chinese maps, published in *The History of Car-*

Eastern mapmaking. Mr. Yee's research, however, turned up the previously mentioned paradox—that the Chinese may have understood Western mathematics and scale drawing but consciously decided against using them in mapmaking.

Fascinated by how Chinese maps continued to be pictorial, Mr. Yee began to see how a study of cartography could point the way to an understanding of the differences in Eastern and Western cultures. "The Chinese intellectual elite didn't regard scale drawing as anything special," says Mr. Yee. "For them, the image [of the map] ought to have expressiveness. There was also some resistance to the notion of the world as spherical," which is the basis for the setting out of lines of latitude and longitude. Mr. Yee thinks that rather than looking at mapmaking as a science that developed toward a *telos*, an end, we need to think of it as an art that expressed certain qualities about "place." A Chinese map might not even be accurate by Western account, although many carried information about distances in text right on the map. "The maps were not trying just to present information, but to evoke a response," he says.



A detail from "Complete Map of Salt Fields in Fujian Province," China, drawn by Xing Yuan in 1746. Chinese maps were pictorial, like landscape paintings, and, according to Cordell Yee, they emphasized a sense of "place" rather than measurements of "space." The map is done in ink and colors on silk. From the collection of the Library of Congress, it is part of the exhibit at the Mitchell Gallery on view from April 12 to June 20. Photo by John Bildahl.

tography, Vol. 2, Book 2, in 1994, presented his scholarly interpretation of the history of Chinese cartography. The section received excellent reviews, although Mr. Yee modestly acknowledges that there are few people to assess his work, since few have done as much research.

Chinese maps: the poetry of place

Before Mr. Yee began to write about Chinese maps, the accepted opinion was that when the Jesuits arrived in China in the 1580's, they brought Western ideas that changed

For example, in the map of the salt fields of Fujian Province shown, the abundance of salt as a resource is clear. The fields are drawn larger than proportion would dictate, and certain man-made features are included in detail (the bridge, the storehouses) while others are omitted (roads, for example). "It is a very orderly scene. For someone concerned with preserving it, the way the map is drawn reminds him of his purpose," says Mr. Yee. He conjectures that the beauty and lyrical quality of the sometimes idealized maps also encouraged those who used

them to feel pride and respect for the particular places shown.

Western maps: a legacy from Ptolemy

In the fall of 1992 an article outlining Mr. Yee's view of Chinese cartography appeared in "Asian Art," a periodical from the Arthur M. Sackler Gallery of the Smithsonian. Fellow Annapolis tutor Tom May, who served as chairman of the Mitchell Gallery Committee, and gallery director Hydee Schaller read the article and thought Mr. Yee should curate a map exhibit for the gallery. He agreed to put together such an exhibit—a task that proved more daunting than anyone expected.

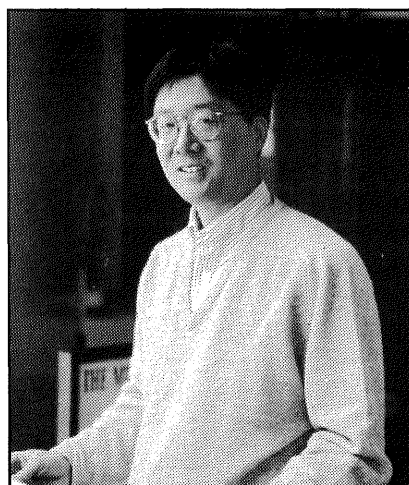
"First, I had to learn more about Western cartography," he says. "It's on the borderlands of academic respectability." The St. John's program provided important background—Ptolemy, the Alexandrian Greek studied in math tutorials, established the fundamentals for mapmaking in his *Geography*. In the *Amalgest*, his astronomical work, Ptolemy posited a spherical earth as the center of the cosmos. The earth can be divided into quadrants by lines through the poles and around the equator—latitude and longitude. Ptolemy dealt with the problem of how to represent a spherical body on a flat surface—what a map must be—by outlining four methods of projection in his *Geography*. Another essential element of mathematical cartography is measurement of distance, which Ptolemy

proposed to accomplish with surveys.

During the Middle Ages, when Ptolemy's *Geography* was lost, maps were largely pictorial—like Chinese maps. "Pictorial mapmaking seems to be common to many cultures, particularly early in their development," says Mr. Yee. For example, a map serving a religious purpose would not attempt to present a true picture of the world. Jerusalem would be shown in the center, meaning that it should be the center of one's life.

By the beginning of the 15th century the revival of interest in Greek thinkers had brought Ptolemy's ideas on geography to the forefront. Mr. Yee thinks that his view of the world "stimulated imaginations—particularly his idea that the Eurasian land mass takes up approximately half of the globe. Of course you wonder what's on the other side." Columbus relied on Ptolemy's estimate of the world's size as he plotted his alternate route to Asia.

Once the age of exploration was underway, maps became hot properties. Competition for the most up-to-date information was intense and map publishers would even steal each other images. Maps began to look the same, with abstract signs replacing pictures to indicate cities, harbors, and other features. Mr. Yee labels this "standardization." Advances in technology enabled mapmakers to use copperplate engraving; one engraving could make 2000 copies. The rising middle class



Tutor Cordell Yee became intrigued with maps while working on a history of cartography project.

had money to buy books and maps, which were published in book form, so that while the maps were often commissioned by rulers, they were increasingly profitable for the great cartographers like Ortelius and Mercator.

Assembling the exhibit

"Space and Place" is only the second exhibit to be curated by someone at the college—others have been traveling exhibits put together by museums or universities. The most difficult tasks were bureaucratic: gaining permission from the Library of Congress to borrow certain examples; finding a private collector to supplement the Library of Congress maps; seeking fund-

ing for the exhibit itself, for educational outreach programs, and a catalogue; locating cases large enough to display scrolls.

Three students had internships helping Mr. Yee assemble the show, Alex Bowles (A96), Sarah Fremont (A97), and Heather Deutsch (A98). "They were able to look at the pieces as visual art; they could see things I could not. The exhibit, put together with student help, gives us as an institution a chance to show what we can do," says Mr. Yee.

Criteria for including maps were artistic merit, importance within the field of cartography, and a final, very St. John's-like attribute: portrayal of places that produced the great books. Examples are Greece (a Renaissance update of Ptolemy), ancient Rome, Palestine (a Renaissance map with Biblical events and sites represented), and London about 30 years before Shakespeare.

At St. John's there's perennial debate over the program's focus on the Western tradition. Should we read and discuss some Eastern great works? Can we say that we are investigating the meaning of our world if we ignore other cultures? While the college has developed a set of arguments in favor of the current scheme of the program, the question still comes up every year. Cordell Yee's exhibit will give the community an opportunity to examine the relationship between the two cultures, East and West, in a new way. ●

—by Barbara Goyette

Book Review

ARISTOTLE'S PHYSICS: A GUIDED STUDY BY JOE SACHS

If you have in typescript any version or part of Joe Sachs' translation of Aristotle's *Physics* you will be pleased to know that the full printed form, *Aristotle's Physics: A Guided Study* (Rutgers University Press, 1995) is now available in the Masterworks of Discovery series edited by Harvey Flaumenhaft. If you have no typescript to replace yet retain even the smallest curiosity about the *Physics*, you will almost certainly want a copy of the book anyway.

Many forces conspire against readers who would discover and re-animate for themselves the intellectual pleasures—that is, the insights—of Aristotle's "Physics." As one of the most intense treatises we have from the mind of an already intense thinker, it is naturally daunting. Guidance from other books about Aristotle's book is for the most part deformed by needlessly (often uselessly) narrow canons of scholarship and academic debate. And perhaps most distracting of all, there is the underlying suspicion that regardless of what praise we might have for Aristotle's ethics, or logic, or politics, or metaphysics, or rhetoric, isn't his physics just plain wrong—as inaccurate in detail as it is wayward in orientation?

Mr. Sachs' guided study is a valuable shield against this conspiracy of discouraging forces. His book joins that small body of commentary on Aristotle distinguished by the uncommonness of its common sense, and distinguished also by the conviction that there are things, simply, to learn from Aristotle, that he is a friend to the life of the independently inquiring mind. If you are—happily—already convinced that nature, causality, change, rest, motion, place, void, infinity, time, and origins are matters worth thinking about, then here is a way of getting right down to business. No fuss. No anxiety. Just good, honest, intellectual toil. Aristotle is always like that, and Mr. Sachs' new translation, with its introduction, supporting commentary, and glossary, gets about as much of the extraneous clutter out of the way as one could hope for.

With respect to Aristotle's Greek, the translation is lean and idiomatically consistent. It also avoids much of the received technical vocabulary. Thus, e.g., *ousia* is not "substance" but "thinghood," *arche* is not "principle" but "original being" or "ruling source," what is usually translated as "matter" becomes "material," "accident" becomes "incidental attribute." Most striking amongst the departures from

standard usage are the renderings of *energeia*, to *ti en einai*, and *entelecheia*—arguably the profoundest notions of Aristotle's whole philosophy. Inspired partly by Heidegger and partly by Joseph Owens, Mr. Sachs translates the *energeia* of a thing as its "being-at-work," its *to ti en einai* as "what it keeps on being in order to be at all," and its *entelecheia* as its "being-at-work-staying-itself" (which I think of as the "self-maintaining being at work" of a thing). The fixity and lack of dynamism so commonly linked with the concept of "essence" and the sheer existential presence that tends to usurp the meaning of "actuality" are thus nicely sidestepped in favor of the powerful, pulsing, actively organizing sense of form that is visible on the face of Aristotle's own neologisms.

Both the commentary (interspersed in sections, a few pages at a time, with the translation) and the introduction (pp. 1-30) are marked by an unapologetic willingness to grapple directly with the matters at hand. This robust mode will be familiar to anyone familiar with the St. John's classroom; the pleasure here is to watch a tutor do the talking! The book's commentary focuses on nothing but the central ideas and the accumulating force of the treatise's over-arching argument, ranging freely over the subsequent historical response to those ideas and the unifying view of the world. The introduction first addresses issues of translation then turns to the topic of a philosophic, non-mathematical physics. Readers will be provoked to hear, among other things, that "Aristotle devises a vocabulary that is incapable of dogmatic use" (p. 2), and that the equivocal richness of ordinary language is for Aristotle "not a fault of language, but one of the ways in which it is truthful" (p. 8). Readers will also have to ponder how "the physics of our times is inescapably philosophic" (p. 10), how its atomism implies "there can be no cosmos...and no activity at all, except for motion in space" (p. 25). Not that we have to choose between Aristotle and quantum mechanics. As contemporary physics itself begins to appreciate the speculative questions that were always latent in its own foundations, Aristotle becomes both unavoidable and indispensable. We can be thankful for how much more available Mr. Sachs' book has made the unique resource of Aristotle's *Physics*. ●

REVIEWED BY CARL PAGE, TUTOR, ANNAPOLIS

Scholarship. . .

Strengthening Ties TUTOR EXCHANGE IMPROVES LABS, PROMOTES UNITY

BY LESLI ALLISON

Separated by roughly 2,000 miles, faculty members in Santa Fe and Annapolis are getting to know each other better, thanks in part to a donation by the St. John's Alumni Association. Both this year and last, several faculty members have participated in a campus exchange program centered on freshman and junior labs.

In 1994-95, Santa Fe tutors David Levine, Linda Weiner and Jim Cohn visited Annapolis to review the Freshman lab curriculum. Likewise, Annapolis tutors Abe Schoener, Radoslav Datchev and Katherine Haigney visited Santa Fe. The primary object of the exchange is to coordinate the curricula between the campuses.

"Annapolis had undertaken a review of freshman lab about five years ago and in subsequent years has modified their lab to the point where it was very different from ours," Santa Fe tutor David Levine said. "At the same time, we thought the previous lab had difficulties and we saw a need to review the material."

Santa Fe Dean Steve Van Luchene proposed that the best way to address the matter was in person. So far, the exchange has revealed as much about what the two campuses have in common as the ways in which they have diverged.

"The principles for our review turned out to be the same or at least compatible with the principles of the Annapolis review," Mr. Levine said. "And they were enthusiastic about our proposals and we saw how they were successful in the changes they made. In such circumstances we discover that we're one college, that we have common problems, and that our solutions are often of a piece."

According to Mr. Schoener, both campuses were striving to reduce the number of readings so that students would have more time to reflect on the material. "When we got together it seemed like there was impetus for a radical change in the curriculum," he said. "In Annapolis we had made some big changes already. In Santa Fe they felt like they needed to restructure the program and to focus on what students were reading. We all tried to figure out together how best to focus on five or six authors or books and to make sure we had good practical works so there was a lab that went with each meeting."

In Annapolis, the freshman lab had already been re-structured so that readings in the first semester centered on the works of Aristotle, with emphasis on *Parts of Animals*, books I and III. "[Aristotle] lays out some questions about what a science of animals should

be doing and shows its relation to other kinds of inquiry," Schoener said. "In books II and III he starts investigating parts of living animals."

In conjunction with the first readings, students in Annapolis locate a wild animal and observe it over a period of six to eight weeks, observing how it moves and behaves. Then, as Aristotle begins talking about things on the inside of animals, students begin dissections of fresh whole fish, and fresh cow and sheep hearts.

"After we read Aristotle we turn to Harvey for a more specific look at the heart and the argument for the presence of a circulatory system," Schoener said. Students then turn to

"Annapolis was enthusiastic about our proposals and we saw how they were successful in the changes they made. In such circumstances we discover that we're one college, that we have common problems, and that our solutions are often of a piece."

questions about really small parts—cell theory, for instance.

"This is when we begin what I consider to be the second half of the semester," Schoener said. "We study how a whole arises from a little egg and sperm. And we do that mostly through observing the fertilization of sea urchin and frog eggs."

Freshman lab concludes with 19th and 20th century works by Driesch and Spemann, and, in some cases, with Aristotle's *On the Soul*.

By comparison, the first semester of Santa Fe's freshman lab concentrates on form, function and development. Recently, a number of minor readings were eliminated, thereby allowing students to focus more on issues than authors. As in Annapolis, readings in Aristotle and Harvey form a major part of the curriculum. However, while Annapolis freshmen are studying animal behavior and cell theory, freshmen in Santa Fe spend more time coming to grips with classification. According to Santa Fe tutor and freshman lab archon John Cornell, the most popular

reading during the first semester is Goethe's *Metamorphosis of Plants*. Another favorite is Aristotle's *On the Generation of Animals*.

Despite these variations, the curricula are, by and large, more alike than different, and students transferring between the campuses have little difficulty making adjustments in later labs. "The two labs work extremely well together," Cornell said. "They're almost a model of difference and similarity. In fact, they're more allied than many of the tutorials."

This year, questions concerning junior lab will be addressed when Santa Fe's Tom Scally, Hans Von Briesen and Jim Forkin visit the Annapolis campus and Cordell Yee, Eric Salem and Erik Sageng from Annapolis visit Santa Fe.

Santa Fe's committee chairman, Jim Forkin, said the primary difference he perceives is that Santa Fe requires students to read more original texts while Annapolis places more emphasis on the lab manual.

"In first semester [the labs] are essentially the same," Forkin said. "In the second semester of junior lab Santa Fe does more on Maxwell—electricity and magnetism. In the spirit of doing more original texts, we're actually going to try to read more of Maxwell than we have in the past. We've also been trying to re-arrange things so we can read more Faraday, in part because we think the conversation between Maxwell and Faraday is an especially interesting one, and we want to present as full an account of that conversation as possible."

The Santa Fe committee will travel to Annapolis later this spring to discuss these differences and find ways to improve both programs. "The idea is to spend a week and sit in on classes and talk with tutors," Mr. Forkin said. "We're trying to get to know each other, not just for lab, but for the sake of unity between the campuses."

