



# REPORTER

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ISSUE 3

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# ST. JOHN'S COLLEGE

ANNAPOLIS • SANTA FE



**A new angle on seminars: Tutor William Darkey and a group of Santa Fe students posed for one of the photographs used to illustrate the college's new admissions publications.**

**See story on page 3. Photo by Peter Howard.**

## From the Bell Towers...

### DOUBLE JEOPARDY!

*St. John's student points-and-clicks to prize*

For the second time, St. John's junior Heather Richardson finished second in the College Jeopardy Online tournament. Last semester she went into Final Jeopardy in second place, was tripped up by a question about the royal families of England, but won a bag of stuff from show producer Sony and sponsors Pontiac and Sprint. (She told her own story in the winter issue of *The Reporter*.) This time around, she finished second again but brought home a special prize to the Annapolis campus—a check for \$10,000 from Pontiac. The money, which was awarded to St. John's because its competing students had the highest average score in the semi-finals, is for the college's general scholarship fund. Annapolis vice president Jeff Bishop made the trip to the Big Apple to watch the finals (which consisted of students sitting at keyboards) and accept the award.

The Sony people claim that nearly 100,000 college students competed in the 10-week online championship this spring. To play, students log on at [www.station.sony.com](http://www.station.sony.com) and play to accumulate points. Categories included: Animals' Dining Habits; Civil War Nicknames; Monks, Monkees and Monkeys; Nuclear Physics; and Rodents. ●

### PINCH-HITTING FOR ALUMNI



Roberta Gable, before the arrival of baby Conrad, with Sus3an Borden (left) and Lynn Yarbro (right).

Roberta Rusch Gable (A78), the Alumni Director on the Annapolis campus, does nothing halfway. So when she started thinking about what her life would be like once she had her baby (Conrad Jeremiah Gable, born May 7), she decided she would like to devote herself to parenthood as much as she devoted herself to St. John's alumni.

Gable will extend her maternity leave for a year, working one day a week at the office and the other days teaching baby his Greek paradigms, reading *Goodnight Moon* countless thousands of times, and finding places to put her Elvis knick-knacks out of the reach of baby fingers.

Sus3an Borden (A87) will step into the Alumni Director's job for the year, working four days a week in the Alumni Office and also continuing to work a few hours in

the Public Relations Office, where she assists with media relations and writes stories for *The Reporter* and other St. John's publications. The "3" is not a typographical error—it's part of her name. Here's the story: When Borden was in elementary school, there were myriad other Susans, so she adopted the "3" (which is silent) to distinguish herself.

Lynn Yarbro, the assistant in the Alumni Office, will continue to offer support to chapters and at events like Homecoming. Yarbro returned to Annapolis last summer after living in Paris for four years and Brussels for eight. In Brussels she worked for NATO, the U.S. Mission to the European Union, and the Bilateral Embassy.

Borden, Yarbro, and Gable will work closely together during the coming year to ensure that alumni programs continue on their present course. ●

### ROBERT A. GLICK IS SANTA FE'S NEW VICE PRESIDENT

Robert A. Glick, former development director for the Santa Fe Opera, is the new vice president for college advancement in Santa Fe. Glick's appointment was approved by the Board of Visitors and Governors in April.

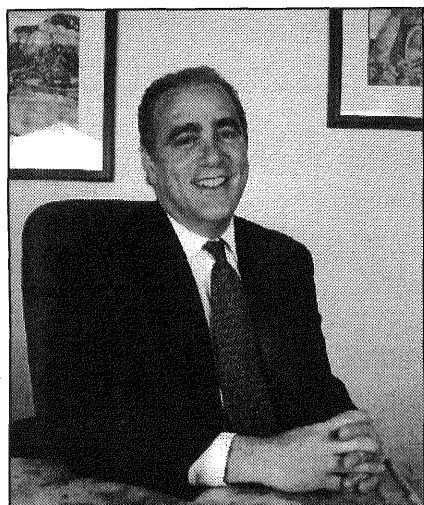
Glick earned his bachelor's degree in 1965 from Brooklyn College of the City University of New York, his MA from Columbia University, and his PhD in Comparative Literature from Indiana University in 1973. A specialist in 19th- and 20th-century English, French, German and Russian literature, he was a professor of English and comparative literature at the universities of Cincinnati and Maryland, as well as a visiting fellow at Yale University.

While at the University of Maryland, Glick began teaching a course called "Opera for People Who Hate Opera," which led to a position as an educational consultant with numerous opera companies around the nation. In 1979, he accepted a position as director of development and community affairs for the Opera Company of Philadelphia, but continued to teach as an adjunct professor at both Temple University and the University of Pennsylvania. In 1980, he became director of museum and public programs at the renowned Folger Shakespeare Library in Washington, D.C., and two years later he was appointed director of development.

Glick became director of development and public affairs for the Division of Libraries at New York University in 1985, and then director of education at New York's 92nd Street Y, where he produced one of New York's most extensive lecture and film series, as well as programmed numerous classes in the arts and humanities for both children and adults. Prior to moving to Santa Fe, Glick was the senior development officer for the Museum of Jewish Heritage, New York's Holocaust Memorial, which opened this past December.

In 1991, Glick returned to the music world as director of development for the Santa Fe Opera, where he was in charge of fund-raising efforts for the nation's major summer opera festival and participated in the successful drive to raise \$19 million for the opera house's extensive renovations, to be completed by the 1998 summer season. In Santa Fe, he also served on the boards of Shakespeare in Santa Fe and the New Mexico Children's Foundation, and was a guest tutor in the Summer Classics program at St. John's.

Glick remains active in the opera



world as a frequent contributor to opera publications and has lectured on opera at many of the nation's most prestigious institutions, including New York's Lincoln Center, the Kennedy Center and the Smithsonian Institution in Washington, D.C., the Philadelphia Academy of Music, and the San Francisco Opera.

Glick is married to concert pianist Jacquelyn Helin. They have two children, Kathryn Tyra, 7, and William David, 2-1/2. ●

—by Laura J. Mulry

### NEW GI DIRECTOR

Annapolis tutor Michael Dink has been appointed Director of the Graduate Institute in Annapolis. He will take over as director in June from Thomas May, who held the position for the past three years. Dink is a graduate of the Annapolis campus, class of 1975. He has a PhD in philosophy from Catholic University in Washington, D.C., where he wrote his dissertation on Plato's "Sophist." He taught in Santa Fe from 1980 to 1984, and has been a faculty member in Annapolis since then. Dink has served on the Instruction Committee and he held the National Endowment for the Humanities chair in Ancient, Medieval, and Renaissance Thought in 1994-96. ●

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 Alumni Office, St. John's College, Santa Fe, NM.

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Annapolis: Barbara Goyette, editor; Sus3an Borden, writer; Roberta Gable, John Christensen, Pamela Kraus, Benjamin Milner, Brother Robert Smith, Harvey Flaumenhaft, advisory board.

Santa Fe: Elizabeth Skewes and Laura J. Mulry, editors; Lisa Tibbs, art director.

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# From the Bell Towers...

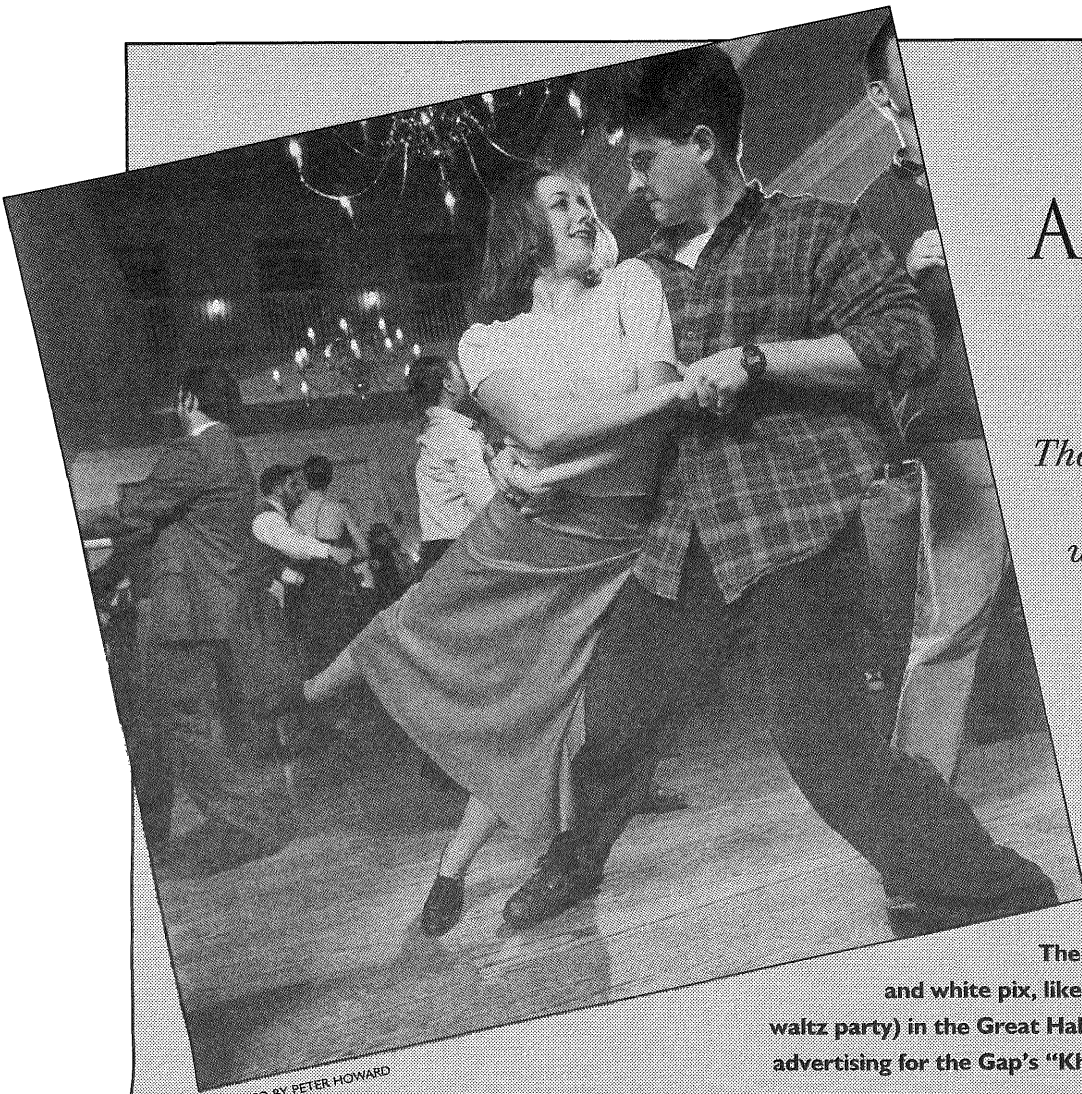


PHOTO BY PETER HOWARD

## ANCIENT GEEK

*The college now has cool new publications, which the admissions offices hope will attract students to the program.*

The days of decade-old blurry photos are gone.

The new publications feature black and white pix, like this shot of a swing dance (aka waltz party) in the Great Hall—did the people who think up advertising for the Gap's "Khakis swing" campaign see this?

If the college's current admissions publications are distinctive, they are distinctive for their disregard to issues of style, appearance, or visual presentation. Through their very 'geekiness,' they do achieve some sort of differentiation from the run-of-the-mill college publication," wrote admissions recruiting consultant Mark Neustadt about the St. John's booklets for prospective students. Of course, this is what St. John's would expect from a marketing consultant—because all alumni and current students and tutors know that what is said about the college is way more important than the design of the publication in which it is said. Also, there has been a proud tradition at the college that what is cheapest to produce is probably best—frugality ruled. Gradually, however, enough factors have changed to warrant a change in the point of view about recruitment materials. First, the college is on a more sound financial footing, and there is some money to spend to make the publications look good. Second, the publications of competing schools keep getting sharper and cooler; geekiness can only appeal so far. Third, Neustadt came up with a convincing way to present the college that both complemented the language St. John's continues to use to describe the program and at the same time portrayed how the social life at the college contributes to the total experience of the program.

The new admissions pieces are now going out to high school juniors who are beginning their college search. They have been re-designed – by Baltimore designer Claude Skelton along with Neustadt – to appeal directly to the kind of student who is attracted to St. John's: someone looking for a more idealistic and purer approach to education, someone who doesn't want a

repeat of the passive learning high school experience, someone who wants to study from those who wrote best about the best ideas: the great books authors. The theme of the first brochure remains the same as it has for many years: "The following teachers will return to St. John's next year..." followed by a listing of the authors.

Both Annapolis and Santa Fe are using this new piece in their mailings.

The viewbook for the Annapolis campus—the short version of the program with lots of pictures—has been re-vamped. It includes commentary by current students on the text of the program description so that prospective students can get a feel for how students at the college think and approach problems. The photographs are all new; most were shot by Peter Howard, a Baltimore-based photographer, in large-format black and white. Although each photo was elaborately staged, its subject and composition are meant to convey a very real sense of what life at the college is like; in choosing subjects for the photographs, Neustadt and Howard aimed to "avoid the cliches of the typical college viewbook"—students laughing in a group under the spreading golden-colored boughs of a campus tree, for example.

Alumni who remember the catalogue with its clear descriptions of the various components of the program will be glad to know that the text remains virtually unchanged. But those fuzzy, grainy, decade-old photos have been replaced by crisper pix shot recently. Santa Fe and Annapolis also share the catalogue, so all prospective students receive the same story about how the program works.

—by Barbara Goyette

## STUDENT SUCCESSES

### A GOLDWATER IN SANTA FE

Sophomore Abigail Weinberg was one of only 316 sophomores and juniors nationwide to receive the Barry M. Goldwater Scholarship. The scholarship is granted on the basis of academic merit to mathematics, engineering, and science students and is the premier award of its type in these fields. This year's competition had 1,186 applicants.

Weinberg's application proposed a study of the relationship between the social and scientific in food production. This topic draws on her own experience in both organic farming and in more traditional scientific research programs. Weinberg's grant will provide her with \$7,500 each year for the two years left in her St. John's education. ●

### TWO FULBRIGHTS IN ANNAPOLIS

Two graduating seniors from the Annapolis campus have won Fulbright scholarships for next year. Daniel Lee, who won a full Fulbright Grant, will be taking language courses at Eotvos Lorand University in Budapest, Hungary, and doing research into Attila the Hun. Eli Wiggins won a Teaching Assistantship Fulbright and will be teaching English in a private high school in Germany (as yet, unnamed.)

The Fulbright Post Baccalaureate Fellowships were started in 1946 to foster mutual understanding among nations through educational and cultural exchanges. Sen. William J. Fulbright sponsored the legislation, which he saw as a way to build alternatives to armed conflict. The program is administered by the U.S. Information Agency. Fulbrights give recent graduates (also Master's and doctoral candidates), young professionals, and artists the opportunity to study and do research abroad and to gain international experience. Grantees plan their own programs. These may include university coursework, independent library or field research, classes in a music conservatory or art school, and special projects in the social or life sciences. ●



## From the Bell Towers...

### PHONATHON MAKES CONNECTIONS

Sometime in the last two months, alumni, parents of alumni, parents of current students, and other friends of the Santa Fe campus got a phone call at dinner time. The caller wasn't asking them to subscribe to a magazine, consider re-financing their home, or comment on the current political situation. It was a student from the

### SANTA FE HIRES NEW DIRECTOR OF PUBLIC RELATIONS

Laura J. Mulry is the new director of public relations in Santa Fe, filling a position that has been vacant since March 1996.

Mulry comes to Santa Fe from Dallas, where she was the account supervisor for Carpenters & Associates, a public relations firm with offices in Dallas and Santa Fe. Under the auspices of Carpenters & Associates, Mulry was responsible for public relations and marketing for national accounts, such as the nonprofit development organization Heifer Project International; the oldest continuously operating toy manufacturer in the United States, Today's Kids; The Ancient Blanket Series, a series of Indian Trade Blankets designed by Hopi weaver Ramona Sakiestewa, Sakiestewa Textiles; the Fehin Inn in Taos and the Inn on the Alameda in Santa Fe; and the sculptor David Hostetler. In addition, she provided public relations services regionally for the Dallas Museum of Natural History, Crystal Creek Cattle Company, the Dallas Council on World Affairs, and the State Fair of Texas.

Prior to joining Carpenters & Associates, Mulry was one of nine professionals retained by The Coca-Cola Company as regional publicist for the 1996 Olympic Torch Relay and was responsible for publicity in a six-state region. Her previous clients include the City of Dallas, the Dallas Parks Foundation, the Central Dallas Association, the Dallas Institute of Humanities and Culture, and Domaines Henri Bourgeois, a French winegrower and distributor.

Before establishing herself as a consultant in marketing and public relations, Mulry was the Main Street manager and executive director for the nonprofit Jefferson Area Association, a low-income neighborhood in southern Dallas. The Main Street program is a project of the National Trust for Historic Preservation that uses preservation in economic development efforts for the revitalization of rural and urban Main Streets across the country.

Previous to becoming a Main Street manager, Mulry was director of marketing for La Madeleine French Bakery & Café, and commer-



cial and cultural attaché for the Québec Government Foreign Trade Office in Dallas.

Mulry received her bachelor's degree in English literature from the University of Dallas and a Diplôme Supérieur in French language and culture from the University of Strasbourg in Strasbourg, France. ●

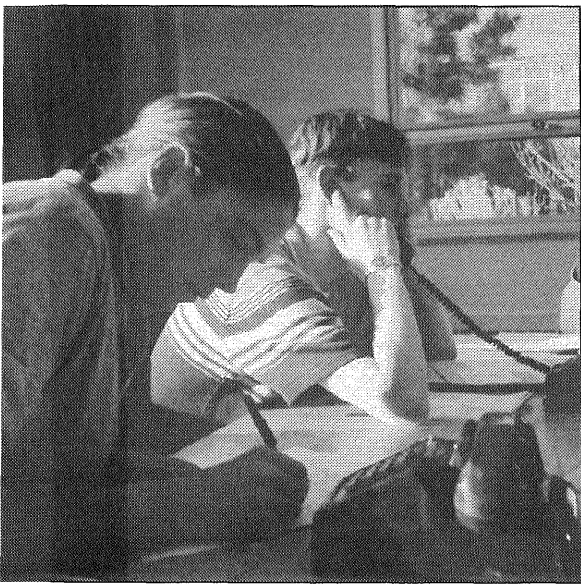
### NEW BOARD OFFICERS ANNOUNCED

New officers for the St. John's College Board of Visitors and Governors were announced at the Board meeting in April in Santa Fe. Taking over as chairman is Gregory D. Curtis. He replaces Ray Cave (A48), who is leaving the board after serving as chairman for one year and as chairman of the Campaign For Our Fourth Century from 1993-1996.

Curtis is founder, president, and CEO of Greycourt & Co., Inc., an investment counseling firm headquartered in Pittsburgh. He writes an investment column, "Right on the Money," for the *Pittsburgh Business Times*. Curtis graduated from Dartmouth College, earned his JD from Harvard Law School, and is a graduate of The Endowment Institute at Harvard Business School.

The new vice-chairmen are Harriet Higgins Warren, of Atlanta, and Steven Feinberg, of El Paso. Warren is president of Higgins Asset Management in Atlanta. Feinberg is chairman of the board and CEO of Dorsar Investment Co., Inc. The new secretary is Sharon Bishop (A65), of Reston, Virginia, who is president and founding partner of Caliber Associates, a consulting firm that deals with human service programs. She recently held the position of president of the St. John's College Alumni Association.