Several tutors echoed the sense that while the exchange program has been helpful in making curricular reforms, its greatest value lies in the fact that the campuses are getting better acquainted. "I had never been to Santa Fe and so the most valuable thing was getting to know the other campus and the other faculty," Schoener said. "I went to a faculty meeting, met with tutors and students outside of class, and sat in on a half dozen classes. The interaction with other faculty was the most valuable. We even talked about things outside the freshman lab, so there were all kinds of unforeseen benefits from it." ●

ALUMNI OPPORTUNITIES FROM THE ANNAPOLIS PLACEMENT OFFICE

The Educational Testing Service (ETS) is offering several opportunities for research projects in various fields of study. Please contact Linda J. Delauro, Mail Stop 16-T, Educational Testing Service, Princeton, NJ 08541-0001, Telephone: 609-734-1806, Internet: ldelauro@ets.org for additional information regarding the following programs:

1996-97 Test of English As A Foreign Language (TOEFL) Postdoctoral Fellowship Program- One person will be selected to conduct research and development with ETS on the TOEFL 2000 project. This 12-month fellowship runs from September 1, 1996 through August 31, 1997 with the possibility of renewal for a second year. There is a \$35,000 stipend with limited relocation expenses offered for the 12-month period. The applicant should hold a doctorate in second-language testing or a related field and show evidence of a commitment to research, especially language testing research. Deadline: March 30, 1996.

1996-97 Center For Performance Assessment Postdoctoral Fellowship Program- One individual will be selected to conduct research in association with ETS staff in Princeton, NJ. Ongoing projects that examine the design of performance assessments; the effective and equitable use of these assessments; inferential issues related to performance assessment; and the implications of performance assessment for teaching, learning, and school reform will be the main focus of research. A \$35,000 stipend, with limited relocation expenses included, is awarded for the 12-month period beginning September 1, 1996 through August 31, 1997. The main criteria for selection will be scholarship and relevant experience in educational settings. Deadline: April 30, 1996.

The Smithsonian Astrophysical Observatory has a Computer Specialist position available in Greenbelt, Md. The candidate must have a bachelor's degree in computer science, applied math, physics, or related field. All Smithsonian Institution positions require background checks, including fingerprinting. Relocation expenses may be paid at the discretion of the Observatory. Interested candidates should submit resumes to recruiter #228 at: Smithsonian Astrophysical Observatory, 60 Garden Street, MS 17, Cambridge, MA 02138.

Letters...

WOMEN IN THE PROGRAM?

Following is a letter I wrote to Ms. McMurren because of her special interest in our procedures for reviewing program readings. It is meant for general circulation also. The letter bears on the "Open Letter" published in the fall issue of the Reporter.

—Eva Brann, Dean

Dear Ms. McMurren:

Let me plunge right into a description of the principles and procedures by which we change the program. Of course you're free to show this letter to all your friends who might be interested.

The Instruction Committee is the group immediately responsible. Each spring, all the tutors for a given seminar year meet under the direction of one of them (whom we've taken to calling a "scribe"). They collect all the suggestions for changes in selections, for dropping old books and adding

new ones, and send them to me along with reasons. The Instruction Committee then spends lots of time discussing the four reports and makes the new seminar list. The Student Committee on Instruction may also give us advice. And, of course, the ideas of all who know the program (and who would know it better than our alumni?) are most welcome. If the proposed changes are quite serious (e.g. dropping or moving books the community considers venerable), we go to the whole faculty for advice.

That's the procedure. The principles from which we work are, roughly, these:

1. We wouldn't adopt a book that most of us haven't read. Similarly, whoever proposes it should be familiar with it, at least enough so as to help us make selections. For example, the Pisan *Treasure of the City of Ladies* is clearly too long for an evening—how to cut it deftly?

2. The proposers should make themselves responsible for suggesting the book to go *off* the list. This part is usually the hardest-fought aspect of

making an addition. There is always an A who inordinately loves the book that B wants to chuck.

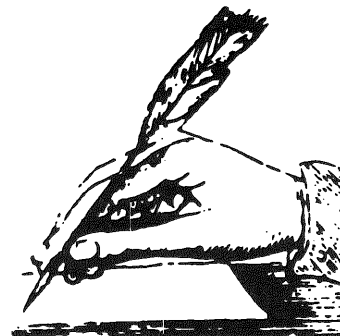
3. There should be telling arguments for each selection (old or new) on the list. We have to concern ourselves with whether the book is somehow (very broadly) coherent with the rest of the list, whether it will make for a good seminar (some fine books don't), whether it is rationally cuttable (if that's necessary).

The chief and preeminent argument is, of course, the superlative quality of the work. Other arguments might be the one you allude to, that a book might bring about a discussion of a universal but neglected subject. For example, the list you kindly sent me contains *Middlemarch*, (which has been on the program in Annapolis for four or five years now). It is among my favorite musings, and some seminars have actually discussed the question, whether one can tell that it is by a woman—a question leading to all sorts of interesting considerations, and one to which I have a secret answer—though, of course, there are far deeper issues to be talked about in this masterpiece.

I think that if a book were proposed *because* it is by an author of a certain gender, class or race, we would not neglect that fact altogether, but we would wonder if nothing better could be said of it. I myself am here, as always, a great advocate of maintaining pure principles and combining them with corrupt administration. The purest, and an ultimate, principle of the St. John's reading list is that works stand on their own and speak for themselves, but most of us are not adverse to admitting a little bit of circumstance now and then, for the sake of current preoccupations.

Some of the books on the list (two of which I don't know but would like to, especially the Graffigny book) are proposed for the language tutorials. Although the general guidelines for the tutorials are laid out, and some works are traditionally read, the Instruction Committee has never had much luck in persuading all tutors to read any particular work with their classes. I would love for Sappho to be read. But the truth is, whoever suggested it probably hadn't tried it. It's magnificent beyond description—and hellishly difficult. Another tutor and I had a mini-seminar on "he seems to me like a god" in anticipation of a Friday night lecture on Sappho, and the Aeolian dialect was almost too much for us. Still, I can but preach, and so can all of you. I've been trying for years to get Toni Morrison on (why is she missing from your list?), but my colleagues make persuasive arguments that we can do even better. Perhaps we can try with Zora Neale Hurston.

The place where a lot of these minor—and major—masterpieces are



taken up is the preceptorial. We've had quite a few that would be of interest to you: Eliot, Lady Murasaki, Hurston, among them.

This is a golden age for novel writing (though the literati

keep talking of its death). A large part of that fiction is by women, and when things sort themselves out, there may be another Austen or Eliot. Meanwhile, there's nothing for it but to read them all; it goes without saying that the most persuasive comparative judgments (and those are the ones we must make) come from people of liberally wide reading.

—Eva T.H. Brann, Dean

INTRINSIC MERIT

In response to the proposal (Fall 1995), I believe that the only valid reasons for including books in the program are their quality and influence. I do not doubt that many wholly meritorious works by women are not included currently, primarily because of sociological and/or historical circumstances that led to a denial or ignorance of their intrinsic merit. Nonetheless, I believe equally strongly that including any books "as a means of recognizing the contributions of women to the Western canon" is wholly inappropriate.

There are works already in the program the gender of whose authors is unknown. Suppose that Homer or the author(s) of Genesis or the rest of the Pentateuch were somehow proven to be women, would that have any relevance to their merit or their place in the program?

Instead I would offer the following observations: 1. Preceptorials should be an option, rather than a requirement. The alternative of six to eight weeks of additional seminar readings in the junior and senior years would allow expanding the canon to include both women and other authors. 2. Even if students had the choice of continuing both junior and senior seminars, so much has been written in the last 300 years that any choice of readings is bound to be somewhat arbitrary. 3. There should be questionnaires, so that students, alumni and tutors could comment on current and proposed readings, as an additional guide for the Instruction Committee.

—Steven Shore, SF68

The Reporter welcomes letters, comments, and corrections on issues of interest to readers. Letters may be edited for clarity and/or length. Please address to either campus. The Reporter, St. John's College, P.O. Box 2800, Annapolis, MD 21404 (e-mail bgoyette@mailhost.sjca.edu) or The Reporter, St. John's College, 1160 Camino Cruz Blanca, Santa Fe, NM 87501 (e-mail alumni@mail.sjcsf.edu).

HOMEcoming SANTA FE-STYLE

There are many good reasons to come to Santa Fe in the summertime, but for Johnnies the best reason is Homecoming, being held this year on July 12, 13 and 14.

Homecoming weekend offers alumni the opportunity to visit the campus, waltz the night away during the Homecoming dinner and dance on Saturday night, and spend a few days with classmates and former tutors.

All of that and more will be a part of Homecoming Weekend this year. We'll have the traditional activities—the all-alumni seminar on Friday night, the Fiesta picnic on Saturday, followed by special reunion class seminars, and the President's Brunch on Sunday. And, for those who are in a reunion class—1971, 1976, 1981, 1986 and 1991—we'll have small class dinners on Friday night. For Graduate Institute alumni, there will be a wine and cheese reception on Friday.

We're also making plans for a few additions, including a session for children (and their parents) by Lucy Duncan, SF86, a professional storyteller and owner of the Story Monkey Bookstore in Omaha, Nebraska.

And, those who want a more in-depth St. John's experience can come a little earlier or stay a little longer and take part in one (or both) of the Summer Alumni Program weeks.

The first week, July 7 through July 12, will focus on reading and where technology is taking the art of reading in the future. Among those teaching during the first week will be Santa Fe tutors Grant Franks and David Starr.

The second week, beginning the evening of July 14 and continuing through July 19, will examine the Western tradition and ethic in film. Seminars and tutorials will include sessions led by Dean Eva Brann of the Annapolis campus on *Shane*, *Red River* and *High Noon*. Tom Stern, SF69 will lead a seminar on *The Unforgiven*, a Clint Eastwood film he worked on. Other seminars and tutorials are being developed by Krishnan Venkatesh, a Santa Fe tutor, and Jim Sorrentino, A80.

More information about these programs and Homecoming Weekend will be sent to all alumni, along with registration materials, in March. In the meantime, if you have questions about Homecoming or the Summer Alumni Program, please contact the alumni office in Santa Fe by calling 505-984-6103; by writing to St. John's College, Alumni Office, 1160 Camino Cruz Blanca, Santa Fe, NM 87501-4599; or by sending an e-mail message to alumni@mail.sjcsf.edu.

—Liz Skewes

Winter 1996 St. John's College



Alumni Association News

Mark Middlebrook, A83, editor • Thomas Geyer, A68, communications committee chair

The Alumni Association Newsletter is published in each issue of the Reporter. We welcome letters, capsule book reviews, and article ideas from alumni. Send submissions and suggestions to Mark Middlebrook at 73030.1604@compuserve.com (e-mail) or call 510/547-0602.

PHILADELPHIA ALUMNI SIP COCKTAILS IN HISTORIC PLACES

by Jim Schweidel, A63, Philadelphia Chapter President

Editor's note: This article is part of an ongoing series profiling local alumni chapters. Our next profile will feature the Dallas/Fort Worth chapter.

Some time in the early '70s I received a phone call from Victor Schwartz (A61) asking me if I would be interested in attending a dinner for the Philadelphia area alumni of St. John's College. I told him that I thought it was a splendid idea. Victor was able to procure a room at the venerable and stately Union League. We dined in a room in which richly paneled mahogany cases support tomes of civil war histories. It was a marvelous setting for a St. John's alumni gathering, even if you happened to be a democrat.

Despite the success of the event, meetings and seminars were sporadic over the next several years. Hugh McGrath traveled to Philadelphia to lead a seminar on *King Lear* at the historic Old Swede's Church. The following year Curtis Wilson presided over a seminar on *The Federalist Papers* which was held at the Philadelphia Art Alliance.

It was not until 1982, when members of the New York chapter led by Jonathan Zavin (A68) sponsored a dinner and seminar at a social club in center city Philadelphia, that serious consideration was given to establishing a chapter in Philadelphia.

After a marvelous seminar on *Antigone* led by Eva Brann, Andrew Steiner (A63) suggested to me that since our former leader Victor Schwartz had moved to Santa Fe, the two of us might assume responsibility for having two or three meetings a year. I agreed. We selected the Germantown Cricket Club as the site of our meetings and there overlooking the grass tennis courts on which Bill Tilden won title after title we settled in for a period of five years.

Our format consisted of cocktails and hors d'oeuvres from 6:30 to 7:30 followed by the seminar. Attendance averaged around 15. Besides alumni, friends of the College and prospective students were welcomed. Philadelphia has a large number of alumni from the Graduate Institute and they constituted a significant percentage of the group.



Annapolis tutor emeritus Elliott Zuckerman led a chapter seminar on works by Emerson last year. The group meets at the Whitemarsh Valley Inn in a suburb of Philadelphia.

Tragically, in 1990, Andrew Steiner was killed in an automobile accident. In 1988 Andrew had been responsible for us finally becoming a chapter and had worked diligently to see that our project was successful. Andrew loved the College, and this chapter is a tribute to him.

In 1991 we moved our meetings to the Whitemarsh Valley Inn in Lafayette Hill, a suburb of Philadelphia. Our meetings now take place on Saturday afternoons. The seminar still is preceded by cocktails and hors d'oeuvres (there is no charge), which begin at 1:30.

In October of last year Elliott Zuckerman led a seminar on two works of Emerson: *The American Scholar* and *The Divinity School Address*. In November, Jonathan Tuck made the trip from Annapolis to lead a seminar on Emerson's essay *Thoreau* and Thoreau's essay *On Civil Disobedience*. In December Chris Nelson joined us, as he did last year, for a Christmas Cocktail Party. We are hoping to make this party an annual event.

As we continue, our hope is that more alumni will take advantage of the opportunity to renew old friendships, keep up with the news from Annapolis and Santa Fe, and once again sit around rectangular tables and exchange thoughts on Great Books. ●

PROPOSED AMENDMENT TO THE BY-LAWS of the St. John's College Alumni Association

One of the responsibilities of the Alumni Association Board is spending your money, in the form of Alumni Association dues. Many of the expenditures are for the Association's share of time-honored and popular items like homecomings on both campuses, senior dinners, and the Alumni Register (a new edition of which will be sent to all alumni this year). Other expenditures result from special projects or one-time requests from Alumni Board committees or the College. For instance, this year the Alumni Board allocated money to help the

alumni offices validate and reconcile their alumni databases. And because of our concerns about the unity of the two campuses, we now help fund an annual inter-campus tutor exchange program.

In the past, Alumni Board members have deliberated and voted on expenditures based on their sense of what would benefit alumni and the College best. Last year the Alumni Board decided that it would be beneficial to articulate principals for spending Alumni Association funds. Out of an *ad hoc* committee led by Alumni Association Past President Harvey

Goldstein came the following proposed amendment to the Association By-Laws. This amendment does not change how the Alumni Board spends Association funds, but rather attempts to clarify how and why funds should be spent.

Amendment to Article IV section 1

Funds of the Association shall be spent primarily for the support of the collegial activities of the members, encouraging the continuing fellowship of alumni with one another and promoting association among alumni in their practice of the liberal arts. In addition, since the Association acknowledges its intention to support the College in its many purposes and, in particu-

lar, to support the College's unique educational program, funds may be expended to serve, preserve and advance the best interests of St. John's College as one community of and for liberal education. However, such expenditures shall not be made at the sacrifice of the support necessary to maintain an appropriate level of collegial and educational activities for the membership. All expenditures of funds shall be made at the sole discretion of the Board of Directors.

This proposed amendment will be voted on at the Annual Meeting of the Alumni Association:

Saturday September 28th, 1996, 10:00 a.m., Conversation Room in Mellon Hall, Annapolis, Maryland. ●

EX LIBRIS ALUMNORUM

Capsule Reviews by Alumni of Favorite Books. . .

Your editor started a dangerous trend in the previous installment of Ex Libris Alumnorum by including a musical recording. Alas, the barn door is open, and this time a film has wandered in. What next—Microsoft Multimedia Marx? Send your one-paragraph reviews to the editor of this Newsletter.

More Shapes Than One
by Fred Chappell, 1991, St. Martin's Press. 197 pages. Submitted by Cynthia Hobgood, SF81

The first story in this magical collection is about the trouble that befell taxonomist Linnaeus when he first espoused his theory that plants have sex lives. I was hooked by the subject matter from the first paragraph of the first story, then realized as I read further that the author is not merely a decent imagination enrobed in a mind that wants to write. He is a master of his craft. His language and approach vary from story to story, but in each, his prose is heady, rich, enigmatic, and provocative, as is the subject matter. One story deals with the slavery of women: "I feel different about women than a lot of men do, and I'll tell you why. It's because I had my own woman one time. I lived real close with her and that has made me think

thoughts apart." An opening paragraph like that is hard to swallow, but I trusted Mr. C by this point, and he did not let me down. The stories are part magical realism, part pure fantasy, part science fiction, and part just plain good southern writing (the dust jacket compares him to Eudora Welty and William Faulkner). I hope to find that Mr. Chappell is really better known than I have found him to be. This is an author who deserves attention!