Joining the Board in July are alumni representatives Jean Fitzsimon (A73), Robley Timmins Levy (A56), and Paul Martin (S80); returning members are Richard Berkowitz, Thomas Geyer (A69), and Barbara Lauer (S76). ●



Tilman Jacobs and Chris Chew hard at work during the spring phonathon.

Santa Fe campus, taking time out of his or her study schedule to work on the Annual Fund Phonathon. The students were asking alumni and other friends for their assistance in improving tutor salaries, library holdings, and general campus maintenance. And while they received their fair share of firm refusals and dial tones, they did something that no mailing could—establish personal connections.

Under the guidance of Annual Fund Director Ginger Roherty, Emily Andrews '01, Chris Chew '00, Greg Grillot '01, Tilman Jacobs '00, Kevin Blankenship '00, Denise Loya '00, Krishna Mehta '99, Matthew Morgan '01, Maureen Rynne '01, and Christina Schoux '01 placed nearly 5,400 phone calls, and from those garnered \$12,000 in pledges for the Annual Fund.

The gains to the college community from the phonathon cannot be accurately measured in monetary terms, though the impetus for the event is certainly financial. Talking to alumni and their parents taught the students about real life after St. John's. Schoux spoke with one alumnus studying to be an existential psychologist and another getting a master's degree in Aristotle. Chew had the tables turned on him by an alumnus who needed to

*continued on page 23*



PHOTO BY KEITH HARVEY

Jonathan Eng, class of 2021 (?), son of Jing Wang, A96, and Benjamin Eng, holds tight to his kite string at the first Great Kite Fly, held on the Annapolis back campus on April 17. Hundreds of local families turned out to fly kites, compete in friendly competitions, and watch demos of kite ballet and kite fights. The music was mellow, the weather was bright, and everyone had fun. The event was organized by the Maryland Kite Society, sponsored by the Friends of St. John's, and chaired by Esther Slaff and Carol Boslet. "It was our way of saying thank you to the community for its support for the college," says Kathy Dulisse, AG188, who works in the advancement office and served as kite-fly archon.



# Letters...

## Tuition Costs

The winter issue of *The Reporter* arrived recently and, although our daughter, Maureen (AGI91) was the addressee, I spent a stimulating hour perusing it before forwarding it on to her. Kudos to Susan Borden for three delightful articles.

I only intended to give your paper a quick glance, but from the eye-catching cover photo to the last page account of "Johnnies in the Land of Cotton and Kudzu" I was captured, enthralled, enlightened and stimulated—just as was Maureen whilst at St. John's.

Barbara Goyette (p. 10) laments that she cannot afford to send her eldest son to St. John's in much the same way that we once had to tell Maureen no, while pointing her to Iowa State. Nevertheless, once captured by the St. John's vision, nothing would deter her and finally six years later she made it to the Graduate Institute on her own and found it all she had hoped it would be. Maureen dates her intellectual awakening to her too brief time at the Graduate Institute.

Maureen's hope is to one day leave St. John's a legacy which will help similar low-income students like herself achieve their intellectual potentials. I heartily concur. And I might add that her father's scant exposure to the classics came from one gifted high school teacher and one inspiring college professor. Yet this proved enough. Great books and great teachers provide potent potions for promethean productivity.

—Mrs. Morris (Eileen) Mericle

## Editor's Reply:

I'm sorry to have given the mistaken impression that my son is not attending St. John's because it is too expensive. He isn't interested in the program and isn't interested in a small school—he chose a large university in a big city instead. Had he decided on St. John's, however, I'm confident that the college's financial aid policy, based on need, would have provided him with an adequate combination of loans, grants, and work-study so that our family could have afforded the tuition.

It's sentiments like Maureen's that enable the college to keep tuition where it is now. Gifts to the college endowment subsidize more than 25% of the yearly cost to educate each student at the college.

—Barbara Goyette

## Reason for SJC Pride

I enjoyed the winter 1998 issue. I was particularly moved by the story about St. John's integration decision in '48. I hadn't heard anything about it before — one more reason to be proud of St. John's.

I have been living in rural Haiti for about a year now, running a health clinic and working for a peasants' association. It's been fascinating and difficult in equal measure (extremely so, in both cases). If anyone happens to have related interests, I'd be happy to correspond. I am filled with envy when I read about the Jerusalem Alumni Chapter. Why haven't St. Johnnies flocked to Haiti the way they have to Israel...?

—Sue Conlin (A72)

## Fan Mail

I found two items of particular interest in your last issue.

The first: A note from George Jones. He was a special friend to me during my first year at St. John's. I had not heard from him in many years until last August when he was passing through and called me. We enjoyed a nice lunch together and much sharing of memories of St. John's.

Secondly, as a native of the Mississippi Delta (Greenville, Miss.) it was interesting to read that St. Johnnies are involved in new educational efforts in that area. I left there in 1958 to attend St. John's (Annapolis campus — the only one then). I went back to complete my college work at University of Southern Mississippi. After that I returned to Maryland and have only visited Mississippi once, very briefly, since then. It is good to hear that there are new educational ideas being introduced there.

—Paul B. Green (A62)

It is always a pleasure to receive *The Reporter*, for it invariably brings back warm memories of my long ago days at St. John's College. I commend you and your staff. One tiny thing puzzles me, however. The spelling of your writer Susan Borden's name. Does she pronounce it Sooz-three-anne?

—Martin Andrews (A43)

## Editor's Reply:

The mystery of Ms. Borden's name is explained on page 2. She wanted to set herself apart as a fourth grader when there were lots of other "Susans" in her school. The "3" is silent.

## Removing Barriers a Continuous Process

Reading the article describing St. John's 1948 decision to recruit and admit African-American students made me feel proud to be a Johnny. However, I could not help wondering how accessible is a liberal education to students of color today?

Although segregation no longer

keeps black students out of colleges and universities, economic and social barriers still prevent access to the freeing education of St. John's for many students of color. Driven to pursue an education that will secure economic survival, many bright minority students perceive that they do not have the time or money to spend four years learning to think about ideas. So many more never have the chance to discover that a college exists where what they think as individuals is most important. Look around campus; how many African-American, Latino, Asian, and Native American students attend our college? Of course, not every student, regardless of ethnicity, will be suited to attend St. John's. I am not advocating seeking diversity to bolster statistics. This would demean the students by seeking them for the superficial purpose of positive public relations.

My point is that all of us in the college community share the responsibility for spreading the word about our school to young people who might otherwise not have the opportunity to become "energetic seekers of knowledge." The students, tutors, and president of St. John's in 1948 courageously exemplified taking action based on principle. I hope that for us in 1998, living by the principle of "liberal education for all who are qualified" is a continuous process and not a fixed moment in time.

—Kim T. Rascon (SGI96)

## Notice from the Dean

Harvey Flaumenhaft, dean in Annapolis, sent the following notice to all students, faculty, and staff of the college. He notes that it may be of interest to alumni, some of whom have contacted him with questions:

Discovery of the copying of a senior essay made it necessary for the College recently to revoke a degree, with its accompanying senior essay prize, and to expel the student.

**The Reporter welcomes letters on issues of interest to readers. Letters may be edited for clarity and/or length. Those under 500 words have a better chance of being printed in their entirety. Please address letters to either campus: Annapolis - The Reporter, Public Relations Office, St. John's College, Annapolis, MD 21404 or e-mail b-goyette@sjca.edu.**

**Santa Fe - The Reporter, Communications Office, St. John's College, 1160 Camino Cruz Blanca, Santa Fe, NM 87501 or e-mail eskewes@mail.sjcsf.edu.**

## ALUMNI & PARENTS INVITED TO COMMENT ON ACCREDITATION

As part of its evaluation by the North Central Association for continued accreditation, the Santa Fe campus seeks comment from its various constituencies regarding substantive matters related to the quality of the institution or its academic programs. Written and signed comments must be received by August 28, 1998, in order to be considered in the evaluation process. Comments submitted are not confidential and should include the name, address and telephone number of the person commenting.

Please address comments to:

Public Comment on St. John's College, Santa Fe, N.M., Commission on Institutions of Higher Education, North Central Association of Colleges and Schools, 30 North LaSalle Street, Suite 2400, Chicago, IL 60602.

This process, known as third-party comment, was mandated by Congress in 1992 as an amendment to the Higher Education Act. The Secretary of Education was authorized to promulgate new regulations for accrediting agencies. In response to the Secretary's directive, the North Central Association requires a public comment process as part of all comprehensive evaluations.

A team representing the North Central Association will visit the Santa Fe campus on September 28, 29 and 30, 1998, to gather evidence that the self-study currently in progress is thorough and accurate.



# BRYCE JACOBSEN: THE EARLY YEARS

*A graduate of the college in 1942, Jacobsen returned in 1958 to teach and head up the athletic program. Valerie Pawlewicz (A89) interviewed him about his life before 1950 for the St. John's oral history project.*

**VP: Can you tell me about the Bryce Jacobsen pre-St. John's College?**

BJ: Well, I was born and raised in Towson, Maryland. I went to elementary school in what used to be called Towson Normal School. It's now Towson University. Actually we only lived about a block from there so it was an easy little walk even for grammar school. And then later I went to Towson High School which was up in Towson proper. Then I came to St. John's in the fall of 1938, the year I had graduated from Towson High School.

**VP: How did you know to come to St. John's? Even though you are in-state, it's relatively local. It's very different, and they had a radical new program.**

BJ: Well, it wasn't because of my prior knowledge of the New Program or anything like that. It was simply just by chance, which plays a big role in people's lives. There was a state senatorial scholarship which came up that spring. So, I scored well on the examination. As a matter of fact, I was told later that I had made the top score. That's how I won the state senatorial scholarship. And for that particular year, it came up for St. John's. Well, my family was rather poor like most families at the time. This was sort of in the middle of the big, long depression of the 1930s, and, they were anxious, of course, that I accept any scholarship anywhere. Because they didn't really have the money to subsidize me at school.

I did have a part scholarship to Loyola because of my athletic prowess, which wasn't very great. I was still undecided about which one I should take. But, my late older sister, bless her heart, came to me and said, "It'd be better if you left home."

**VP: I hope she meant that in a nice way.**

BJ: Yes, the home situation was, there were six children and a lot of disputes. It was not great, the home situation. It was not really dysfunctional, as they say nowadays. And nobody was committing any crimes or beating up on anybody. But, it was not good really. So, she in her wisdom said it'd be better if you left home. So that persuaded me. Not because of anything I knew about the New Program.

**VP: You had mentioned your athletic prowess in high school. Well, this is an important element in your life then and later. What were you known for in high school?**

BJ: Well, primarily basketball. 'Cause at that time, I usually played center being the tallest member of

the basketball team. I practiced a lot and I was fairly adept at playing basketball. That's why Loyola College became interested in me and that's why they offered me some sort of scholarship.

**VP: Did you expect to play sports at college?**

BJ: Not really. I would only have expected that if I had taken the scholarship to Loyola. Sports wasn't in the deal for St. John's. I did play when I was a freshman, because that turned out to be the last year of intercollegiate athletics which was the year 1938-39. I played on the basketball team and in the spring on the lacrosse team. I was also fairly adept at lacrosse, like most people in the state of Maryland, most athletes, because lacrosse was actually, in many places, a bigger sport in the spring than baseball.

**VP: Do you remember where your dorm was?**

BJ: Well, I was assigned to Randall Hall, which at that time was the dining hall, still is. But the upstairs had all single rooms. However, freshman they doubled up. We all had roommates.

**VP: Do you remember your freshman roommate?**

BJ: Oh yes. Chap named Warren Bomhardt, from Baltimore. He was called Slim by his old friends because actually he was taller than I was. I think he was 6'3".

**VP: And how tall are you?**

BJ: A real string bean. I was 6'2". So, we occupied one of the rooms in Randall Hall and we got along fine with one exception. He didn't like opening the windows at night and I did. Oh, this was a source of...I don't know how we solved that—maybe we rotated or something. One night he did it his way and one night we did it my way. Anyway, I recall that one night, must have been in March in 1939, early spring, one weekend there was a sudden storm that blew, a snow storm, and that was my night for the windows and we had them open and we woke up early in the morning and the snow was all over the room and that was just a little bit too much for Slim.

**VP: He won that contest. Do you remember Barr and Buchanan?**

BJ: Yes, yes. My freshmen year, they weren't teaching any of the classes that I was in. That came later.

But, I recall, for instance, that most of the time when we went in and ate lunch they would be in the dining hall eating at what we called the high table. There was a little platform at this end of Randall, I don't know if it is there anymore.

**VP: It's not there, would it have been near the fireplace, or near the entrance?**

BJ: The high table was near the far end as you went back towards the kitchen. They used to be there having lunch, sometimes with some other tutors or whomever.

**VP: Do you remember your tutors?**

BJ: Wilbourn. Wilbourn, yes. He was in our seminar I remember. John Kieffer was also my freshman language tutor. In later years, I had seminar with Stringfellow Barr which was good. I think he was very good in seminar. No matter what the subject somehow, or no matter how apathetic the students might be, he always somehow seemed to make it interesting.

**VP: How did he do that?**

BJ: Just by the way, just by his vitality and the way he could speak. Of course he had an enormous knowledge on many subjects. He had a limitless store of anecdotes and stories about any particular subject which would tend to enliven the conversation.

**VP: I still want to get back to your freshman year because I'm fascinated with the fact that you didn't know about this school. I would've walked in thinking it would be a regular college with regular courses. When you started were you surprised?**

BJ: Well, I couldn't have been here very long before I became aware of what I was getting into. But as I say, it was a great scholarship and I was prepared to do almost anything. I had been a great reader in my young life. So, the idea that we were going to read more books, that was fine with me.

**VP: Was there tension between old program students and New Program students?**

BJ: Well, there may have been a little bit. I wasn't really aware of it much. As a matter of fact, I made some good friends among the old program students. Primarily because I got involved in the athletic program

which some of them were involved in. So, I didn't feel it at all. They used to kid me about New Program, sort of like an egghead or something. I remember playing basketball in a practice and the coach at the time was a chap named Dutch Lentz. I didn't do something to his satisfaction, maybe I was getting a rebound or getting a pass, and so he made some corrective comment to me and I replied in some way that suggested in some way that I had been considering or contemplating or thinking about what he said. Well, of course, he made a big joke out of that. There after, he would say, "Now, Jacobsen, will you think about doing this," or "How about contemplating getting that rebound?" All this was part of the kidding about the New Program. But it was lighthearted stuff.

**VP: Were you a member of a fraternity?**

BJ: Well, eventually I was. I was rushed, as they say, like other people and I joined at first. Then, later, when I became a sophomore, I think I was becoming more knowledgeable about society and things in general and I started to have some doubts about the purposes and value of the fraternity. As far as I could see, it was only a drinking society. And then I discovered that, like most organizations at that time, most organizations of any sort, had prohibitions against certain races or religions joining their group and that really riled me.

**VP: Why did it rile you?**

BJ: Because, somehow I had developed, I think primarily through my reading and whatever, while I was still growing up in Towson, an idea of universal brotherhood or some such idea which, to my mind, didn't go along with all the ways that society in general at that time and organizations in particular, you know, segregated people into separate groups. In most cases, there was sort of like a caste system. There were superior groups and inferior groups. I thought that was all wrong. But, when I was a sophomore I decided I should not be a member of that fraternity or perhaps any fraternity. I had a good friend, a student who was a Jew, a member of my class, Journet Kahn. He is a professor of philosophy for the rest of his life somewhere and of course he couldn't join our fraternity. When I mentioned that to one of my fraternity brothers, he said, "Well, he has his own fraternity" —there was a fraternity for Jews. I don't remember what the letters were. But I didn't like the whole arrangement. Of course, they all denied access to blacks. So, I went to the chap who was the sort of president of the fraternity when I was a sophomore and I told him some of



my misgivings, and of course he was rather astonished. I'm sure I was the only one that had ever mentioned such things to him before. So, I actually resigned from the fraternity in the spring of 1940. I believe shortly thereafter, maybe in the summer or the fall of 1940, President Barr announced that hereafter the College was reclaiming for its own use the buildings or parts of buildings that they had allowed the fraternities to use. You might say, he reclaimed college property. He didn't abolish the fraternities as was announced.

**VP: What did you think about the decision to abolish intercollegiate sports in 1940?**

BJ: Of course we were told correctly the College was now going to introduce and encourage an active intramural sports program. I thought, well ok, that sounds fine and it didn't bother me that much. Many students came to me and wanted to know what I was going to do. Was I going to take off and go to Michigan State or someplace? I said, "No, I can't go anywhere, I've got this good scholarship here. We're going to have an athletic program."

**VP: I'm really interested in the early intramural program with Ned Lathrop. What was that like?**

BJ: As I recall, let's see, Ned organized it on dormitory units, that is Chase Stone had a team, Paca Carroll had a team, and Pinkney had a team. And, as I recall, we played touch football in the fall, not soccer at the time because that didn't happen until later when I introduced it. Basketball in the winter, not volleyball. Softball and lacrosse in the spring. There was still a lot of interest in lacrosse and we used to play six-man lacrosse. I think on the whole that went well. There was a good deal of participation. Of course it was all voluntary.

And that persisted through the 1940s, through the 1950s. Maybe with minor modifications or something. But when I came back in 1958 after being away from the College for sixteen years the system was organized by class year, and it didn't work very well. I changed over to the system that we still have. Of course we retain the team system but the teams were now made up in an entirely different way. See, each team had a certain amount of freshmen, sophomores, juniors, and seniors. And each year we would lose a few seniors and gain many freshmen. So there was more stability and more equality and we inaugurated a draft system so that the poor teams would have a chance to draft the better players.

**VP: I wanted to ask about what**



**Mr. Jacobsen, tutor and athletic director from 1958 until his retirement in 1986, is known for his sartorial splendor (ugly ties) as well as his prowess on the field. In the catalogue, his background was always listed as "farmer and carpenter" but his past also includes years of being a serious student and a stint in prison as a conscientious objector.**

**happened between 1942, when you left college, and 1958.**

BJ: Technically, I was farming most of the time. Either working for other farmers or eventually working on my own farm. In 1942, I was a conscientious objector vis a vis the war.

**VP: When you graduated from college did they immediately ask you to go to war and that's why you...**

BJ: Turned out, yes they did. The draft board didn't recognize me as a conscientious objector. I thought I was, and all my friends thought I was and Stringfellow Barr thought I was and he wrote a letter to the draft board and everything but it didn't mean anything to the draft board.

I think it was the temper of the times. Of course, our war, that is the war that Japan had just started in December of 1941, that was in my senior year. There was a general feverish war feeling everywhere.

**VP: What made you a conscientious objector? How would all your friends have said, "Yes, Jake is one." How would they know, why, what made you different from others?**

BJ: I don't think I was really different in most ways. I mean I was a student and I had various interests and hobbies and I was active in athletics and in many respects I was a typical, average guy.

**VP: So, why not go to war? All your friends were.**

BJ: Yes, yes, it was difficult. I had a roommate at the time, he was ultimately killed in the war, his name was StreitCunningham. A lot of them tried to stay and graduate so they could become a commissioned officer. Others who were not as patient, or thought they wouldn't be able to graduate, went off and joined the army.

But to backtrack, I was never granted the right to the CO classification because the draft board chose to take a quite literal interpretation of the law, which most of us did at the time. The law said, the selective service law of 1940 said that you could be a CO by reason of religious training or belief. Well, technically that boiled down to if you were a Quaker or, say, a member of the Amish or some religious sect that had a tradition of passivism, they would grant you CO status. But if you were not a member of any such group, you had a slim chance of being recognized as a CO.