Discovering
by Robert Scott Root-Bernstein, 1989, Harvard University Press. 501 pages. Submitted by Kurt Schuler, A81

A book about who makes scientific discoveries, when, why, where, and how. Johnnies are uniquely well equipped to appreciate it because it is written as a dialogue among six characters and because it discusses historical episodes of scientific discovery that are familiar from the junior and senior lab. It has a lot to say about what makes for creativity in the natural sciences, and many of its ideas about how to improve creativity apply to other fields also.

The Seventh Seal
directed by Ingmar Bergman, 1953. 96 minutes. Submitted by Jim Sorrentino, A80

Most films, like most books, are not worth experiencing more than once. Some are worth an annual viewing. But there is a small number of films which one comes back to again and again, experiencing new insights and taking pleasure in old ones. Such a film is Ingmar

Bergman's *The Seventh Seal*.

Set in plague-ridden Sweden during the 13th Century, *The Seventh Seal* recounts the journey home of a knight and his squire, returning after ten years of misery in the Crusades. At the beginning of the film, Death meets the knight to take him away. The knight challenges Death to a game of chess: as long as the knight survives on the chess board, he may continue on his way.

The Seventh Seal is an elegantly brief 96 minutes, and yet in this short time, Bergman poses all the Big Questions: the existence of God, the meaning of life, the power of art, and the nature of evil. The film offers no answers; unlike Cecil B. DeMille, Bergman does not stoop to using special effects to portray the unnamable. *The Seventh Seal* secures its place as a great work by offering us a framework to discuss the problems intelligibly. Just as impressive is the fact that it does so in a seductively entertaining way. Bergman partially refutes the Black Plague with black humor. The power of the film comes from its ability to move from despair to humor to thoughtfulness to hope in a few moments, with no more than a line of dialogue or a facial expression to convey the message.

See it. Own it. See it again. You may find, as I did, that it gets under your skin.



CHAPTER CONTACTS

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

ALBUQUERQUE: Harold M. Morgan, Jr.
(505)256-0294

ANNAPOLIS: Joel D. Lehman (410)956-2814

AUSTIN: Joe Reynolds (512)867-8461

BOSTON: Alvin Aronson (617)566-6657

BUFFALO/ROCHESTER/TORONTO: Hank Constantine (716)586-5393

CHICAGO: Amanda Fuller (312)337-4105
or Rick Lightburn (312)667-0068

DALLAS/FORT WORTH: Suzanne Doremus
(817)496-8571 or Jonathan Hustis (214)340-8442

LOS ANGELES: Julia Takahashi (310)434-7624

MINNEAPOLIS/ST. PAUL: Glenda Eoyang (612)783-1405 or (612)379-3883 (W)

NEW YORK: Justin Burke (212)228-8423 or
(212)620-3955

PHILADELPHIA: Jim Schweidel (215)836-7632

PORTLAND: Rachel Sullivan (503)629-5838

SACRAMENTO: Arianne Laidlaw
(916)362-5131
or Helen Hobart (916)452-1082

SAN FRANCISCO/NORTHERN CALIFORNIA:
Cynthia Kay Catherine Hobgood
(415)552-9349

SANTA FE: John Pollak (505)983-2144 or
Elizabeth Skewes (505)984-6103

SEATTLE: Jim Doherty (206)937-8886

WASHINGTON, D.C.: Sam Stiles (301)424-9119 or
Bill Ross (301)230-4594

SO THAT'S WHY THEY DO IT

Never let it be said that the St. John's alumni Internet mailing list doesn't take on the important questions. In November, Curtis Hyatt (SF92) commented on the large number of marriages between alumni, as evidenced by alumni news in *The Reporter*. Although no one was able to answer his query about the statistical frequency of alumni marriages (and subsequent divorces), Peter Breslin (A85) did offer the following arguments in favor.

Top 10 Advantages to Johnny Marriages

10. One entire set of Great Books for sale--cheap.

9. No arguing over who takes out the garbage. Just discussion based on the question: what is garbage?

8. Anniversaries reminding about those wacky Plotinus seminars.

7. Both partners know the mass of an electron.

6. Comfortable with orals.

5. Fights characterized by stunning dialectic, not screams of "I know you are but what am I?"

4. Mutual agreement that Mortimer Adler is kind of cute.

3. Repeated breathless re-enactment of that Odysseus and Penelope reunion.

2. Hours of pleasure finding the hidden themes in "Baywatch."

And finally, the number one advantage to Johnny marriages:

1. There's always somebody to talk to at reunions.

Apparently Mr. Hyatt remained unconvinced. He was engaged to a wonderful non-Johnny over the Christmas holiday.

"Cute Blondes Study Aristotle"

When the first class of women came to St. John's in 1951, the newspapers had a field day. But what was it really like for the pioneer women at the college?

BY BARBARA GOYETTE

Today, sensibilities rebel at the language the press used to describe St. John's first class of women in 1951. Female students are often identified by hair color: Sue Griffith is an "attractive blonde miss," Dorothy Olim is a redhead from Elizabeth, New Jersey, Janet Jenkins wears an "attractive patent leather belt" and has long blonde hair. Even Barbara Leonard, St. John's first woman faculty member hired as assistant dean of women, is described as "pretty in her short curly hair." Carolyn Banks, protesting the "silly" stories that appeared about St. John's coeds in the press, is called a "wholesome-looking blonde."

Would a news reporter describe Dean Jacob Klein's high forehead, small precise mouth, and mischievous eyes? No, but with women, their appearance and demeanor, rather than their thoughts and motivations, are somehow what mattered. In the zeitgeist of the 1950's women may have been encouraged to attend college, and female professionals may have been accepted in many fields, but the overriding goal was supposed to be excellence in the ways of marriage and housekeeping. The kind of language used in the news stories mirrored the attitudes of society. While the language and the attitudes it implies bother many women today, they didn't bother most of the pioneers in St. John's first class of women—for the very reason that the attitudes were acceptable. The women had other concerns. As Barbara Brunner Kiebler says, "I didn't feel any discrimination. I sat down and studied."

In September 1951, 24 women broke the gender barrier that had guarded the college for 255 years. Admitting women was an innovative idea—not as radical as the 1937 change to the New Program, but nevertheless a change that brought plenty of interest in the press and the education community. President Richard Weigle advocated the admission of women and he convinced the Board and faculty to agree. Enrollment, never stable, had fallen during World War II, soared when the GIs returned, and then fallen again as the veterans finished up and the Korean War began to siphon potential students away. Mr. Weigle and the Board were looking at viable ways to beef up the numbers of students. According to his memoir, *Recollections of a College President*, the first suggestion for a coordinate college for women was rejected as too costly. After the Board approved the admission of women in 1950, some students protested, according to Mr. Weigle's book, because "they feared the quality of classes would suffer."

The decision proved to be contro-

versial for social as well as academic reasons. "Everyone said the women would come here to be near the Naval Academy," says Barbara Leonard. "And the men students said that the women wouldn't be able to do the math and science."

But the women came. They loved St. John's and were successful. Adding more voices, new voices, to the dialogue among students, books, and ideas made the college more vibrant and more like the "real world." The challenges that the women dealt with in their first years at St. John's were defined by the academic and social concerns of the student body: could they prove themselves in the classroom, and could they live in harmony with the men?

Why they came

The women who enrolled at St. John's represented a variety of ages, academic experiences, and backgrounds. Sixteen were from Maryland—most with senatorial scholarships that provided tuition or tuition, room, and board—and the others came from as far away as California and New Mexico. They ranged in age from 16 to 46 years. Twenty were unmarried, three were married to current St. John's students, one was a widow.

Six of the women had been to college before. Janet Jenkins had spent a year at Swarthmore; Lydia Aston was a nurse who had studied at William and Mary and Johns Hopkins; two others had been to Barnard. Several had worked as secretaries since graduating from high school, and two entered St. John's without finishing high school. The majority completed high school the previous June.

Emily Martin remembers the age differences as being intimidating. "I was only 18, and some of the others already had degrees," she says. "I grew up in Garrett County. It was very rural and a strong Christian community ... There was a marked difference between those of us who came from rural areas and the more cosmopolitan." Although the women's backgrounds were varied, because there were not any upperclass women to help them adjust, the first class students formed strong bonds of friendship among themselves.

Members of the first class of women and some male classmates gathered for their 40th reunion at homecoming. Left to right they are: Barbara Brunner Kiebler, Sam Kutler ('54), Emily Martin Kutler, Faye Councell Polillo ('56), Barbara Dvorak Winiarski, John Joanou, Barbara Leonard (first female faculty member and assistant dean), and Jim Stow. Photos by Keith Harvey.

The program was, of course, the major draw for them. They knew about the all-required curriculum and were intrigued by the prospect of studying the great books. Carolyn Banks, for example, had been studying voice at Peabody Conservatory when a friend wrote her that St. John's was going to take women. "I thought to myself that all I knew was music, and maybe I should know more," she says. Emily Martin came because she had received one of the Maryland state senatorial scholarships. "I had a great curiosity about the program. I was not put off by the math and science, I was interested in that," she says. Hilyer Gearing grew up in Annapolis and her brother was a student, class of 1954. "As soon as I found out women were to be admitted, I was there," she says. In the firestorm of newspaper stories written about the women in the fall of 1951, the

women emphasized their educational goals. Joan Eisner, who had finished her freshman year at Barnard, is quoted in the *Baltimore Sun* as saying that she hoped St. John's would furnish her with a "broad, basic culture."

Barbara Brunner says she would have gone to the University of Maryland had St. John's not given her a senatorial scholarship. "I don't think I would have reached my potential there, and I certainly wouldn't have studied math, which turned out to be my favorite subject."

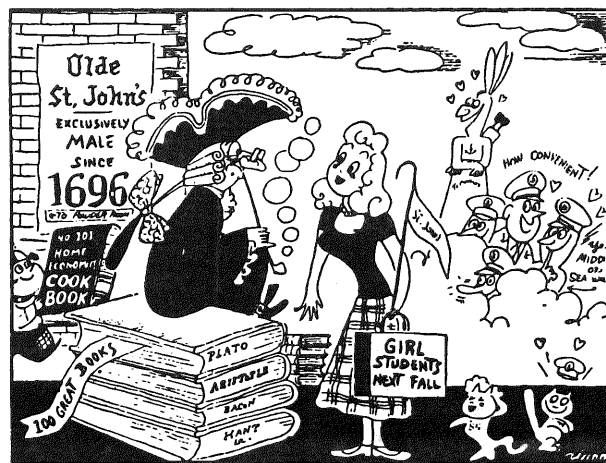
The women were an eager group, and their diversity fit right in at St. John's where men from all walks of life, veterans, and students who hadn't finished high school were living in a small, intense community of learning wholly devoted to the program.

Acceptance

"Undoubtedly, the introduction of coeducation is the most important

event that has occurred at St. John's in recent years, as far as the College in its relation to the critical world outside is concerned," proclaimed the 1953 yearbook. Certainly the coming of the 24 women students changed the college.

The all-male student body of 1950 was first of all upset at not being told about the admission of women until it was a done deal. As Sam Kutler, a freshman in 1950 and now a tutor, says, "We found out about coeducation in the newspapers. It made us an-



"And Now It'll Be 101 Great Books?", a cartoon by Richard Yardley in the *Baltimore Sun*, 1950.

gry." The '51 yearbook explains that students were upset because they felt that choosing St. John's involved such an investment that "everything that happens in any way affecting the program is [every student's] business and something he has the right to know about."

Physically, there had to be room for women. The second and third floors of Randall were converted into space for the newcomers: walls were painted pastel colors, and a two-room suite was made for Miss Leonard, who was to live alongside the women. Three common rooms, where opposite-sex conversations could take place, were built out of four former dorm rooms.

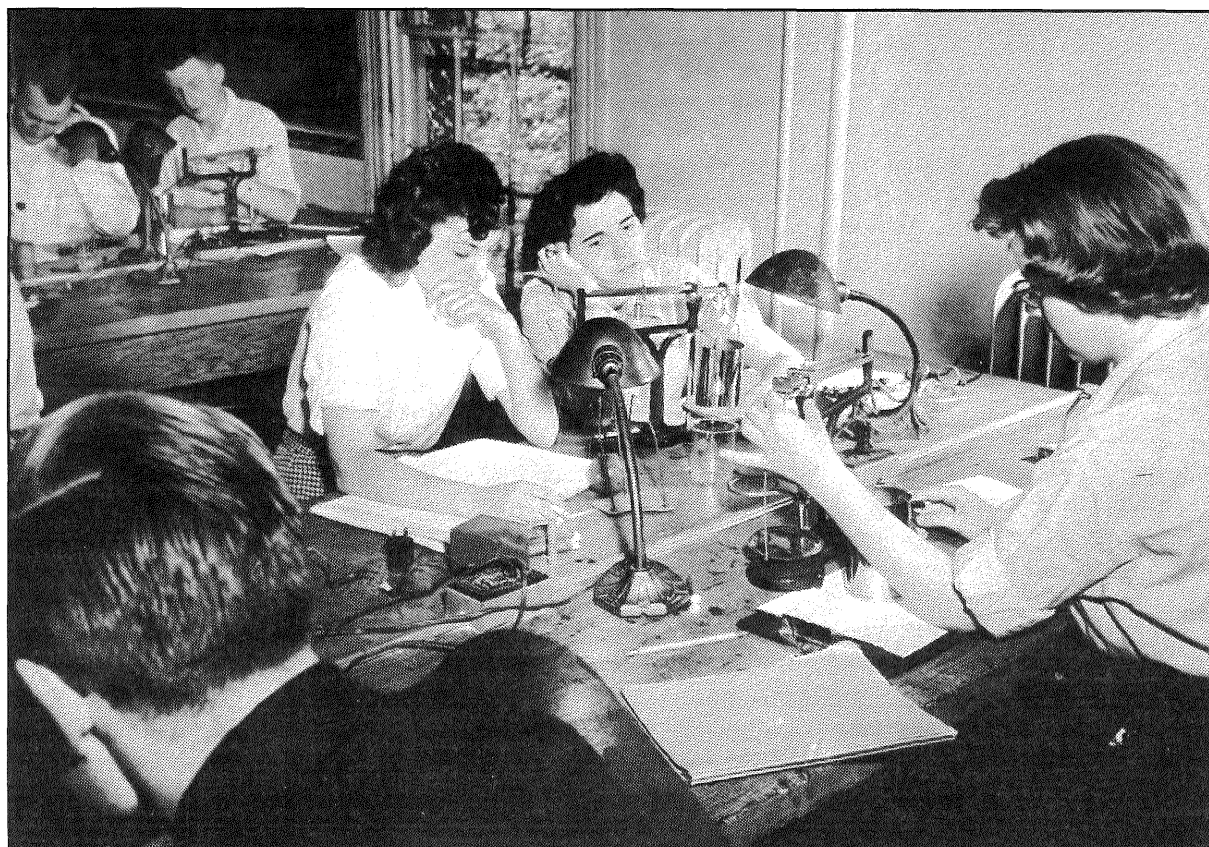
How were the women students accepted by the male students and faculty? The women remember some faculty members as being particularly welcoming. Carolyn Banks was invited to dinner frequently at the home of tutor Ford K. Brown and his wife; her



wedding reception after freshman year was held at Jascha Klein's house. Emily Martin found the library, with Charlotte Fletcher and Mrs. Kaplan presiding, a "warm and friendly place to be." Barbara Brunner praises Barbara Leonard for her understanding and unflappability.

While the women were ready, willing, and able to take on the rigors of the program, their experiences in classes were varied. "What we were studying was so hard," says Barbara Brunner. "I did not have the feeling that the boys were being treated with more respect." Emily Martin agrees. "The college was much more than I expected in terms of the academic program," she says. "I had no idea it would be so interesting, so engaging...The seminars were most difficult. I think we had more respect in math tutorials and lab, because we really did the work." Carolyn Banks also found seminar the most difficult forum for the women. She says she didn't sleep more than three or four hours a night that first year, and that she and her friends considered their work with the utmost seriousness. If a woman took a controversial position in seminar, she was more likely to be "run over" for it than a man. She recalls one don rag at which a tutor told her that it was "typical of a woman to be so romantic," referring to something she had said in class.