**VP: So what happens when a Selective Service Board decides not to grant you CO status?**

BJ: Well they give you what was called 1A— that is, you're supposed to be drafted. Then they tell you you have to appear at a certain time at a certain place for an examination or what not, preinduction. What happens if you don't do that, of course, you've broken the law and they notify the Department of Justice or the FBI or something and you are then a suspected delinquent or

whatever. Since this was a federal law, then if you break such a law, you will be visited by the FBI and then things will take their course and eventually they will charge you with breaking the law and you'll come before a judge. There was no jury.

The judge will sentence you according to the law. There was a maximum of a five-year sentence for the law at that time and I forget whether there was any minimum. In any case, my sentence was two years which was fairly low for most sentences at that time. Many of my friends in prison had five year sentences.

**VP: So you went to prison?**

BJ: Yes. If I had been recognized as a CO, which I wasn't, I would have been sent to what they call Civilian Public Service, CPS, camps. The government had set them up where they sent the recognized CO's. They were supposed, in the word of the law, to be doing work of national importance. Of course, it turned out that it wasn't always work of national importance, leaf raking or something. Many CO's who accepted parole from prison were sent to hospitals. That, of course, was not under the Civilian Public Service. You were still under the Department of Public Justice. That's what happened to me. Eventually, I was paroled from prison to work on a farm, farm labor being very scarce at that time.

**VP: How long were you in prison before they paroled you to the farm?**

BJ: About thirteen months, I think, a little more than a year.

**VP: And you were farming at that prison as well?**

BJ: Yes. I grew a lot of crops and had animals and everything. I found that, if you must be in prison, that's, at least from my standpoint, sort of a good way to handle it. I enjoyed working on the farm and lots of times you were out in fields and places and you couldn't even see the prison. You actually felt as though you were free. Of course, we were sure not. I did gain considerable farming experience there, which helped me to a certain extent when I was on parole. I had a good friend who was paroled to work in a hospital. So most of the CO's that were paroled during the war either went to farms or hospitals where both of them were suffering badly from labor shortages.

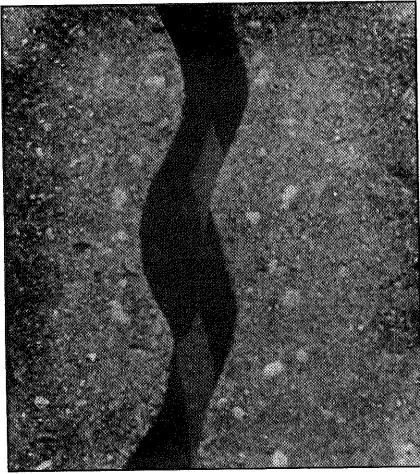
**VP: But once you had completed your term, you could still be drafted, right?**

BJ: Yes, that's right. I had to go

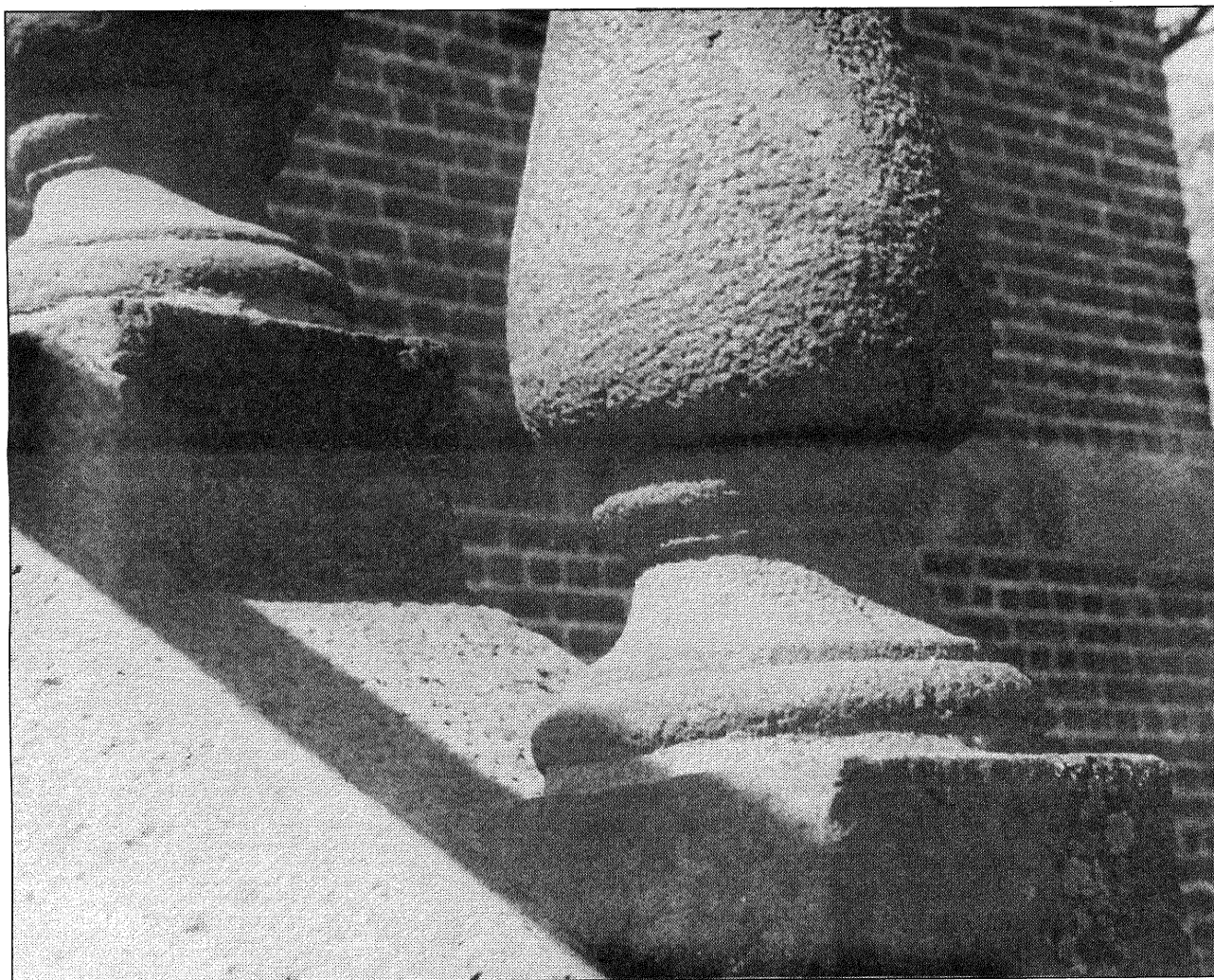
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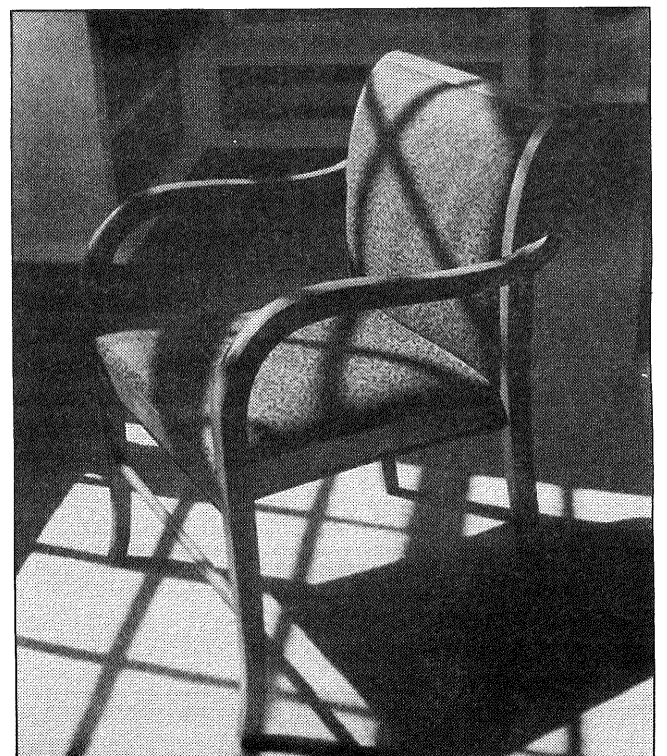
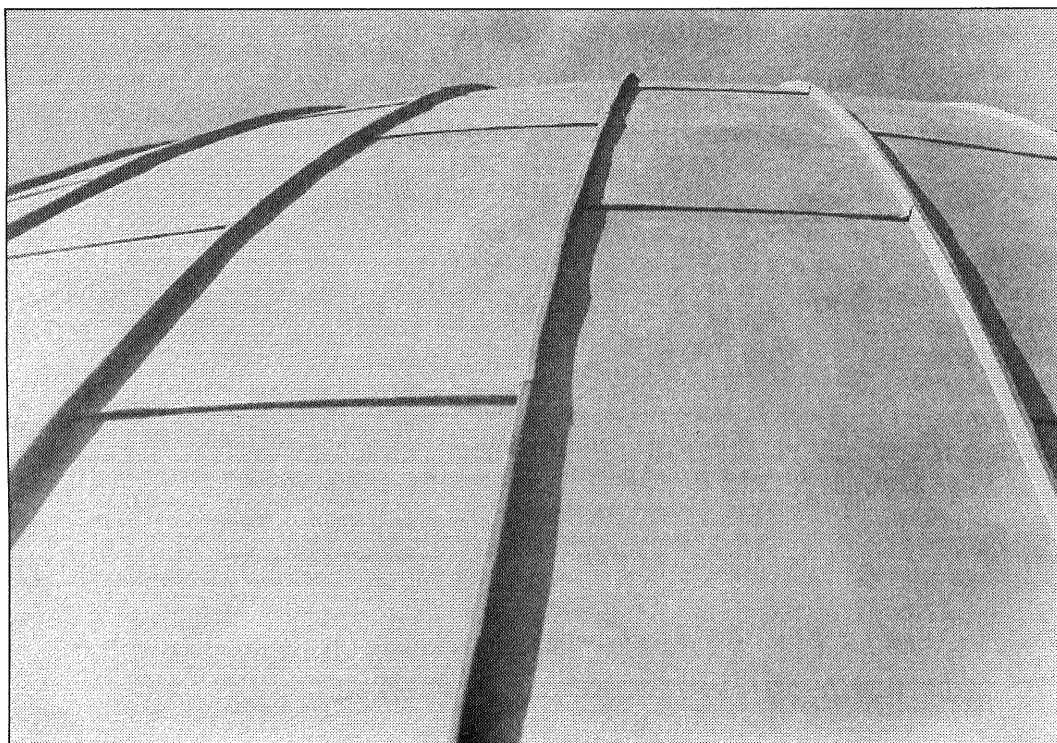
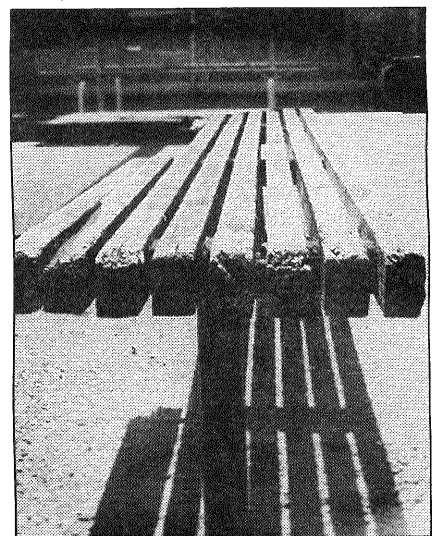
# JOHNNY GEOMETRY



*Where do geometrical objects exist? This question, which occupies the minds of freshmen studying Euclid, Plato, and Aristotle, can have several answers: in the imagination, in nature, in the imagination as imitation of nature, in reality, nowhere. Certainly, though, glimmers – or should we say imitations – of geometrical shapes confront us every day. Freshman Sylvaine Rameckers took her Nikon on a tour of the Annapolis campus looking for new views of known objects and came up with circles, squares, triangles, and lines.*



Counter-clockwise from top: The divide between the steps leading to the planetarium; the stairway on the Pinkney side of McDowell (this porch of Seneca stone was added to the entrance in 1903—it had been salvaged from the west side of the State House library annex, completed in 1886 and demolished in 1902, and offered to the college); the roof of the planetarium; a chair (not the usual SJC “seminar chair”) in the Greenfield Library; a wooden bench in the Mellon courtyard.





# CAMPUS FARE BECOMES ... WELL ... MUCH BETTER THAN FAIR

*Quinoa? Bok choy? Coconut milk? Garbanzo dahl bread?  
Are we in the cafeteria?*

BY CAROLINE KNAPP, SF00

Before this semester, Santa Fe campus students who heard about foods named quinoa or coconut milk would have been more likely to guess they would be served in the local natural foods store than the dining hall. But thanks to a new concept from Aramark, the campus dining service, residential students are looking at the cafeteria experience in a whole new light.

At the beginning of the spring semester Aramark introduced the Granery component of their Pangeos line of food stations. Essentially, the Pangeos concept features food prepared directly in front of the prospective diner, with an emphasis on freshness, healthy ingredients, and speed. The Pangeos approach, says John Olszewski, food service director, is "the future of food service."

The recipes in the Granery are all vegetarian, feature protein-rich combinations of grains and vegetables, and make constant use of fresh herbs and spices. Because the program is more cost efficient than the standard steam table service, dishes can include more expensive ingredients like kalamata olives, high quality cheeses, and mandarin oranges. And each plate of salad or stir-fry is garnished and arranged, as at a restaurant, to have visual appeal as well as taste.

Because the Pangeos concept is a trademarked property, all recipes served at the station are developed and tested by Aramark. However, since students watch as their food is prepared, they can request that personally offensive ingredients be left out of "their" batch. In this way long held phobias about onions, olives, cayenne pepper, bell peppers, eggplant, and other savories may be indulged, while allowing less cautious palates to enjoy their pungent flavors. This ability to tailor a meal's ingredients is also excellent for students with food allergies or restricted diets. And for meat eaters and traditionalists, the steam table remains, serving up classic fare like fried chicken, meatloaf, steamed vegetables, and mashed potatoes. For the chronically finicky, there are always peanut butter sandwich fixings.

The Pangeos service costs no extra for students on a meal plan, and though portions are standard,

students can return for as many plates as they like. Pangeos is open for all lunches and dinners, and currently about 40% of students will get at least one plate of Pangeos food during their meal. An unexpected benefit of the new service is that tutors and staff members, who previously confined themselves to the coffee shop during lunch, are now eating lunch in the dining hall at ten times the previous rate, according to Aramark statistics.

Several factors converged to make the Santa Fe campus a site for this new type of food service. Olszewski explains that nationally, "food trends are changing." Americans no longer eat at home as much, and most current college students have more sophisticated, restaurant-oriented taste than they did only ten years ago. They are also more aware of health concerns, and more interested in knowing precisely what went into their food and how it was prepared.

In a survey last year, students cited the healthiness of the dining hall food as their number one concern. The college coffee shop is the second highest purchaser in Santa Fe of Odwalla fruit juices and health shakes, behind Wild Oats natural foods store. Most decisively, according to an Aramark survey, 45% percent of Santa Fe students eat vegetarian all or most of the time.

These and other factors have made the Santa Fe campus a difficult assignment for food service providers. In the past five years the campus has had four food service providers, including a one-year period where the food service was self-operated. When Aramark arrived in August of 1996, it faced widespread student discontent with food service in general. In typical St. John's style, students poured their frustrations onto stacks of comment cards, threatening to get scurvy if orange juice was not served all day, to call health inspectors, and to starve. Several even wrote poems.

The comment card board, once a continual source of entertainment,

is now sparsely hung, if there are cards at all. Although the survey data from this semester is not yet available, anecdotal evidence suggests that student satisfaction is high. Significantly less food is being thrown away after each meal, as students are now less likely to get a

whole plate of hot food and then decide that it is unappetizing. As Olszewski explains, "students are getting a plate of Pangeos and realizing that it is enough food... They don't have to try a lot of different things and throw them away."

Vegetarians and vegans have traditionally been the most difficult market

for food services to satisfy. Unseasoned or mildly seasoned vegetables, if not fresh, are generally bland. And combining grains and vegetables to produce high protein food has never been a strong point of conventional cafeteria fare. As for vegans, the most that food service could do in the past was have a continual supply of plain beans and brown rice. While beans and rice are the base ingredients for many Pangeos dishes, Olszewski says that the difference is in the cooking style: "We can take all the ingredients for a Pangeos plate and put them on a steam table, and people look at it and say 'Beans and

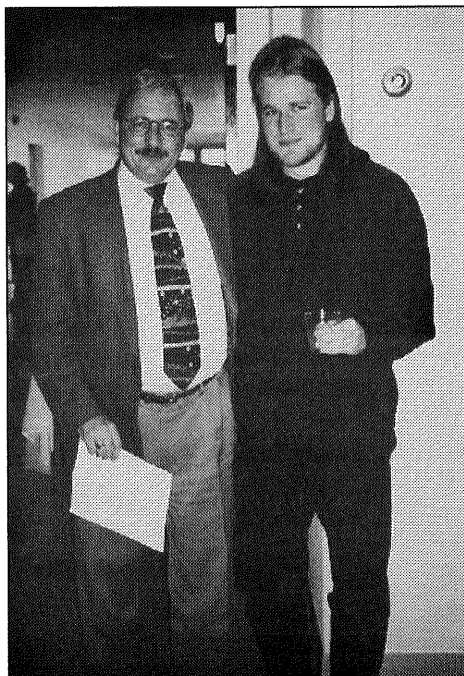
*In a survey last year, students cited the healthiness of the dining hall food as their number one concern.*

rice. There's nothing to eat here.' But if we put it out in front with spices and cook it right there, everyone is thrilled."

Vegetarians are understandably appreciative of Pangeos. Sophomore Monique LaCour explains that, though last year she avoided the cafeteria at the cost of doing her own cooking on campus, now "I'm going to miss it if I move off-campus."

For many students, and Olszewski admits, food service personnel, Pangeos is an educational experience. "A lot of kids have never tried this kind of food before, and they try it, and say 'Hey, I like this stuff!' We love that."

With students feeling positive about food service, Olszewski is eager to press for further changes. A proposal is currently before the campus planning committee to remove the 1960s serving counters, which are designed for employees to serve students, since students currently serve themselves. While several options are being considered, the key seems to be flexibility. The current floor plan locks the serving area into an out-moded configuration, and no one wants to make the same mistake again. When and if such changes are made, Olszewski says that Aramark will consider installing one or more new Pangeos options, like the Latin station, which has a fresh tortilla machine, or the Mediterranean Kitchen, which features flat breads and pastas. ●



Santa Fe President John Agresto contratulates Ian Stoner, a junior, at the Annual Art Exhibit at the gallery in Santa Fe. Stoner took third for his black-and-white photograph titled "Gulls and a Girl." First place went to Julie Gronnenberg, a junior, for a photo titled "Winter Tourist," and second place went to Jacob Keller for his block piece titled "#7."

Honorable mentions were awarded to Larissa Archer, Karina Gill, Lara Hill, Michael Hokenson, and Jarrett Zigon. The show was juried by three members of the Art Gallery Committee of the St. John's College Library and Fine Arts Guild.



# GOD, ST. JOHN'S, AND THE SOPHOMORE YEAR

*"St. John's College has no religious affiliation," states the catalogue. But that's not to say that theology doesn't play an important role in the program.*

BY SUSAN BORDEN & BARBARA GOYETTE

**C**OLLEGE IS A TIME OF QUESTIONING, A TIME WHEN STUDENTS ARE FINDING THEIR OWN WAY AND SEARCHING FOR INDEPENDENCE FROM THE VALUES OF THEIR CHILDHOOD.