Sam Kutler was a sophomore in 1951. He doesn't remember worrying that the women wouldn't be able to handle the program, "The school was very intense. Students used to stay up all night talking about the program, which we didn't think was fixed; it was evolving. We were all impressed with [Dean] Klein because he was making the school so solid academically." Barbara Leonard, herself enmeshed in trying to learn and teach in the program after an academic background in biology, says that the women worked hard and were quite successful in all their classes "to show their worth." By the end of the first year, says Miss Leonard, "it was certainly easier for those that made their impression. The men found out that they really could do the



work and that they weren't giddy and running after dates."

The Social Scene

Cotillion balls, movies in the gym that you could never hear, plays by Ibsen and Shakespeare, chorus, the boathouse, drawing class—the women enjoyed all of the extra-curricular activities on campus. One, Sarah Covington, even became a pitcher on the men's softball team. Many of the newspaper stories focused on how the women were fitting in socially on campus, and the wholesome atmosphere of young men and women playing and working together was conjured up on a regular basis. "They read the same books, they play on the same softball teams, they even wear the same clothes," began a feature in the Baltimore *Sun* Sunday magazine.

Underlying the fun—and no one denies it was not fun—a few controversies were simmering. The largest was a question of students vs. administration, rather than men vs. women. That was the question of rules of residence. The Student Polity, charged with formulating dorm rules that took the presence of women on campus into account, declined to do so because any such rules would "compromise the freedom of men and women to visit each other" (1951 yearbook). In typical St. John's fashion, the protracted debate took on a classical air, with arguments for the administration and student positions formulated like the Melian dialogue in Thucydides (1953 yearbook).

The administration, with the security of the women (the college had responsibility "in loco parentis" for students under age 21) and the reputation of the college at issue, settled on "three simple rules," says Miss Leonard. They were: no visiting in the rooms of students of the opposite sex; a freshman curfew for both men and women at 2 a.m.; and freshmen who would be off-campus overnight were to leave a phone number or address with the assistant deans. Midway through the year, the Student Polity adopted changed rules that abolished the curfew and allowed opposite-sex visits with a third person present. The new rules fit both the students' desire to be treated as adults and the administration's desire for seemliness.

Inevitably, the women students were courted by the men. They formed alliances like college students everywhere, although the basis of relationships might have been different than it would have been at another college—they might have been partners in philosophic dialogue or fellow actors in Shakespeare or lab partners. Some of the women thought the men came on a little strong; others weren't bothered. There were weddings. Barbara Brunner married John Oosterhout ("he was one of the leaders of the student protest against admitting women, but he changed his mind") after sophomore year. Emily Martin, Hilyer Gearing, and Carolyn Banks also married St. John's students. In all, ten of the women married fellow Johnnies.

Living Their Lives

The pioneer women were an exceptionally bright and studious group, by all accounts. And yet many left St. John's (attrition was high in the early 1950's for both men and women), and none of the women who did graduate continued their studies in graduate school the following year. The boom economy of the 1950's made it possible for women to stay at home, reinforcing the stereotype of educated females as attractive partners for wage-earning men.

"I was a product of the 1950's. I

Male student predictions that the women students would have trouble in math and lab were quickly disproved. The women excelled in both subjects. Here Jane Gerber, Emily Martin, and Joyce Kittell work on a measurement procedure. In the background are Hudson Keithley and John Gordon. All are from the class of '55. The photograph is by Marion Warren.

did what was expected of me—I married, stayed at home and had children," says Barbara Brunner Kiebler. She did teach math for a brief time at Lamar College in Texas, where she was hired "as soon as I set foot on campus" by a professor who was familiar with the St. John's program. After raising her children, she went to law school at the University of Maryland and is now a successful attorney.

Carolyn Banks Leeuwenburgh sang in Europe, where she called on her St. John's background to bring depth to her roles; she has taught in the Princeton, N.J., schools for many years. Two of the women, Emily Martin Kutler and Hilyer Gearing Shufeldt, who did not finish the undergraduate program returned to earn master's degrees from the Graduate Institute. Hilyer Gearing Shufeldt, a teacher, says of her GI experience, "I didn't want it to be over."

Many of the women are followed the pattern of getting involved in a career after their children were older. "We are strong, intelligent women," says Carolyn Banks Leeuwenburgh. Their St. John's experience is something that's a part of them and the ways of thinking introduced at the college are permanent.

Like many other alumni, the women look back on their time at St. John's as pivotal. The first class of women had a lot to prove—to themselves, to the college, and to the headline writers—and they succeeded. St. John's gave them a legacy, a feeling of empowerment, summed up by Barbara Brunner Kiebler: "I have an undying conviction that if I sit down and work at it, I can learn anything. I'm not going to turn my back on anything." ●



HOMECOMING 95

ANNAPOLIS

BY BARBARA GOYETTE

About 420 alumni, representing every era, came home to Annapolis for Homecoming September 29-October 1. The weekend was blessed with perfect weather and a multitude of activities.

While you might have semi-embarrassing moments of non-recognition or selective non-memories about classmates and activities from 5, 15, or 25 years ago, a St. John's homecoming allows for a profoundly positive form of identification: these are the people who have lived through the program, just as you did, and experience its lasting effects daily, just as you do.

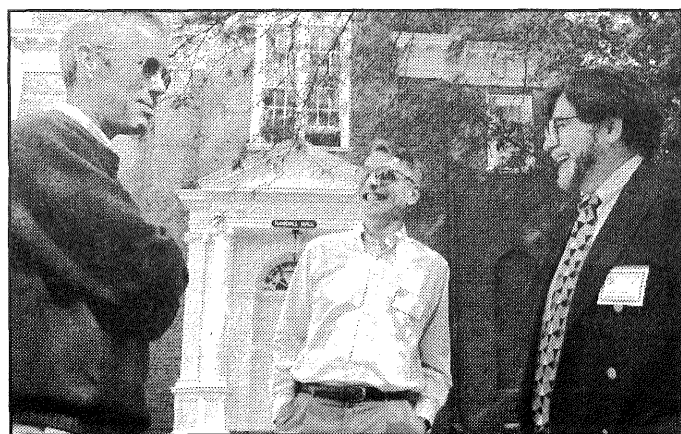
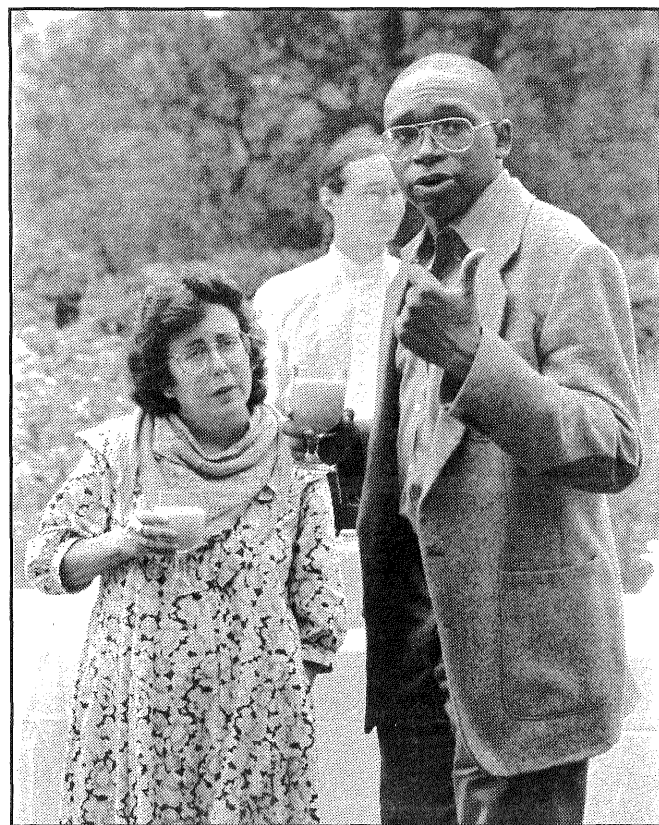
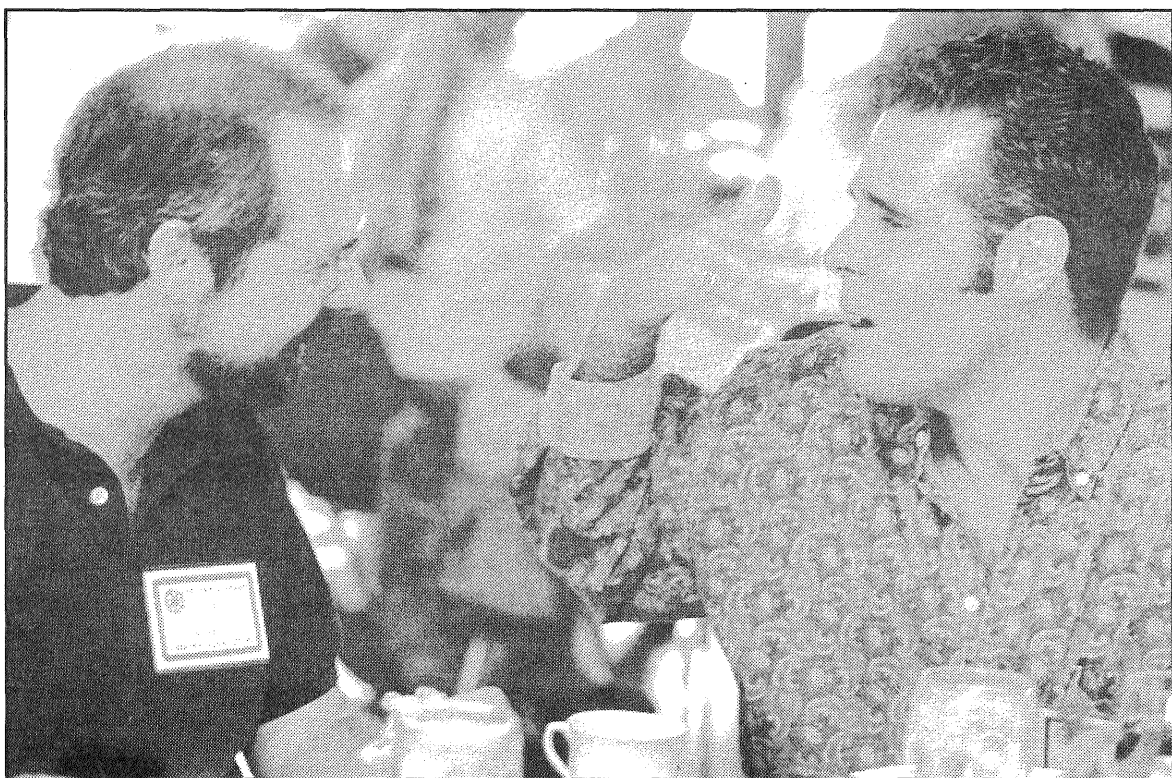
This was a reunion year for the classes of 1945, 1950, 1955, 1959, 1965, 1970, 1975, 1980, and 1985. The first class of women—who enrolled in 1951 and graduated in 1955—was especially well-represented, with 14 attending, including Barbara Leonard, the college's first female tutor and the assistant dean hired to "handle the girls." Their luncheon in the private dining room was capped by a skit recalling favorite tutors (like Ford K. Brown) and times during their pioneering years at the college (see related article on page 12).

About 35 alumni from the Graduate Institute enjoyed meeting up again, attending a lunch at the President's House, and sharing a table at the banquet with current GI director Tom May.

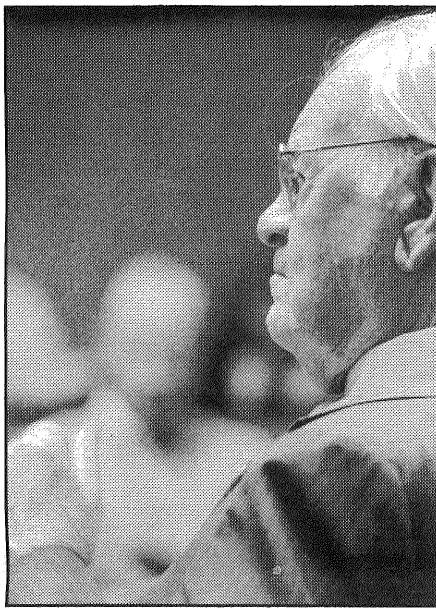
Reprising their discussion skills, many alumni attended seminars where works examined included "The Tempest" (classes of '45 and '50), "King Lear" (class of '55), "Symposium" (class of '70), "Phaedrus" (classes of '75 and '85), "Heart of Darkness" (class of 80), and, winning in the category of most ambitious reading, Nietzsche's "On the Advantage and Disadvantage of History for Life" (Graduate Institute).

Other homecoming weekend activities and events included chatting on the quad, going to lecture (Marta Weigle, A65, on the development of tourism in the Southwest), chartering a sailboat, comparing school pix of children, and visiting old haunts in Annapolis. A special memorial service for tutor Hugh McGrath was held on Sept. 30. There were Alumni Association tributes to tutors Ford K. Brown by George Van Sant (A47) and to William O'Grady by Jason Walsh (A85).

The Homecoming Banquet featured recognition of Award of Merit honorees and speeches, and the now-legendary classic rock party, with Robert George (A85) as DJ, kept alumni hopping to the wee hours. Finally, the President's Champagne Brunch on Sunday morning gave everyone a last chance to commune about the weekend and to make plans to come back again for another Homecoming. ●



Scenes from Homecoming '95: Two '75s, Seth Ginsberg and Jose de Peralta, engage in animated discussion (top, this page); Connie Rubino, '75, and Robert George, '85, at the President's Brunch (middle, this page); tutor Jon Tuck catches up with David and Beth Anderson-Stahl, both '85 (left, top); '65s Dennis Glew, Jan Blits, and Bruce Preston on the quad (left, bottom); a furry denizen of back campus forages at the picnic (left); Ron Fielding, Joanne Murray, Lesli Margulis, and Fenton Gary, all from the class of 1970, on the quad (opposite page, top); a future Johnnie (?) gets a new point of view (opposite page, left); Bernard Gessner, '27, considers a point at the Alumni Association meeting (opposite page, right). All homecoming photos by Keith Harvey.



AWARDS OF MERIT & HONORARY ALUMNI

The Alumni Association granted Awards of Merit to Rogers Albritton (A45), William Goldsmith (A45), and Christopher Nelson (SF70). Tutors Michael Littleton, Geoffrey Comber, and Elliott Zuckerman were made honorary members of the Class of 1995.

Rogers Albritton

Rogers Albritton was one of the many Johnnies from the decade of the 1940's whose education was interrupted by World War II. After serving in the Army Air Corps, he returned to Annapolis, graduating in 1948. He spent a year at the college as an associate tutor studying Plato with Jacob Klein, then went on to Princeton, where he received his PhD in 1955. He taught philosophy at Cornell, and then at Harvard, where he was chairman of the department. In 1973 he moved to UCLA, serving as chairman of the department until his retirement in 1981.

After being introduced by classmate James Frame (A50), Mr. Albritton expressed his gratitude to the students and faculty of his own time. He noted that he owes the program both a moral and an intellectual debt. "As a homosexual," he said, "I always felt gratitude toward the college for accepting me. At this extraordinary college, nobody seemed to mind..." He wondered whether the school's tolerance of all kinds of people is derived from the Greeks. Mr. Albritton cited the oft-quoted bit from John Van Doren about how everyone at St. John's is a misfit; in his case he felt that he was an intellectual misfit as well, since he had been dissatisfied with his studies at Swarthmore, where he was enrolled before coming to St. John's. "I very soon felt that I absolutely belonged here; the intellectual intensity was en-

Continued on page 16

ALUMNI ASSOCIATION TRIBUTES FORD K. BROWN & WILLIAM O'GRADY

The Alumni Association paid tribute to two tutors during Homecoming: Ford K. Brown, one of the transition faculty members who came to the New Program from the old; and Bill O'Grady, who arrived in Annapolis in 1970 and quickly became a favorite with students because of his sensitivity and deep understanding. Mr. Brown died in 1977 at the age of 82, while Mr. O'Grady died suddenly, when he was 40, in 1986.

Jason Walsh, A85, recalled Mr. O'Grady's junior math class, during which "we occasionally began class discussing math." More often, Mr. Walsh said, the class listened to Mr. O'Grady reading aloud writings he cared about or telling stories about his own life. An account by Paula Rustan, SF83, cites this memory: "We were simply awestruck... This tutor was moved by the most beautiful and the most sad things, and above all, [he was] willing to share his deepest thoughts and feelings about these things with us. Because of this, we thought him fearless."