The political and religious views that they saw in their parents are likely to be included in this questioning—and the result, frequently, is rejection. At St. John's, the process of redefining these views gains an extra dimension because it is played out in the classroom against the backdrop of the great books with their great ideas.

Ask a Johnny about his spiritual journey and there will undoubtedly be a story about sophomore year somewhere in the answer. While some students play out the scenario of rejecting the values of their heritage, others find that they end up re-affirming them. A student raised Jewish might begin to keep kosher. A Baptist might convert to Catholicism. A Lutheran might become an atheist.

Sophomores are hit hard with long theological readings and broad theological questions. In seminar, they look at the Hebrew Bible, the New Testament, and the writings of the church fathers from within the context of reason, attempting to separate their emotional response from the discussions. But an important component of the year seems to be a coming to terms with religion—a journey that may begin in reason but continues in the realm of the spirit. Some students look to tutors known for their religious ties for guidance; over the years the faculty has included the likes of Simon Kaplan, Winfree Smith, and Brother Robert. (An old joke from the 1980s refers to St. John's as the college where Jews make Catholics out of Protestants.) At various times during the history of the New Program, there have been study groups devoted to reading or translating the Hebrew Bible or the New Testament. As evidence that students take the readings seriously, tutors estimate that this year—as usual—about sixty percent of sophomore essays were on topics in theology.

About 1.5 percent of alumni pursue careers in the ministry, taking their spiritual life into the realm of the real world. Here is the story of two who are just beginning.

**N**athan Humphrey (A94) spent all of sophomore math in room 14 of McDowell, where a portrait of former college president Hector Humphreys hangs. As a student, he attended St. Anne's Episcopal Church (of Church Circle fame), which has a stained glass window dedicated to Humphreys, an assisting priest at St. Anne's from 1831-1857. But it was only after Humphrey graduated that he discovered that college president Humphreys was a distant cousin—from a branch of the family that added an "s" to the name, hoping to sound more distinguished.

Now working at the admissions office, Humphrey finds that he and his ancestor continue to cross paths. Aside from the St. John's and St. Anne's connections, both Humphreys and Humphrey attended Yale University (the former as an undergraduate; the modern-day Humphrey received his masters of divinity there last May). Both have a religious calling. In the 1800s, Humphreys was ordained a

priest and officiated at St. Anne's. Today, Humphrey is an aspirant for holy orders in the Episcopal church and St. Anne's is his home parish.

Humphrey began college in 1991 planning to become a lawyer. His path began to change during his sophomore year when he was asked to lead the Annapolis campus' Christian Fellowship. While he considered the offer, Michael Stevens (AGI92) suggested that he visit a monastery that summer to mull over his decision.

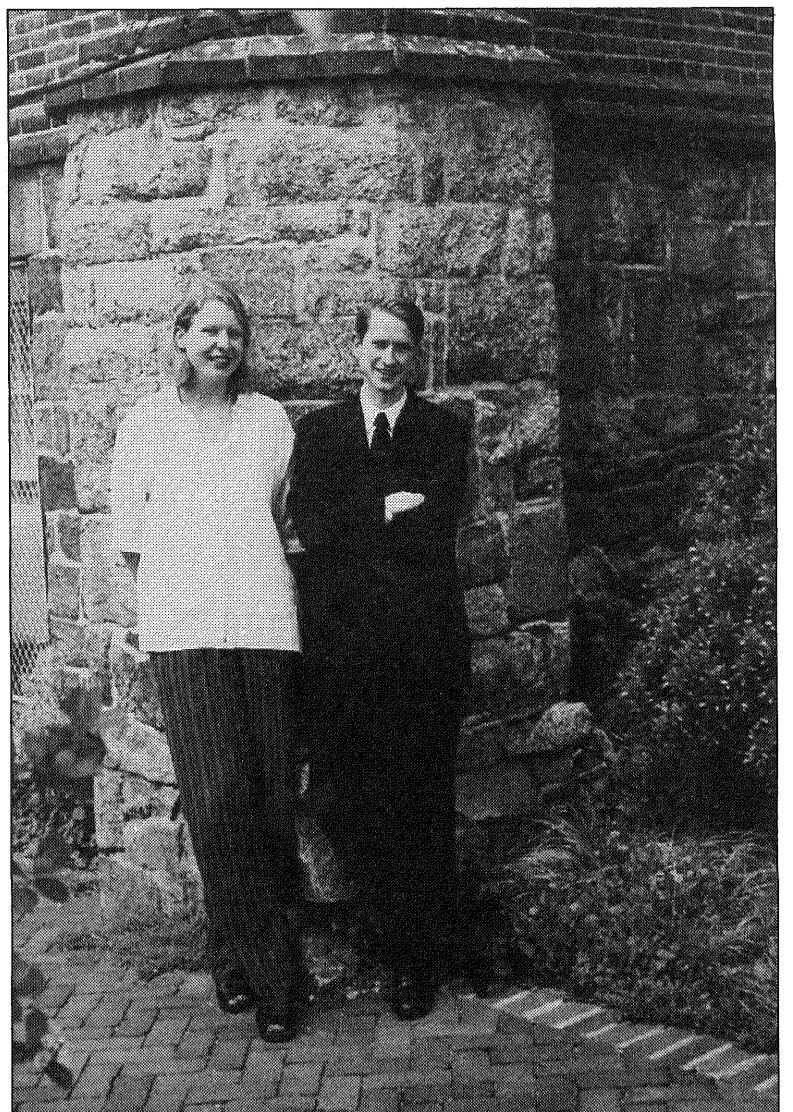
The St. John's community has a longstanding connection with the Mount Saviour monastery in Elmira, New York, where tutor emeritus Edward Sparrow has brought generations of students for retreats. Humphrey arranged to live there for five weeks ("basically as a monkling," he says) during which he attended seven services a day, the first at 4:45 in the morning and the last at 8:15 at night. In between, he went to three silent meals and worked in the monastery's gardens and sheep pastures.

During his stay, a pivotal conversation brought Humphrey a step closer to the life he is now pursuing. "A friend and I were sitting in one of the pastures that overlooks the monastery," Humphrey recalls. "She said that she couldn't see me as a lawyer, which is what I wanted to do. She said, 'I can imagine you being a good lawyer, but I cannot imagine you loving it. What do you love?' To my surprise, I realized that I really loved God: thinking about God, writing about God, speaking about God. After that talk, nearly all my papers at St. John's were about God."

That fall, a young deacon at St. Anne's pulled Humphrey aside and asked him if he was thinking of becoming a priest. "I was flabbergasted. I wondered: how could she tell? We began to talk about it and by the end of my senior year, I was

trying to choose between pursuing ordination or an academic career in theology. I decided to go to Yale Divinity School and kill two birds with one stone. I figured divinity school would be the best place to kill a devotion to the priesthood. If it survived maybe there really was a call."

So far, the call remains strong. Humphrey received his master of divinity degree in May of 1997. That August, he returned to Annapolis to begin the path to ordination (and to help the admissions office in their noble mission). As he prepared to come back to Annapolis, he was encouraged to know that at least one kindred spirit would be joining him on this path. That February, Humphrey had attended an "Exploring the Priestly Vocation" open house in Baltimore. There, he ran into Adrien Gehring (A96) and

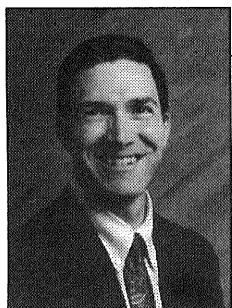


Nathan Humphrey and Adrien Gehring by the "turret" of Humphreys. They are joining the group of one or two alumni from each class who pursue a career in the ministry.

learned that she would also be an aspirant for holy orders.

Gehring, like Humphrey, took her first steps towards the priesthood during her sophomore year when she began attending Sunday morning services at St. Anne's. At first, she says, she was the kind of worshipper who sat in the back pew and escaped as soon as the service ended. But in the middle of her junior year, she approached the Reverend Ann Burts, then a deacon, and asked if they could speak.

"Intellectually, I had been developing a theology and I wanted to see how that worked in a commu-

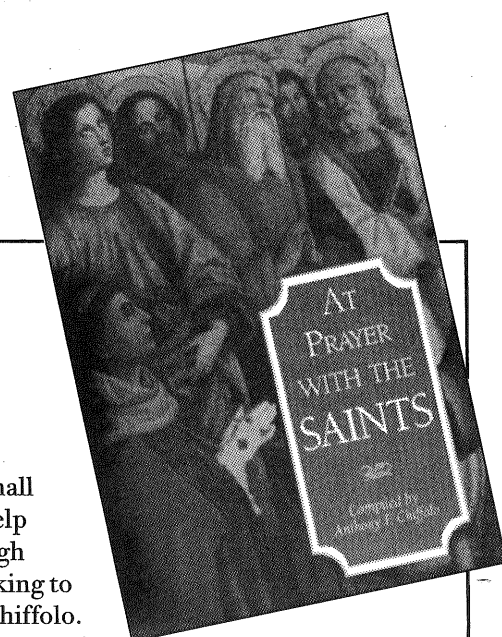


## GI COLLECTS PRAYERS

Anthony Chiffolo, AGI94, has compiled a small book with a not-so-small purpose: to help readers with their spiritual development through prayer. "To me, the definition of prayer is speaking to God out of the depths of our true being," says Chiffolo. "And that is what the saints did so well." *At Prayer with*

*the Saints* is a compilation of 400 prayers from more than 140 different saints, including Francis of Assisi, Therese of Lisieux, Arnold Janssen, and Hildegard of Bingen. Saints who also authored great books are included as well: Anselm, "the father of scholastic theology"; Augustine; and Thomas Aquinas, "the universal teacher."

Chiffolo is managing editor of the trade program at Liguori Publications, which published the book. He graduated from the Naval Academy, served in the Navy for seven years, then came back to Annapolis to attend school on the other side of King George Street—at the Graduate Institute.