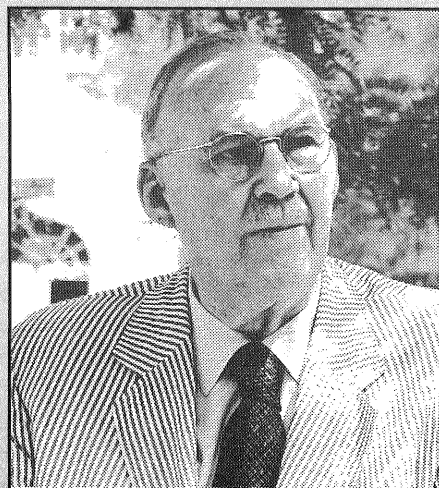
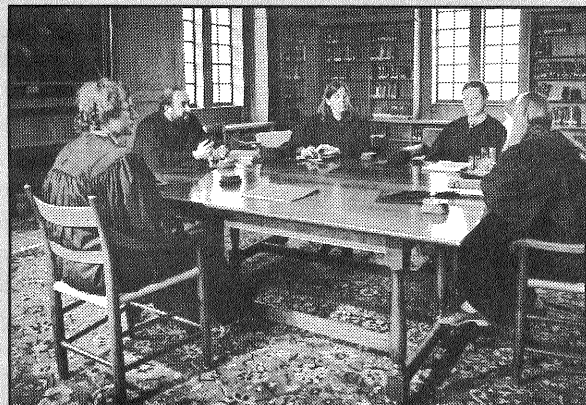
Mr. Walsh recounted a story that Bill O'Grady told about his first visit to the college as a prospective tutor, about how tired and disoriented he was, about how his sleep was disrupted by seniors ringing the McDowell bell in the middle of the night, A rival was outperforming him at a coffee and talk session with tutors and members of the selection committee—until the talk turned to Hegel, when Mr. O'Grady "began engaging with his future colleagues."

Mr. Walsh closed his tribute with a passage from one of Mr. O'Grady's favorite books, *The Diary of a Country Priest*. "They alone shall be young, really young, whom He has chosen never to survive their youth..." wrote Georges Bernanos. Jason Walsh added: "Now, let all of us who admired or loved or profited from Bill O'Grady's presence wish for him that he should be before his Lord, finally set at rest."

George Van Sant (A47) recalled several exploits of Ford K. Brown, a colorful tutor who was a part of campus life for 40 years. Once, said Mr. Van Sant, Mr. Brown gave a lecture titled "Shakespeare" which consisted of showing slides of Chartres cathedral accompanied by commentary on its architectural features. When asked at the question period why the lecture was called "Shakespeare,"

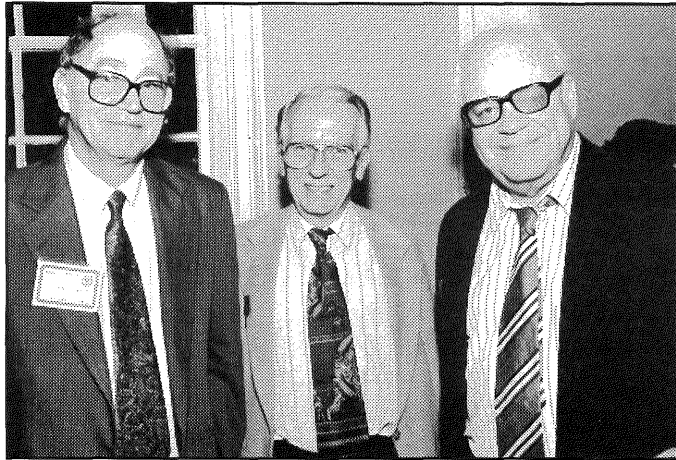
Mr. Brown answered, "Because that's its name."

Another anecdote was about Ford K.'s time in Santa Fe, where he was one of the tutors who helped open the new campus. When Mr. Brown returned from an absence, he arrived by train, since he disliked flying. The nearest train stop was a distance from Santa Fe, so students formed a convoy to pick up Mr. Brown and bring him back to campus. The crowd included a band playing on washboards, kazoos, and the like. When the train pulled in and the conductor opened the door, he was surprised by all the hoopla greeting Mr. Brown. "Are you someone famous?" he asked. "Yes," replied Ford K., squaring his shoulders and pulling up his considerable bulk, "I am the Secretary of Defense." ●



Bill O'Grady, with George Duskow, Wendy Allanbrook, and David Stephenson at a senior oral (top), and Ford K. Brown (bottom). File photos.

Homecoming...



The Alumni Association made tutors Elliott Zuckerman, Geoffrey Comber, and Michael Littleton honorary members (top). Rogers Albritton, Chris Nelson, and Bill Goldsmith received the association's Award of Merit (bottom). Photos by Keith Harvey.

Continued from page 15

thrilling," he said. "I didn't feel isolated since we were all reading the same texts and learning the same languages."

Mr. Albritton characterized himself as an analytic philosopher strongly influenced by Wittgenstein, and concluded by saying that St. John's had been a true home for him during very critical years of his life.

William Goldsmith

William Goldsmith (A45), a professor in the American Studies department at Brandeis for more than 20 years and the author of a three-volume study of presidential power, was introduced by his one-time St. John's roommate, Phil Camponeschi (A46). After outlining Mr. Goldsmith's distinguished career, Mr. Camponeschi emphasized his personal regard for his friend of many years. He recalled how they formed a local chapter of the American Veterans Committee, "the flip side of the American Legion" so that Annapolis' black veterans would feel welcome. They campaigned to defeat the Ober Bill, Maryland's Anti-Subversive law. Mr. Camponeschi also talked about Mr. Goldsmith's family, how he supported his wife as she attended medical school and helped several wards through school in addition to his own children.

In his speech, Mr. Goldsmith remembered the intellectual stimulation and happiness of his days at St. John's. "I doubt if any college in America could match the intellectual excitement that existed at St. John's in the 1940's, fostered by these two leaders [Scott Buchanan and Stringfellow

Barr] who did so much to enrich the curriculum and also our lives. Most of us carried the memories of those days with us forever," he said.

But even more important than their actions at the college, said Mr. Goldsmith, were the convictions of Barr and Buchanan after the war and after they left St. John's. The world had changed irrevocably, and those who lived through that time realized that new methods for dealing with national and international problems were necessary. Before taking up his academic career, Mr. Goldsmith worked for a number of years in the labor movement as Southern Regional Educational Director of both the CIO and AF of L unions. (For excerpts of Mr. Goldsmith's speech, see the box at right.)

Christopher Nelson

In introducing Chris Nelson, SF70, president of the Annapolis campus, Dean Eva Brann said, "There are two main things I've learned about Chris. One is that he is a man not of power but of authority. The other one is that he is a man not of pretensions but of presence...He runs the college by means of a quick but careful intelligence; he is a man of many devices and prevails naturally because he thinks of the way out. He has the finesse of real authority...He is called on for leadership [in the local civic and political sphere and in national educational circles] not only because of his fair and conciliatory presence but also, and more importantly, because he offers in the world as he does at home something very rare in education: principled stands and workable solutions..."

Honoring Our Founding Fathers

Excerpts from Bill Goldsmith's Homecoming Speech

Both [Scott Buchanan and Stringfellow Barr] were heavily engaged in the affairs of the world as it was radically changing in those postwar years. All of us were veterans of the war. Our education had been interrupted for a number of years as we served in the armed forces all over the world... All but two of my classmates left for the war in one capacity or another, and several didn't return. Both Scott and Winkie were war veterans too. They had to struggle to keep the college alive until we returned, and fight off the Naval Academy which was constantly threatening to confiscate the campus. I learned of FDR's death when I was on Iwo Jima, while the marines were still flushing the enemy out of caves with flame throwers, and I made up my mind then that I would not return to the complacent world we had left. I know Scott and Winkie felt the same way, and I think our wartime experiences resulted in a determination to tackle subjects and problems we had not seriously explored in the pre-war days.

There was an impression among some in the St. John's community that the founding fathers had abandoned the New Program and the college, and moved on to more exciting frontiers. That was clearly not the case. But the exciting aspect of teaching, that I later discovered myself, was that one tends to grow with experience, and the best teachers are those who are continually growing, with new insights and new ideas. I think it is fair to say that no one grew more than these two men during the war and after, and everything they said or wrote reflected this development...

Both Scott and Winkie began to think a lot harder about America and its problems and to explore our political, legal, social, and economic culture more seriously than they had previously... Scott began to analyze the American Constitution, its development through constitutional law and practice, and reflect upon a degree of corruption that had crept into our institutions by ignoring the early creative surge of the founding fathers. He singled out the role of the common law as one of the problems, and the growth of the corporation through its manipulation of those laws to the disadvantage of the public interest. He traced the history of corporations from their early colonial franchises into the all powerful mega-giants that exist today, bastions of private power, exercising extraordinary influence, not only in private markets, but also in public affairs...

...In the late 40's Winkie wrote a famous pamphlet entitled "Let's Join the Human Race," in which he recognized many of the changes that were emerging in the postwar world, and the need for Americans and others to respond to these developments and to rethink our earlier and more limited and isolated view of the world and the human condition...

In many ways the New Program was incubated at Columbia University and the University of Chicago... But neither [Columbia nor Chicago] abandoned the in-depth examination of contemporary America, its history and its culture, political and legal as well as literary and philosophical... I know I will be admonished that some great American classics have already been added to the original Great Books list at St. John's. I'm aware of this...

Isn't it about time we discovered some of the contemporary wisdom of our own [St. John's] founding fathers? While we continue to honor their names, we seem to ignore their developing ideas in their mature years, while adhering to an earlier curriculum as if it were etched in stone... My message is not only to honor Scott Buchanan and Stringfellow Barr for the program they put into effect 50 years ago, but also to listen to what they were saying after they experienced a war that almost destroyed Western civilization...

In 50 years of my own efforts to grapple with this problem, I have discovered that the Constitution and the Federalist were only the very beginning of the American experience. They outline the rough parameters of the path the founding fathers intended us to travel. But the 20th and soon the 21st century finds that original blueprint very badly transformed... Our present political and yes, social and even intellectual institutions were hammered out in the crucible of hard experience. To understand that transformation, and to become intelligent citizens of this country, and the world, as Winkie implored us to be, we are going to have to understand what took place in that transformation...

This does not mean scrapping the New Program, God forbid. It has been one of the great restorations of the roots of our American culture. But it does mean that now we need a wider focus, a broader understanding of that culture and that experience. Without it we are crippled in trying to understand what is going on in this country today, and what possibilities there are for changing this disintegration of values and goals. Scott began this learning process in his analysis of the Constitution and the corporation, and the impact of the common law on both of them. To brush this aside as if it never existed is not only an insult to our founding fathers, but a self-inflicted wound that robs us of our proper American birthright. As true liberal artists we cannot escape from this formidable Socratic challenge. Let the dialogue begin... ●

Alumni Notes and Profiles...

FROM THE COAL MINES OF WEST VIRGINIA TO THE WOMEN'S CONFERENCE IN BEIJING (with a stop at St. John's on the way)

BY SUSAN BORDEN

Just two weeks after receiving her master's degree from St. John's this past summer, Marat Moore boarded a plane to China to attend the Fourth World Conference on Women in Beijing. When the plane touched down in Shanghai, Moore found the yellow smoke hovering over the city overwhelmingly familiar. She identified its sulfurous smell as burning coal, a smell that Moore, a former coal miner, knew well.

In 1977, Moore, a new graduate of Duke University, went to West Virginia to volunteer with Vista's flood recovery project. She helped dig mud out from houses, make repairs, publish a community newspaper, and secure funding for a housing project. While living in West Virginia, Moore found herself drawn to people who worked in the coal mines, admiring their collective tradition and struggle for justice.

To understand their experience better, she visited the coal mines. "At first I went underground to learn more about them," she says. "But I found that in the mines you get attached to the work and the people you're working with. You grow close to them because you have to trust them, in the end, for your very life." What started as a sympathetic visit became Moore's full-time occupation for nearly a year.

After leaving her job in the mines, Moore continued to work for the United Mine Workers of America. She saw the miners' personal interdependence reflected in their political ap-

United Mine Workers department head.

While working for the union, Moore witnessed a growing global awareness. "In the 1980's," she explains, "labor in the U.S. faced setbacks and women miners were concerned about layoffs. Yet despite these problems, when British mine workers went on strike, U.S. women mine workers found the resources and the will to support their British colleagues. They marched on picket lines, raised money, and helped publicize the strike. They discovered that they had more common ground than they'd realized some of the same corporations were involved on both sides of the Atlantic."

"The experience in Britain made us think, as early as five years ago, about Beijing. We saw that our future was not simply protecting high wage jobs that already exist, but organizing people who have no protection, particularly low income women and people of color at the bottom of the economic ladder."

As the Beijing conference approached, Moore contacted the Shaler Adams Foundation, a California foundation with a focus on human rights work. Shaler Adams funded her trip, and two weeks after completing the Graduate Institute, Moore was on her way to Beijing.

"I was thankful to have come out of St. John's and gone to China, going from one rich experience to another," she says. "The conference was so rich



Graduate Institute alumna Marat Moore, fresh from the mines in her pre-St. John's days. After graduating from Duke and volunteering with Vista in West Virginia, she worked as a coal miner for a year.

Moore found herself thinking of Hegel's discussion of the power of the written word when she witnessed the police hassling journalists and writers.

proach. "Their political struggle seemed to grow from their experience of depending on one another in the mines. The mine working tradition is a collective tradition you don't often find in the United States. I found it interesting politically, socially, and psychologically." In 1991 she extended her interest from the professional to the familial: she married Steve Lindner, at the time a

it was like being at a feast. There was so much diversity, of cultural things, celebration, singing, traditional dress, and impromptu performance, as well as political things." Amid the smorgasbord of experiences surrounding her, Moore found St. John's very much on her mind during the conference. "I thought about Mr. Sterling's precept on Hegel's *Philosophy of History*. Much of the discussion in the precept was

about China, an insular, static society at the time Hegel was writing, a place of absolute equality but no freedom."

Moore also found herself thinking of Hegel's discussion of the power of the written word when she witnessed the police hassling journalists and writers. "Hegel discusses how the power of the written word is a strong part of the Chinese culture. It goes back so many years—the tradition of educated civilians elevated above the military, the stature given to poets," she says. "I imagine that they felt threatened by the journalists because they understood the power of the written word"

Although her work with miners brought her to Beijing, Moore was not surprised that many of her thoughts were with St. John's. Far from seeking an abstract intellectual experience at the college, she went to St. John's in search of a more direct connection with people. Now that she has graduated from St. John's and returned from

Beijing, she finds herself pulled towards teaching. "I would like to find a way to carry on the teaching methods of St. John's," she says. "I'm interested in both the readings and the way discovery takes place in a group. I'd like to bring that experience to people it would not normally be available to, either people in rural areas, or disenfranchised groups."

As Moore explores her new career in teaching, she is also putting the final touches on her book, *Women in the Mines: Stories of Life and Work 1914-1994*. The book, a collection of oral history and photography, will be published by Twain, a subsidiary of MacMillan. Twain has scheduled its release for this spring and aims to bring it out during Women's History Month in March. ●

Alumni Notes and Profiles. . .

1945

Walter C. Paine (A) is happily retired and pursuing a lifelong interest in malacology—the study of mollusks.

1951

Boyd Kyle (A) a “cause person” as a student, continues to work for causes, especially animal rights and the humanization of the workplace. In his spare time, he says, he does investment banking. He has four living children (a fifth drowned young) and two grandchildren.

1952

Professor Joseph Manusov (A), retired from Temple University, is now Professor Emeritus at the university.

1964

Jeremy Leven (A), on the heels of his successful film “Don Juan de Marco,” will write and direct a film for Castle Rock about the 1911 theft of the Mona Lisa from the Louvre. He will shoot this film in Paris.

He has written a script called “The Double” based on the Dostoevsky novella. He will produce it with Lili Zanuck, who also produced “Driving Miss Daisy,” “The Sting,” and “Jaws.” Roman Polanski will direct and Jack

Nicholson will star. The film is about a doppelganger, a double, who comes to bring his original back to the grave but then sees that his life would have been all right if he’d known how to live it, so he decides to live it for him. This film (made by Mandalay, a division of Columbia Pictures) will also be shot in Paris.

Leven is writing a film for Robert Redford called “The Legend of Bagger Vance,” about a golf match that takes place in 1931 in Savannah, Ga., between Bobby Jones, Walter Hagan, a local (played by Redford), and his caddy Bagger Vance (played by Morgan Freeman), who may or may not be God. Leven used a Johnnie, Jill Kasperek (A95), who’s from Savannah, for the research. He’s writing, Redford plans to direct (but if he decides not to, Leven will). Jake Ebert will produce (his other flicks have been academy award nominees, “Ghandi,” “Chariots of Fire,” and “The Killing Fields”).

1965

Milo H. Gibbons (A) has received the degree of Master of Arts from the University of Delaware. His coursework was in liberal studies.

1970

Father John Emerson (SF), recently stationed in Rome, and charged with the celebration of the Old Mass in the Church of St. Luke in the Forum, has

been honored by the pretender to the throne of the two Sicilies with the Constantinian Order of St. George.

1974

Lt. Col. Erica Chaney King (A) reports that she is now the Commanding Officer of the Financial Management School located at the Marine Corps base at Camp Lejeune, North Carolina.

1975

Stephen G. Gilles (A) has been appointed professor of law in the Quinipiac College School of Law where he teaches torts, economic analysis of law, and legal regulation of education. He previously taught at the University of Chicago Law School and was a law clerk for the Hon. Sandra Day O'Connor and the Hon. Robert H. Bork.

1977

Deborah W. Cohen (A) of Monkton, Maryland was married to Gregory L. Cochran in a small family wedding on November 22 at her brother's home in Corbett, Md. The couple will continue to reside in Monkton. Greg's daughters Maggie and Phoebe were in attendance.

Judy Kistler (SF) married J.B. Robinson on October 17, 1995. Judy writes: “As a result of this happy marriage, I am now a proud grandmother!” Her address is 1204 South Florence, Springfield, MO 65807; 417-866-3898.

1978

Leo Pickens (A) and Valerie Pawlewicz (A89) were engaged this past August in France. They will hold a Quaker marriage ceremony in the Great Hall in September, 1996.

1979

Marjorie Allison (A) has moved to 1701 South Emerson Street, Denver, Colorado 80210. She was so deeply impressed by Vikram Seth's *A Suitable Boy* that she has embarked upon a campaign to first meet and then marry Mr. Seth. Ms. Allison would appreciate any help fellow alumni could lend to this endeavor.

1981

Elizabeth Mills Acciani (SF) and Stephen Acciani (SF82) and their three children have left the land of milk and money for the land of lots of milk and no money. Their new address is 34 Brown-ing Hill Road/Chatham, NY 12037

1982

Steve Sayre (SF) has moved. His new

address is 655 Kansas Street, #304, San Francisco, CA 94107.

1983

Leslie Kay (SF) writes: “I finished my PhD (in biophysics) in November at Berkeley. My dissertation was entitled “Dynamic Interaction of Olfactory and Limbic Brain Regions During Olfactory Perception.” I am now living in L.A. and am a Sloan Postdoctoral Fellow in theoretical neurobiology at Caltech (California Institute of Technology, Pasadena). I love what I do, which includes experimental physiology, chaos theory, nonlinear dynamics, philosophy, psychology, and medical research. It's also interesting being back in L.A. where I grew up. I welcome calls or email from any of my old SJC friends, and I apologize for not returning phone calls the past six months, but the dissertation disrupted everything.” She can be reached c/o Biology/CNS, 139-74, Caltech, Pasadena, CA 91125 or by phone at work: 818-395-2799; home: 213-625-8465; or by email at LKAY@dope.caltech.edu or LKAY@artemis.caltech.edu.

1986

Writes Jennifer Flynn Israel (A): “A gorgeous new baby boy was born to Sandy (Sanford Israel, A85) and me. His official name is Jason Flynn Israel, but he is known more familiarly under a number of handles including Jake, Jakeroo, Jakelope, Squishy, Little Loony, Varming, and Chomper Boy. Please do not presume to use any of these nicknames, however, until you have earned it—by making him smile or, even better, getting him to go to sleep so his Mom stops having those sleep-deprivation hallucinations which, cute though they may be, can be somewhat annoying when you are driving.” Their address: 242 E. 19th St., Apt 13H, New York, NY 10003; e-mail: 102670.304@compuserve.com.

1987

Mary Anderson Britain (A) and husband Bill report the birth of their second son, Beau, in April.

Barbara Hum (SF) is a first year medical student at Georgetown University.

1988

On April 1, 1995 Paul Argodale (A) married Jarmila Patzelova in Brno, in the Czech Republic. Argodale lived in the Czech Republic for five years, first teaching English in the medical school of Masaryk University and later was involved in a joint venture with the Swiss-Swedish heavy engineering firm ABB Asea, Brown, Boveri. He is now living in New York with his wife and stepdaughter, working on

Reunion Notes

from the class of 1960

On Friday night of alumni weekend, John Allen, his wife Marie, Mary Campbell Gallagher, and Kathy Hsu Haas gathered in the Baldwin room for a dinner served by three charming undergraduate waiters, like First Class on the Queens. John Jacobson, discovering that dearly duties at Washington and Jefferson compelled an expeditionary junket through Maryland on that Friday night, joined them in mid-meal. John Allen, a retired Air Force officer (among other careers) and now C.E.O. of Nations Bank and author of one book; Mary, a writer, business owner, and author of two books; and John Jacobson, professor of philosophy and author of three books, traded views on the world with Key School teacher Kathy, earlier voted Least Likely to Pull the Tail Feathers out of Birds. Now she has done exactly that, all for Science. (Books to follow.)

Douglas Allanbrook, tutor, composer, and author of the recent much-acclaimed memoir *See Naples*, led the spirited discussion of Plato's “Symposium” on Saturday. Belle Patterson Maher (bearing a trove of family pictures: yes, there are grandchildren) took part, as did husband Tom. Advertising man George Kell had not lost his taste for debate. A commotion was heard in the hall, and in burst book buyer Hildy Smith Becker! *Was that flute music we heard?* Were those historical comments from John Jacobson *outside the book* we were discussing? Had nothing changed? Some of us repaired to the Little Campus after the dinner, where we were joined by Hildy's husband, daughter, and new granddaughter, and we figured it all out. A great time was had by all. Mark your calendars for the Millennium!

—by Mary Campbell Gallagher

an MA degree in Applied Linguistics at Teachers College, Columbia University.

Juliet Rothman (GI) writes: "My son chose to terminate life support after a diving accident, and I have written a book about our journey to this difficult decision." The book, *Saying Goodbye to Daniel* is available in Barnes & Noble, SuperCrown, Borders, and Waldenbooks, as well as many other bookstores.

1989

Valerie Pawlewicz (A) and Leo Pickens (A78) were engaged this past August in France. They will hold a Quaker marriage ceremony in the Great Hall in September, 1996. (See notes for 1978—it's a two-fer.)

1990

Recently seen on campus was Charlie Schlueter (A) telling tall tales of the ups and downs of road life as tour manager for the legendary bluesman Clarence "Gatemouth" Brown. Mr. Brown and his band were opening for Eric Clapton that night at D.C.'s US AIR Arena, so Charlie had time to catch up with old friends and tell everyone about touring the eastern United States in a 40' Silver Eagle bus with a bad habit of breaking down. He also managed the tour throughout Europe. Charlie brings news of his parents, who have also been singing the blues. Hazel Schleuter (A69) and the Delta Ramblers have just recorded a CD "Live at JazzFest." Larry (A67) and Hazel spent a month in France providing music for the Caminga Dance Troupe.

Maureen Mericle (AGI) has spent the last two and a half years working for AID, focusing on Sudan. "After being shot at twice in Sudan during USAID food missions, I enjoyed a skindiving vacation at Watamu, Kenya," she writes.

1991

J. Christoph Amberger (AGI) and John Forde (AGI92) were put in charge of the in-house financial products of Agora Financial Publishing of Baltimore. Among the products they now manage as group publishers are the newsletters "Taipan" (an internationally oriented investment and entrepreneurship newsletter) and "Tax-Wise Money," as well as the new product launch of "American Wealth." Their editorial and research team includes P. Mitchell Prothero (AGI94), Haydn Sweterlitsch (AGI95) and James Passin (A94).

1992

Sharon Moscinski (A) received a grant to study Polish language and East-Central European studies at the Jagiellonian University in Krakow, Poland. Alumni who would like to get in

LORNA CAHALL: FOSTERING A CREATIVE SPIRIT

Lorna Cahall, A59, is the kind of artist everyone would like to be who wants to be an artist—she follows where her inspiration leads her to produce art for art's sake. She experiments with imagery and methods, considers "painting for the market" a curse, and recently created artwork that is used in church services.

For many years after St. John's, Ms. Cahall was involved with leading others to express themselves. After receiving an MA in art history, she taught art and art history at the University of Maryland, and studio art at Howard Community College (outside Baltimore). "For about 15 years I taught in the Open University, an interdisciplinary program at the University of Maryland," she says. "I ran seminars, but they were not at all like St. John's seminars. Students are used to listening to lectures and then coming back with what the authority has said. When I was teaching I found it to be a burden to lead people to looking at things from more than one point of view."

She finally decided that she needed to devote more time and effort to developing her own vision, so she quit teaching. For several years she had a studio at Savage Mills, along with other artists who work in a variety of media. "I realized that developing my own art was hard work. When I left teaching and made the transition into my own work it was just agony," she says.

When she talks about her art, Ms. Cahall uses the word "creativ-



Lorna Cahall, A59, (top) taught at the University of Maryland before deciding to devote time to developing her own artwork. Shown is her painting "Cold Day with Snow" (below).

ity" freely. "I am more concerned with the process, meaning, and social context of art than its use as a valuable object," she says. Creativity for her means being true to what is inside the artist; the expressive process, she says, should be brought un-

der the control of knowledge of form and color. Thus beauty in art is a function of the artist's striving, regardless of a work's final marketability.

Examples of her recent works include a set of prints of the stations of the cross, produced for her church, St. Philips in Laurel, Md. She built plates with "found" materials, then inked and printed the images, pressing paper into the plate. This process, known as a colagraph, is "a poor man's medium—inexpensive,"

and yet the final product is something that is being used in a public setting for worship. The social context for art in this case gives it an extra layer of meaning.

She also paints in acrylic, favoring abstractions of landscapes, birds, and favorite places. Collage is another favorite medium; "I use acrylic on paper with found articles like handmade paper, textural fabrics, and rope, sealed with acrylic," she says.

How does having gone to St. John's, which in the 1950's offered no formal instruction in or emphasis on visual art, affect Lorna Cahall's work? "I have a strong feeling that my St. John's education was a wonderful gift," she says. "There were so many things wrong with St. John's, but the education definitely did make free men and women by means of books and a balance ... Wrestling with the material, I think, made me courageous. I called on that courage when I quit teaching and went out on my own. And St. John's fosters creativity. When they give you the *Odyssey* to read and nothing else, you have to be creative to deal with it." ●

—by Barbara Goyette

touch, or who will be passing through, can contact her at Jagiellonian University/Polonia Institute, Rm. 208/30-252 Krakow/UL. Jodlowa 13/Poland. Her e-mail address is Moscinski@APUS.FILG.UJ.EDU.PL

Lisbeth Fouse (A) has been working as assistant to the director for Terry Gilliam of Monty Python fame. She worked with Mr. Gilliam on his latest project "Twelve Monkeys." The movie was filmed in Philadelphia and Baltimore and stars Bruce Willis, Brad Pitt, and Madeline Stowe.

Anne H. Boynton (SF) writes that she and her partner, Jane Canulette, had a commitment ceremony and celebration in August. "The meditative ceremony was on top of a grassy mesa overlooking the Rio Grande Gorge

north of Santa Fe. The celebration following was held at nearby Embudo Station restaurant on the river banks, complete with a folk music trio and really good food and drink," she says. Among those attending were Laura O'Keefe (SF), Marlene Stutzman (SF89) and her husband Phil Potter, Theresa Mullen (SF91), and former Annapolis tutor Paul Antal. Anne writes that she is in the graduate architecture program at the University of New Mexico, "after watching over others' shoulders at Spears Architects, in Santa Fe, where I had a great job as a sort of Jill-of-all-trades (except design) for the last couple of years." Her address is P.O. Box 4043, Santa Fe, NM 87502; e-mail at anneboy@unm.edu.

Ted (A) and Sarah (A93) Naff are

now settled happily in Seattle. They write: "New York and graduate school were not to our taste!" Ted has finished the first quarter of school studying acupuncture and oriental medicine. Sarah is also currently studying oriental medicine. They invite anyone interested in alternative medicine, particularly oriental medicine, to give them a call.

1993

Alex and Vanessa Ellerman (AGI and A, respectively) recently moved to San Diego. Alex is a Navy search and rescue pilot and Vanessa is in her first year at USD Law School. They visit

Continued on page 20

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Annapolis whenever they can.

James Propis (A93) and William Edelglass (SF93) are both doctoral students in Emory University's philosophy department. James says, "Due to the strong emphasis on historical philosophy, especially Continental Philosophy, Emory attracts St. John's graduates, and one-quarter of the graduate students in coursework are Johnnies." Both James and William can be reached at: 684 Moreland Ave. #2, Atlanta, GA 30306; (404)888-0972; jpropis@emory.edu.

Bob Fitzgerald (SF) is in his first year of law school at St. Mary's University in San Antonio, Texas. He said he would love to hear from classmates. His telephone number is 210-436-3699.

1994

Colleen Hatch (A) is a Quest volunteer at the Good Shepherd Ministries in Washington, D.C. Quest is a full-time volunteer service program that offers an experience in Christian community living and service to the poor. She is assistant director of an after-school program for low income children in grades 4-6. Ms. Hatch is also coaching a basketball team of 11- and 12-year-old girls.

1995

Zdravko Daskalov (A) is a faculty intern in the math department at the Culver Academies. He is responsible for teaching classes, serving as a role model for students, supervising students in dormitories, and coaching varsity, junior varsity, and freshman athletic teams.

Laura Gianniny (A) is currently studying for her masters in education and Latin at Vanderbilt University. She was married on June 24 to James Joyner and they are living in Clarksville, Tenn.

Dear Alumni:

A couple of years ago an alumnus, Dr. Dale Mortimer, who has spent 17 remarkable years away from us, came to visit me. We had a wonderful talk, and before leaving he said that he wouldn't have taken the opportunity to look in if I hadn't invited all traveling alumni to do just that. He said I should repeat my invitation in the *Reporter* every year. So I'm doing just that: You will be warmly welcomed and your stories will be eagerly heard.

Eva T. H. Brann, Dean

HANG ON FOR DEAR LIFE The JF Journey

BY JOHN SCHROEDER

This January St. John's will welcome a new group of students onto campus for the spring semester. These JFs (January freshmen in Santa Fe, or Febbies as the Naptowners call them) must not only make the transition to college life, but they must do it half-way through the year, when even fall freshmen already have their feet on the ground. You may say "What's the big deal, lots of students do that," but as in all things, St. John's tends to be just a bit different.

Because of the nature of the program, JFs have to cover in a semester plus part of the summer, what the other freshman cover in two semesters. For example, JFs have three seminars on the *Iliad* rather than four—meaning about 145 pages of reading per seminar compared to 109 for other students. They have similarly intensive assignments in all their classes.

Many JFs enroll in mid-year for financial reasons. "I applied late and I was borderline," said Paul Lopez of Menlo Park, California, currently a sophomore. "I could have started in August but financial aid would have been a little more risky, so instead of waiting another year to start, I figured I'd want to start as soon as possible."

Paul Lopez noticed a difference between JFs and other students, which he attributed more to January enrollment than the personalities of the students themselves. "JFs are more intense, they're more involved with academics," he said. When they arrive, everyone tells them to "be prepared to face the consequences," so they buckle down more on their work, and are more concerned about getting an education than about getting "the whole college experience."

JFs form a more cohesive group than anyone else on campus. They are together in every class. They eat, study and socialize together, with the rest of the school happening around them.

While entering St. John's mid-year is challenging, it also has its advantages. "It's like the maelstrom of the new school year has already stopped and everyone on campus is set in their ways, they have figured out where they want to be, where they want to go, what they want to do, and the JFs just fall into that. You still have some surprises in store, but it's a lot more steady and calming, rather than just being a freshman and being frantic about everything," said John Carone, from Corvallis, Oregon.

Another unique feature about the JF year is the JF summer. The JFs spend 10 weeks filling in their second semester, with only the graduate stu-

dents and summer conference guests on campus.

"It was weird, but I liked it," Paul Lopez said. "It wasn't this mad house. I got to focus more on my studies, although there was definitely cabin fever among us." The summer session further strengthens the bond among class members. With only 17 JFs in Santa Fe last summer, they became

JFs form a more cohesive group than anyone else on campus. They are together in every class. They eat, study, and socialize together, with the rest of the school happening around them.

better friends and got to know each other even more than they did during the regular year.

The other advantage to the summer term is that there is only a two-week break between the end of the summer term and the beginning of fall semes-

ter, rather than three months. So sophomore JFs are working with information still fresh in their minds. Paul Lopez said he noticed in his seminar that the JFs were the ones who tended to start the discussion and lead the class at the beginning of the fall semester.

The JFs' familiarity can sometimes be a disadvantage, said John Carone. "You can predict how people are going to react and how they are going to say it," John Carone said. "The seminars I have now seem a lot more alive. Now I have to make my arguments less directed so they apply to people I don't necessarily know, whereas before I could gauge my answer to one particular person, or group of people, knowing what they were thinking on the subject."

According to Lopez and Carone, the small class size and the friendships that formed were the most important features of the JF experience. Carone says that for him, what he learned has more to do with St. John's in general than with being a JF. "Rather than isolating yourself with a particular group, I think you should pick out where you stand personally and go from there, then figure out where you belong... Oh, and hang on for dear life." ●

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The Program. . .

ON THE LANGUAGE TUTORIAL

Excerpts from the Dean's Statement of Educational Policy, 1995-96

by Eva T. H. Brann

This, my last Statement of Educational Policy, gets down to brass tacks, not in the sense of offering many concrete proposals, but in the sense of forsaking large topics, like the character of our community (1991) and the nature of our teaching (1993), for a particular part of the Program. Being fresh out of global thoughts, I asked the Instruction Committee on what subject it would be good to incite a college-wide discussion, and they told me to report on the language tutorial. This moment seemed right for such discussion 1. on general principle, 2. because we have a large number of fairly new tutors, 3. because we, that is, the whole college on both campuses, have just abolished the French Reading Knowledge Examination, 4. because both in our 1993 Self-Study and in the annual conversation of the Instruction Committee with the Student Committee on Instruction the language tutorial was a subject of pertinent criticism.

Perhaps I should apologize for never having made, nor now seizing my last chance to make, proposals for grand changes. No one, however, seems to be looking for them, and I am fond of the "If it ain't broke, don't fix it" mode. It isn't broke, as it seems to me, though it's creaky in places. I sense that, at least at the moment, we thrive on continual review in principle and small but concrete incremental improvements.

[The section numbered "1. History" is not included.]

2. Purposes of the Language Tutorial

The founder and re-founder of the program have both insisted that our two tutorials spring from the same ground, Mr. Buchanan by making the trivium extend into mathematics, Mr. Klein by claiming that the intellectual disciplines, of which he distinguished four (see below, under the fifth purpose), extend similarly over all parts of the program. We might, however, note that for both men the arts and disciplines named are primarily applicable to speech, which justifies the fact that the language tutorial almost always precedes the mathematics tutorial in our literature.

The purpose of the foreign languages has been from the beginning that students might "learn something of the nature of language in general and their own in particular"—by way of comparison, through being compelled to pay the laborious attention to detail required by a new language, and above all, from the effort to preserve meanings expressed in one language in another.

The list below is collected from documents beginning with Buchanan's "Search" of 1937, the founding year of the New Program, from early and recent catalogues, from dean's statements, and from self-studies.

It is worth remarking that the order of purposes has not changed much over the years except that in the earlier catalogues it is much more brusquely stated than later on. For example, the 1958 catalogue (dear to me because it is the first one in which I appear as a faculty member) says under "Primary Aims": "The primary purpose of the language tutorials is thus not the mastery of any foreign language," and explicitly mentions competence as a "Secondary Aim."

This listing is thus in roughly descending order of importance, at least for the main items.

1. Inquiry into language as a uniquely human capability for uttering thought, as the "discourse of reason" (Klein). 2. Close reading of texts, supported by all the skills of language. 3. Acquisition of those skills, traditionally grammar, rhetoric, logic. 4. Use of those skills in support of the more extensive seminar readings. 5. Development of intellectual disciplines such as discussion, translation, demonstration, experimentation (Klein). 6. Development of the intellectual faculties, such as acuteness and discernment, necessary for interpreting language. 7. Development of the intellectual virtues, such as care and meticulousness, necessary for reading texts. 8. Development of the sensibility and civilizing of the sentiments. 9. Increasing familiarity with English reading and writing (1993 Self-Study). 10. "Breaking the spell of familiarity" of speech (Klein). 11. Incitement to original literary creation (Buchanan). 12. Training of rote memory, since "memory is the seminal reservoir of the intellect" (Buchanan). 13. Language competence—last in importance, first in the concern it has caused us.

I think it would do us a lot of good to review these purposes, for the sake both of recollection and revision. Although all of them seem to me good, and the emphasis given to any of them seems to me inevitably and rightly, a matter of each tutor's choice, we can never be finished with these considerations—as with anything else about the Program.

I placed language competence last, however, to raise a specific discussion about this 60-year old thorn in our side. Is the learning of the hard facts of Greek and French really mostly ancillary for us? Is the learning that serves reflection first and primary or is it first and least in importance? The matter will be raised concretely under "Problems."

[Sections "3. The Present Language Program" and "4. Some Differences between Annapolis and Santa Fe" are not included.]

5. Problems

The Greek word used universally for the subject matter of our second tutorial, "mathematics," seems to justify its meaning—"what can be learned"—in our experience. Although we tinker with it as we do with every part of the Program, it comes in for far less criticism than do the language, laboratory and music classes. Language has attracted the most heartfelt and trenchant critique, partly because it is what the students do longest, besides the mathematics.

From the alumni survey of the 1952 Self-Study I cull these complaints: 1. There is a problem with the division of time between close reading and acquisition of language skills. 2. There is not enough language knowledge. 3. There is not enough attention paid to the formal and stylistic side of poetry. 4. St. John's concentrates too much on language as a vehicle of thought and not enough on linguistic structure. 5. There is not enough writing.

These are about the same complaints we heard from students in the Student Committee

on Instruction forums of the last few years. While there is generally comfort in discovering something not subject to today's ravenous change, this particular stability is perhaps not so pleasing.

I cull from the 1993 Self-Study the main difficulties raised by tutors:

1. The best and the weakest students are regrettably far apart in their language learning, partly because of weak linguistic preparation. Consequently, in the sophomore and senior years some students are not prepared for intensive reading of Greek and French works. 2. Time given to drill is time lost from reflection. 3. In the sophomore and senior year there is less of a common program than might be desirable. 4. The junior year is too full because the Moliere play has been moved back from the senior year. 5. Not enough time is spent on the metric aspect of poetry.

A most cogent critique came from the Instruction Committee's meeting with the Student Committee on Instruction in May of this year. They asked to discuss the language program with us. The burden of their well-delivered message was: 1. The language tutorial, particularly its English component, is more highly esteemed the more stable it is. (What they actually said with conviction was that this part of the tutorial was least respected of any except the music tutorial, which had been—until the recently revised music curriculum began to take hold—taken lightly for just this reason: that it was felt to be fluid and uncertain.) 2. They pleaded for common texts, especially in the sophomore year; they said that seniors do not like open-endedness but tolerate it better. 3. They reported that because of tutorial idiosyncrasy, the Greek reading of the first term spills into the second and displaces sometimes the logic segment, sometimes the Shakespeare play. They wish that tutors would agree on one major Shakespeare play, preferably taken from the seminar, so the students can work together across classes. 4. They ask (most pertinently) how the archon meetings work when tutors are doing different readings. 5. They say that students do not prepare poetry assignments because there are no concrete and time-tested exercises associated with the poems, which are chosen *ad libitum* by tutors.

In my experience, no message from students to us has ever been clearer: We should control our individual preferences and stabilize the language program so as to promote common study for the students and a common teaching tradition for the tutors.

Why do the problems of the language tutorial appear so intractable? Partly it is because they aren't really so bad—even the sharpest critics concede that the language tutorial is a well-conceived and largely successful part of the Program. The aspect one would think most vulnerable, the year and a half of Greek study, is almost never questioned; many students become attentive to the nature and successful with the use of their own and a foreign language to a respectable degree; their writing does improve—and all of this in the face of the American students' often deficient preparation and legendary resistance to language learning.

Partly it is because the failings of this tutorial display the vices of the college's virtues: The "vehicular" use of language is really our insistence that matter come before style; we are, rightly, primarily a conversing, not a paper-writing school; we recognize that the tutor's individual taste requires more scope in language teaching than in other parts of the Program.

What all these considerations add up to is, to my mind, once more that small improvements in many places are to be preferred over wholesale reformations.

6. Suggestions

Here is a laundry list of things we might do, gathered from tutors, students, and my own observation.

1. Since the college-wide French Reading Examination has been abolished (with good reason, as I think) the responsibility for the student's language competence falls on individual tutors; we should remind ourselves of this fact (on the assumption that whatever rank we assign competence in the order of importance, in the first terms of the freshman and the junior years at least it is one of our main concerns). There may be more effective ways to accomplish the drill work and the monitoring of progress. Jim Cohn, a colleague in Santa Fe who has an interest in the elementary language teaching of "living" languages (not that Greek seems to me really very dead), knows about a training program that emphasizes the hearing and speaking of French. It is, he writes in a letter to me, an efficient way to teach basic grammar and might be run by student assistants. I suggest that next year's campus exchange committee—we're hoping to make it a permanent institution—might take on the question of language learning.

2. We should reemphasize the importance of the weekly tutor's meetings even when the group is very experienced, not only to read together but to work out stable sequences to recommend to the Instruction Committee and to propagate a teaching tradition for the texts adopted. Stability, even if it is sometime restrictive, does seem to be important to the students' sense of our seriousness.

3. We should try to get poetry manuals for all years doing poetry; they would contain a canonical collection of poems (that is, poems students can expect each other to know) and suggestions for exercises useful to tutors in ensuring that students do some specific preparation for class.

4. Within two years we will, with the renovation of the old library, have a writing center, and an even more effective writing assistance program. I think, however, we would help ourselves by coming to a general agreement—countering a venerable tradition—that writing papers is far more important than having them read. There should, of course, be paper conferences, but the duty to have them should, once and for all, be agreed not to limit the papers assigned. I am not even persuaded that students read written com-

Note: For a complete copy of the Dean's Statement of Educational Policy, write to Eva Brann, St. John's College, Box 2800, Annapolis, Maryland 21404.

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Campus Life...

SANTA FE'S RECIPE FOR SUCCESS DO IT YOURSELF

.....
Start with fresh pastries, add steaming cappuccino and a touch of Flamenco guitar as the sun sets over the Jemez mountains, and you get the new Santa Fe coffee shop—now under college management

It's bad news for those with a weakness for fresh-baked cinnamon rolls or anyone trying to break the caffeine habit, but for most on the Santa Fe campus, recent changes in the food service operation are more than welcome.

For years, faculty, students and staff complained of poor quality food and service. A number of steps taken to correct the problems, including a complete change in food-service providers, seemed only to make matters worse. Few students were gathering in the coffee shop for conversation, lunch, or a snack.

All that changed this fall when St. John's took over the food service itself. The change was due in large part to the efforts of Joe Shaffer, director of operations and auxiliary services, with the whole-hearted support of Santa Fe President John Agresto. Mr. Shaffer,

staff, remodeling the coffee-shop and changing menus. "Ideally we would have liked to have changed over during the winter break, but we felt the conditions were unacceptable for what the students were paying for board," he said.

Under the direction of Paul Perrier, the new executive chef and food service manager, and Steve Garcia, the new sous chef, significant improvements have already been made in both the coffee shop and dining hall. Paul Perrier is a French-trained and master pastry chef with extensive restaurant experience in France. This is evident to anyone visiting the coffee shop where trays of fresh-baked croissants, cinnamon rolls and muffins are available daily. Steve Garcia specializes in French and Southwest nouvelle cuisine, bringing things like corn husk-wrapped tamales to the dining hall.

The coffee shop now serves espresso and coffee drinks, from lattes and cappuccino to flavored coffees. Fruit drinks and a full menu also are available. Similar innovations are being made in the dining hall.

"It's not uncommon to find eggplant and artichoke dishes or authentic Southwest cuisine. Additionally, we meet regularly with students who have special dietary needs; we have a large

population of vegetarians, for instance," Mr. Shaffer said.

Santa Fe senior David Duncan said he particularly enjoys the flexibility of the food service plan. "I like it that we have options, and that we can get a salad now without having to buy a whole meal."

Beyond improvements in food quality, the service has changed dramatically. The new members of the staff, employed by the college rather than an outside firm, are part of the college community. In addition, the coffee shop is run almost entirely by students. Katie Lynn, a junior who works the coffee shop counter, said the coffee shop simply is a more pleasant place to be. "People come and sit for longer," she said. "And it's going to get even better. It's also nice to be able to get a decent cup of coffee."

Indeed, the atmosphere has changed. The coffee shop was re-



Mai Grant (left) and Penelope Benekos enjoy a holiday atmosphere in the Dining Hall just before winter break.

who assumed the newly created position on August 1, 1995, was handed oversight of the food service operation and, after an extensive review, he recommended the college cancel the current contract and assume management of the operation.

"The items of concern were poor sanitation, poor management, mediocre food quality, a lack of imagination in food preparation and presentation, and the total lack of any atmosphere in the coffee shop. Other than that, things weren't so bad," Mr. Shaffer said.

"Our goals when we took over the program were to have impeccable sanitation, a management system that met the needs of the faculty, students and staff, and to develop the coffee shop into a true meeting place."

The change took place mid-semester. On September 30, food service was still under the management of an outside firm. On October 1, St. John's was in charge. The transition included hiring an entirely new food service

ANNAPOLIS' GRANDMOTHER-STUDENT

After raising a family, junior Judith Neely finds an intellectual home at St. John's.

When the assistant deans interviewed applicants for the position of resident assistant, Judith Neely struck them as the perfect candidate: a thoughtful student, a voice of reason in the community, and a friendly face in the dorms. If that wasn't enough to land her the job, Neely had an entirely different set of qualifications that made her a shoo-in: she is a mother of four, a grandmother of four, and a foster mother to four.

With her young face, hair in ponytail, and jeans-cum-sweatshirt style of dress, it's hard to

pick Neely out of a crowd of Johnnies as the grandmother of the group. Yet Neely decided to attend St. John's after raising her four children to adulthood. Her children grown, her interest in her profession (accounting) dwindling, she found herself looking for a new direction in her life.

Neely considered training for a career in healthcare, hoping to work in a third world country. While discussing these plans, a friend made a simple suggestion that led her to pursue a different path. "He asked me to look inside myself and see what would fulfill me," Neely recalls. "I said that I love to write and read, and he said 'why don't you go to college?'"

Soon Neely found herself in the library studying college guides. When she read about St. John's in *The Fifty Best Liberal Arts Colleges*, she knew she had found the right place. "When I read about St. John's I said this was the place for me: the program, the lack of tests, the small size, and no SAT! But really, it was the program that interested me."

Neely arranged a prospective visit, but was nervous about how she'd fit in. Not only was she old enough to be the mother of most students, she knew she'd stand out in another way, as one of a handful of black students on a mostly white campus. Fortunately, her fears were short-lived. "When I came here as a prospective, I thought 'this is home, this is me, I feel so at ease here.' I didn't think I'd have to be concerned about my age difference, or race difference, or any other difference. It seemed like everybody here was different somehow, everyone was in their own personal minority group."

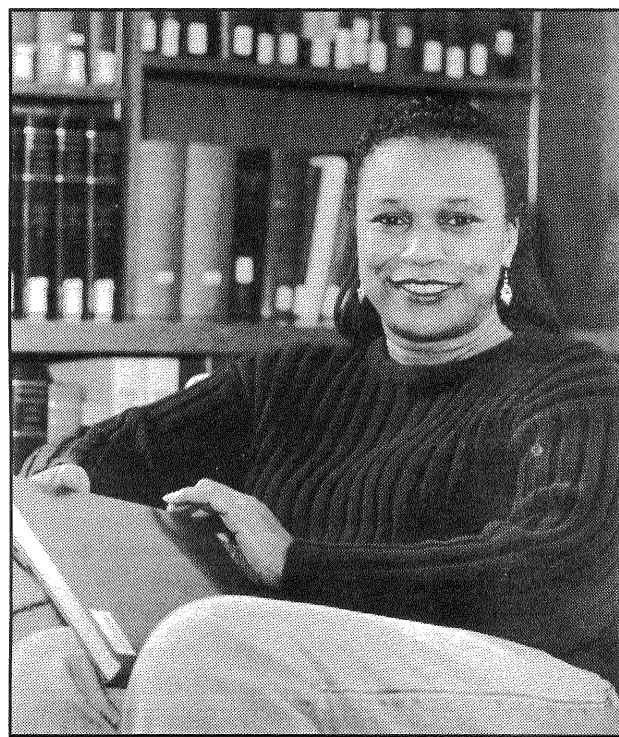
When Neely enrolled, she opted to live in the dorms. Although most older students prefer to live off campus, after 24 years of raising a family, Neely is happy to have someone take care of her. "It's more practical. I hate to cook and shop. Just being in a grocery store make me nauseous," she says.

Her commitment to campus life is appreciated by the assistant deans, and now that she's a resident assistant, the students on her hall benefit from her wisdom and experience. As a resident assistant, Neely serves as problem solver, mediator, advisor, and role model to her floor. She helps roommates work out their problems, counsels students suffering bouts with angst, and guides freshmen through the academic maze of the St. John's program.

Sophomore Suzanne Crane was pleased to end up on Neely's floor. "She's been great with any problems on the hall. She understands that problems will happen and she has enough experience to relax about it and let everyone know that things will work out in the end," Crane says.

Neely's contributions to the college are not limited to campus life. In the classroom, her insight and experience are appreciated. "She is very good in class," says Amy Robertson who was in Neely's freshman seminar and lab. "A lot of us came into seminar with a lot of assumptions, but Judith's experiences could stop our assumptions dead in their tracks." ●

—by Susan Borden



Judith Neely, an Annapolis junior, has been a "library addict" for most of her life, so she feels right at home in the reading room of Woodward Hall. Photo by Keith Harvey.

Continued on page 23

Obituaries...

Paul A. Lowdenslager

Paul A. Lowdenslager died on December 27, 1995 at the age of 63. He belonged to the Annapolis class of 1955.

He took his Master's degree at the University of Dallas in philosophy and literature, and his doctorate at Northern Illinois University in political philosophy. His teaching life was devoted to the Western State College of Colorado in Gunnison.

Paul and his wife Vannie both have extensive ties to St. John's. Paul's brother David and Vannie's two brothers Dorik and Michael Mechau, as well as Michael's wife Blakely who is Michael Littleton's sister, are all graduates of the college.

I began to know him and Vannie more closely when they invited me to visit them in Gunnison on my way to or from teaching in the Graduate Institute at Santa Fe. I was there last summer after attending the summer Board meeting. Paul was a little thinner and suffering from back pain, but he looked and acted much as he always had—like a competent outdoorsman. In earlier years, I remember, he would go to a nearby creek and catch us a stringer of trout for lunch.

Those visits—and how glad I am that I resumed them just in time—would begin with the prelude of a spectacular drive into Gunnison, and then rise in a crescendo of pleasure. The pleasure was not only that of being so warmly received but of entering into a little preserve of civilization.

The house was unassuming outside, though it was surrounded by a beautiful garden; I remember from last summer especially a stepped bank of various flowers, laid out to form the visual base of the long mountain range in the distance. But the inside

of the house, as much a joint project of Paul and Vannie as the garden, was a small paradise of comfort and cultivation—simple, light and with something for the eye and ear everywhere. I remember the delight of waking up in a new addition Paul had built together with Vannie's brother Dorik, to gaze at the fine proportions and handsome woodwork of the room. Everywhere there were intriguing found objects, and books galore. The bedside reading chosen for me was always memorable. Last time, in this haven of soundmind-edness, I was given Huysmans' slim classic of the Decadence, *Against Nature*. There were always musical discoveries. Many years ago I was particularly enchanted by one of Paul and Vannie's out-of-print records, some Scottish ballads set by Beethoven, and on my last visit Paul made me a tape, which I now cherish doubly.

All day long there would be wide-ranging conversations, punctuated by gracious, simple meals, and Paul would often speak of the creeping intellectual famine in his own school and his own battle to provide his students with more solid fare. He was a passionate and gallant teacher, one who knew by heart one of St. John's great lessons: that nothing matters as much as what you do here and now in your own place. Vannie told me that he expended his waning energies in teaching well into December. The effect of his carefully thought-out courses in political theory and constitutional law will not be lost to his school, for colleagues have established the Paul A. Lowdenslager Memorial Scholarship in Political Theory and Constitutional Law (Western State College of Colorado Foundation, Gunnison, CO 81231).

Vannie says she will stay in their house.
—Eva T. H. Brann, Dean

Samuel Brown, tutor

Samuel Brown died Thursday, November 2, 1995 in Nashville, Tennessee.

Mr. Brown taught in Annapolis from 1956-1965 and in Santa Fe from 1965-1989. He is survived by his son, Jamie, and his daughter, Becky. A memorial was held at St. John's College in Santa Fe on Saturday, November 18.

Fauneil Rinn, professor

Fauneil Rinn (87SGI) who was in the forefront of change at San Jose State University and in the national world of women's studies, died of cancer on November 24, 1995, at the Monterey Hospice in California. She was sixty-nine.

Known to her friends as Fanny, she was a professor of political science at San Jose State University for 35 years. During her tenure, she served as assistant dean of graduate studies and research, associate dean of undergraduate studies and provost of the university's New College.

Always working to advance the cause of women in academia, Ms. Rinn was a founding member of California Women in Higher Education in 1973 (and president in 1976), and a founding member of the National Women's Studies Association in 1977. She also was the Coordinator for women's studies at SJSU.

Born in Boulder, Colorado, Ms. Rinn graduated from the University of Cincinnati, later receiving an M.S. in Journalism from Columbia University, an M.A. and Ph.D. in political science from The University of Chicago, and an M.A. in liberal arts from St. John's College. She also was a regular participant in the St. John's College Summer Classics program in Santa Fe.

She is survived by a sister, Alice M.R. Fundingsland of Colorado; a brother, Michael M. Rinn of Illinois; and three nephews.

Memorial contributions may be made to St. John's College in Santa Fe.

Noted:

William E. Reese (A34) died September 19, 1995

William K. Flora (A35) died October 29, 1995

As a memorial to Mr. Venable,
The Meem Library in Santa Fe is
now accepting contributions to the

BRUCE VENABLE LITURGICAL MUSIC COLLECTION FUND

Donations in his memory
can be mailed to:
The Bruce Venable Liturgical Music Fund
St. John's College
1160 Camino Cruz Blanca
Santa Fe, NM 87501

For more information, please call
505-984-6098

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ments (tending in any case to be illegible scrawls). I think we should find all sorts of ways of having the writing assignments frequently done and efficiently dispatched: some just thrown away, some self-critiqued by re-writing, some read by classmates, some by writing assistants, and of course, some discussed in a conference with the tutor. It seems to be the case that writing assignments pertinent to students' current preparations are particularly engaging to them.

5. We should review and stabilize the logic segment of the sophomore year.

6. We should stay in closer touch with Santa Fe through the deans, the Joint Instruction Committee, the campus exchange committees and individually. The dean's office will gladly fund acquisitions of manuals, phone calls, and the like. Here e-mail will eventually be helpful, I guess.

7. Speculations for the future

It seems unlikely to me that the language program, any more than the Program as a whole, will undergo great changes in the coming decade. There are three reasons that make it so. 1. There is no major, univocal dissatisfaction with what we have. Criticisms circle around the present curriculum on this side and that, a sure sign that we have found if not the happy medium then at least a workable one. Our watchword seems to be here as always to do better what we already do. 2. The faculty is too fully occupied and over-occupied with the demands of the present Program to want to invest much time in the cloudeckooiland of curricular revision. 3. It is by no means clear that there could, at this time, arise simultaneous impulses for the same major instructional proposal on both campuses. Maybe later.

Nonetheless I can't resist reminding the faculty of a plan for a fairly radical restructuring of the language program proposed by Tom Slakey many years before he became dean, a plan that I have never been able to let go. He thought we should have only one foreign language, Greek, which we should study over four years in the slow, prolonged way that really sticks. The main study would be English. We would read not only poems and short prose, but novels. We would parse, scan, analyze, paraphrase, in short do everything that should properly precede the kind of reflection on language we are interested in. Then we could deal exhaustively with the trivium of grammar, rhetoric, and logic. The last particularly could then include a sampling of the post-Aristotelian logics. And we could add a fourth modern study, linguistics. But for now these are pipe dreams.

[There follow several more speculations for the future, not included.] ●

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goauche and pastel on paper entitled "Collections... 100 Butterflies."

Ms. Chandler has studied international relations and history at Rutgers University, Oxford and the London School of Economics, and art at Belle Arte and Instituto Allende, both in Mexico. She now works on her paintings full-time, following her own instincts and style. She has appeared in numerous one-person and group exhibitions since 1980, and has works in several collections, including Texas Instruments Corporate Headquarters in Plano, Texas, the Ronald McDonald House in Houston, Texas, and First City National Bank, also in Houston.

Ms. Chandler's exhibit will open with a reception from 5-7 p.m. Friday, February 23 in the Fireside Lounge, and continue through March 28.

April will feature the third annual student art exhibit which will open April 5 and continue through April 27.

For more information on the exhibits or the guild, contact Ginger Roherty at 505/984-6099. ●

—by John Schroeder

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painted, partitions were removed to enhance the sense of openness, and all the tables were refinished. Student art decorates the walls, and large plants were added to the room. Monthly entertainment also is a new feature of the coffee shop. In November, for instance, well-known flamenco guitarist Rubin Romero performed for a large crowd of students.

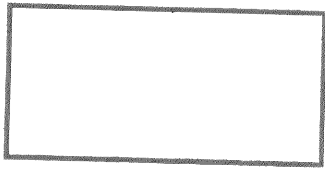
Overall, changes to the food service operation have received positive feedback from all quarters. "We have seen greater staff, faculty and student use of all our food service operations. And although we're pleased with our first step, we're not sitting back," said Mr. Shaffer. ●

—by Lesli Allison

Most popular senior essay topics Answers to quiz from page 3

| | |
|-------------|-----------|
| Plato | Hegel |
| Tolstoy | Nietzsche |
| Math/Lab | Kant |
| Shakespeare | Aristotle |
| Baudelaire | Cervantes |
| Bible | Rousseau |

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ST. JOHN'S, THE MOVIE II

If St. John's, The Movie, Part I (circa 1957) was a straightforward affair—a promo film depicting the Great Books college in the form of a story about an earnest male student preparing for his senior oral—the sequel produced in 1962 veered off to portray the college as a mecca for an arty and intellectual, albeit well-groomed crowd. The first movie was released on video last year, and a clamor arose to transfer The Movie II to videotape as well. The '62 version was shot in black and white with plenty of oblique angles and stark lighting contrasts, and was accompanied by Douglas Allanbrook's ethereal score.

There's plenty here for nostalgia buffs—from any era. Robert Bart and Eva Brann leading a seminar about the unexamined life. Hugh McGrath's language tutorial on Rousseau. Victor Zukerkandl's music class. Jascha Klein's seminar on *War and Peace*. A clever device shows different aspects of student life: the camera pans across the doorways of dorm rooms in which students strum on guitars, argue about Euripides, do their math, listen to jazz. Students swim in College Creek and play tennis on the courts (with the requisite spectator heads following the action back and forth—all but the one reading Aristotle.)

To order a copy of the St. John's Story, Part II video (\$14.50) contact the Advancement Office in Annapolis at 410/626-2536.

The Arts...

PESIC CELEBRATES WITH MOZART

A prelude to the college's 300th anniversary celebration has begun on the Santa Fe campus. For the past several months, Musician-in-Residence Peter Pesic has honored the tricentennial with public lunch-time performances of Mozart's piano sonatas.

During the past few years, Pesic has offered informal lunch-time concerts to the public at no charge. The events are held monthly during the academic year and weekly in the summer. He has performed the complete series of Beethoven sonatas and the complete piano works of Schoenberg, Berg, and Webern. This year's series focuses on Mozart.

"I decided to do the complete piano sonatas of Mozart, both because I was drawn to them and also because I wanted to do something special to celebrate the 300th anniversary of the college," Pesic said. "Although Mozart had not yet been born in 1696, he was contemporary with the early years of this college and somehow it seemed to me there was something celebratory and appropriate about this conjunction."

During the lunch hour concerts, Pesic not only performs selected works but discusses them with audience



Peter Pesic, by Ryan Underwood (SF94).

members. "I've enjoyed very much these occasions in which I can both speak a little bit about the music as well as play the works, and there has been a very gratifying and sustained interest in the local community," he said. "I've been able to include a number of little known works by Mozart—sonatas and fantasies, that are exciting to learn and share with the audience. I've also enjoyed the informality of the occasions which somehow seem more ap-

proachable and intimate than evening concerts."

Pesic also participated this fall in the Chopin Music Festival, which honored the composer through a series of concerts in the United States, Canada and Mexico. As part of the festival, Pesic performed by invitation in El Paso and also at St. John's. "I chose to do late and lesser known works of Chopin that emphasize the visionary side of his compositions. Other pianists concentrated on better known works, more characteristic of the flamboyant ro-

mantic, who Chopin is for many people," he said.

But how does a St. John's tutor find time to learn and practice new works? There isn't much opportunity, Pesic said. "I cram in the time late at night or between classes, on vacation or during the summer. It's difficult with the very busy teaching schedule we all have, but it's something I would feel lost if I didn't do." ●

—by Lesli Allison

TRADITION AND PROGRESS IN THE SANTA FE ART GALLERY

With membership in the St. John's College Library and Fine Arts Guild growing, the Santa Fe art gallery is in the middle of a season that has turned out to be even better than anticipated. In October, the guild conducted two successful fund-raising events: the Meem Library Booksale and the Spanish Colonial Arts Market. The college is already receiving calls from artists as far away as California who would like to participate in the market next year. The guild also sponsored an exhibit of the Charles and Janice Rosenak American Folk Art Collection in November.

In January, the art gallery will begin its celebration of the 300th anniversary of St. John's with an exhibit by nationally renowned Santa Fe artist William Lumpkins. Born near Clayton, New Mexico, Mr. Lumpkins demonstrated artistic talent even as a child, but it wasn't until his family moved to Roswell when he was in his early teens that he really began to mature as an artist. In Roswell he met and painted with a young Peter Hurd and through him Paul Horgan. These two would have a profound effect on Mr. Lumpkins, and would themselves leave an indelible mark on the history of the arts in America.

In 1929, Mr. Lumpkins enrolled in the University of New Mexico and took a watercolor class from Sheldon Parsons, and as he later recalled, "Well, I just went through the roof. I went

back down to the ranch that summer and I remember I completed 90 watercolors. I couldn't quit." The next year, he ventured into modern art after discovering the works of artists like Kandinsky.

While he was an architect by profession, art never stopped being a part of his life, and in the late 1930's he was asked to join the Transcendental Painting Group. In 1940, the Guggenheim exhibited seven paintings by the group which were then scheduled to be shown at the Paris World Exhibition. They were lost when the Germans blitzkrieged France. Ten of the group's works were also shown at the Museum of Modern Art in New York. The group disbanded in 1941, as WWII pulled some of its members into the military, including Mr. Lumpkins, who flew with the Navy.

After the war, Mr. Lumpkins returned to his architecture and his art. Given his career as an architect, it seems unusual that his art never encompassed geometric abstraction. Instead, because of his zen philosophy, he focused on landscapes and nature.

William Lumpkins has exhibited



"Untitled" by William Lumpkins, watercolor on paper, 1940

his work at the Art Institute of Chicago, Corcoran Gallery of Art in Washington, D.C., New York World's Fair and the Museum of Non-Objective Art in New York.

At 86, Mr. Lumpkins is still prolifically producing work in his studio. What better way to kick off the celebration of "tradition and progress" than with selections from Mr. Lumpkins' 70 years of painting. The exhibit will continue through February 15.

Mr. Lumpkins' show will be followed beginning February 23 with an exhibit by Texas artist Sally Chandler, who is currently living in Santa Fe. Ms. Chandler will be presenting 100 small paintings (approximately 10" x 10") of

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