## WHAT'S ON THE LIST? SOPHOMORE YEAR SEMINAR READINGS

### THE BIBLE

Genesis  
Exodus  
Numbers 20: 1-13  
Leviticus 11, 18-20  
Deuteronomy  
I Samuel 8-31  
II Samuel  
I Kings 1-4  
Psalms  
II Chronicles 36  
Amos  
Jonah  
Isaiah 40-55  
Job  
Matthew  
Luke  
Acts  
John  
First Letter of John  
I Corinthians  
Romans

Augustine: *Confessions*  
Anselm: *Proslogium*  
Thomas Aquinas: *Summa Theologiae*  
Dante: *Divine Comedy*  
Luther: *The Freedom of a Christian*  
Bach: *St. Matthew Passion*

nity of faith, and whether I fit in the Episcopal faith community at St. Anne's." The two discussed a world of theological and philosophical issues, often touching on the seminar readings that moved Gehring the most: the Book of Samuel, Sophocles' "Oedipus Rex," and Pascal's *Pensees*.

Gehring began to talk with Burts regularly, often visiting her office every other week. "People must have been wondering: what's wrong with that girl? She must be pregnant or in some sort of major crisis," Gehring remembers thinking. "And I was going through some sort of crisis—I'll call it religious conversion. Because when I let God in I knew it wouldn't just be a Sunday morning thing. I knew it was going to be big."

Gehring worked with Burts to find a place for herself in the church community and live out the faith she was discovering. She helped establish St. Anne's new youth program, was active in worshipping with children, and was chair of the curriculum committee for the childhood education board. As Gehring's graduation from St. John's approached, Burts suggested that she become a hospital chaplain to test her faith and get her feet wet. Gehring followed Burts' advice and took a course in clinical pastoral education. She served as chaplain for the ICU and a part of the third floor at the Anne Arundel Medical Center in the historic district.

That fall, St. Anne's hired Gehring to work as the church's youth coordinator. As part of this job, she attended a workshop on

"Godly Play," a Christian education curriculum. "The lesson they demonstrated was the parable of the pearl of great price, about a merchant who buys and sells pearls. One day, he finds the greatest pearl and gives everything that he has to possess it," she explains. "I've never liked that parable. I always thought it was trite and materialistic, an analogy that works for other people but not for me."



*"Intellectually, I had been developing a theology and I wanted to see how that worked in a community of faith."*

"So we're sitting on the floor, and I'm watching this parable being demonstrated with felt shapes, cut out people and possessions, and I'm waiting to see how the Montessori presentation will improve upon this parable. At the end of the parable you have this man and he's got the pearl. He used to be standing inside of a house with all his things, but all of his things have moved into the other house and he's standing there with the pearl, all alone, unsheltered. I suddenly felt God saying to me, 'Take a risk, dummy.' I realized that I've got to take that risk and put everything that helps me feel sheltered and safe aside to go after

this ordination process."

The ordination process has four stages: aspirant, postulant, candidate, and deacon. Throughout the process, Humphrey and Gehring will pass through dozens of hoops, small and large, to help them and the church discern whether or not they should proceed to holy orders.

As part of the aspirancy, each served a church internship that lasted, roughly, from Christmas to Easter. Humphrey interned at Epiphany Church in Odenton. Gehring interned at Christ Church in West River. Early this summer, committees and clergy from St. Anne's and the internship churches will report to the diocese about Humphrey and Gehring. If everybody agrees that they should continue in the process, they must turn in applications for postulancy. They undergo a psychiatric review and face four big interviews with the commission on ordained ministry in October. The commission will then write a recommendation to the bishop, who will, in November, tell them whether or not they may continue in their postulancy.

In the meantime, Gehring and Humphrey maintain their connections to St. John's. Humphrey interviews applicants who hope to attend the school where his distant cousin once presided. And Gehring, as youth minister at St. Anne's, has the chance to bring a taste of St. John's to her ministry. "I run my Sunday School class like a St. John's tutorial," she says. "I always tell my students: Don't swallow anything you haven't chewed up. You can't digest it and you won't get fed." ●





## Alumni Association News Spring 1998 • St. John's College



Peter Huidekoper, SGI90, editor • Mark Middlebrook, A83, communications committee chairman

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 Peter Huidekoper at 2395 S. Milwaukee St., Denver, CO 80210, call 303-757-1225, or e-mail peterhdkpr@aol.com.

### St. John's Voices: An Oral History Project

by Peter Huidekoper

She has spent over 20 hours interviewing 15 individuals for the first major oral history of St. John's. And she's ready for more.

Valerie Pawlewicz, A89 and the Student Activities Director in Annapolis, working with the SJC Alumni Association, has begun a remarkable collection of remembrances of St. John's since the beginning of the New Program. An oral historian by training (folklore graduate work at the University of North Carolina at Chapel Hill), Valerie has recorded conversations with a wide range of those who taught at, worked at, and/or attended the college over the past fifty years. Some, including Eva Brann, James Matthews, Elliott Zuckerman, Sam and Emily Kutler, Barbara Dorsey, Jack L. Carr, and Brother Robert, are still actively involved with the college.

"It's been my goal from the start to make the project represent as many voices of this college community as possible," Valerie says. She feels she has found "good representative voices," those who knew the social life, and others who knew the academic issues well, people who knew the administration, and others who had a better feeling for what was taking place among the students.

For a small taste of what will become a rich storehouse of St. John's history, see page 6 of this issue of *The Reporter*, where you will be able to read part of her interview with Bryce Jacobsen.

After St. John's, Valerie went to work for a few years at the Smithsonian Institution and, later, did her graduate work at UNC-Chapel Hill. Following graduate school, she was looking for a good project and thought of the college. So, she moved to Annapolis to try to start an oral history project here. But first there was the day job—she became the head of Student Activities—and while in Annapolis she met and married Leo Pickens, A78, the college's Director of Athletics. Together they live and work on campus.

By 1996 the Alumni Association had learned of Valerie's proposed

project, and committed \$1,000 to pay for equipment, supplies, and transcription services. The college's public relations office has also chipped in to help, committing funds for more transcription, and to find a student photographer to take portrait shots of those interviewed.

Asked about her major impressions of these 15 people, Valerie says: "In terms of background, you could say they have nothing in common, very much like the students who come to the college as freshmen: they are all different. But underneath they had a lot in common: they were lively, bright, committed, hard-working, irreverent, strong-willed, and engaging.

"They talked about what was important to them, not what was supposed to be important. A few told stories that brought me close to tears, and all made me laugh at least once. Interviewing them made me even more proud to be included in their community. We are a lucky place."

Now that those 15 interviews are taped and are being transcribed, she is preparing to head off to Santa Fe to conduct a series of interviews with those who recall the early days of the new campus there in the Land of Enchantment.

Will all of this end with boxes of tapes and transcriptions kept in the college Alumni Office in Annapolis—and little more? It seems unlikely. Allan Hoffman, president of the Alumni Association board, notes that it is hard to predict what can come of oral histories, but he sees value simply in seeing "that first-hand knowledge of past events is preserved. From that other good things may happen." As an example he cites the oral histories done with Stringfellow Barr's taped conversations—which sat largely unused until Winfree Smith wrote his book about the history of the New Program, and then again became indispensable to Charles Nelson's book about Barr.

Is there a book here, too? Pawlewicz is game: She has found great pleasure in meeting and listening

to these 15 people, and she is sure others, too, would enjoy hearing how straightforward, funny, and revealing members of our community are. "They sure had lots to say. It would make a great read." ●

#### Oral History Project Interviewees

Eva Brann, tutor and former dean, 1957-present

Jack Ladd Carr, A50

Barbara Dorsey, head of housekeeping, 1970's-present

Martin Dyer, A52, first African-American to graduate from the college

Charlotte Fletcher, librarian, 1944-80

Bryce Jacobsen, A42, Tutor Emeritus and former athletic director, 1958-1986

Peter Kellogg-Smith, A43, one of several founders of the Key School, Annapolis

Emily Kutler, A55, AGI 88, first class of women to attend SJC, wife of tutor Sam Kutler

Sam Kutler, A54, tutor and former dean, 1961-present

James Matthews, Buildings and Grounds, 1960's-present

Mary Lee Schab, Secretary to SJC treasurer, 1939-1940

Br. Robert Smith, tutor emeritus, 1972-present

Curtis Wilson, tutor emeritus, twice dean, 1948-66, 1973-88. Married to Rebecca Wilson, former director of public relations.

Rebecca Wilson, former director of public relations, 1973-88. Married to former tutor and dean, Curtis Wilson

Elliot Zuckerman, tutor emeritus, 1961-present



PHOTO BY KEITH HARVEY

Valerie Pawlewicz, A89, is recording interviews with people who remember St. John's.

### Portland Chapter Answers Wakeup Call

After a history of vibrant activity, the Portland Area Chapter of the Alumni Association was sleeping for a few years. Young children, busy careers, and other life distractions led loyal members away from Chapter activities, and the Chapter went through a dormant period. With the coming of spring this year, Dale Mortimer (A75) issued a wake-up call, and the group brought itself back to life.

On March 1, alumni from the Portland area met for a seminar on Ursula Le Guin's short story, "The Ones Who Walk Away from Omelas." (Le Guin, who lives nearby, almost came herself.) A special feature was that Miss Eva Brann, in the area on a visit to the University of Oregon, was present to lead the session. Glenda Eoyang (SF76), who heads the Minneapolis/St. Paul Chapter as well as the Chapters Committee of the Alumni Association Board of Directors, also traveled a long way to lend her support to Portland's efforts.

A rousing thirty-three people came to the seminar and reception—a surprise to all—which required a quick change of location. A secretarial reception area, complete with staircases, desks, coat racks and

ringing phones was transformed into The Seminar Room—making for interesting discussion dynamics. At one point, when a mini-seminar broke out in one corner of the room, Miss Brann commented that this was “the first epicyclic seminar” she had ever experienced. The group adapted, and under Miss Brann’s masterful leadership, a rewarding seminar was had by all.

A reception followed, giving everyone—in the midst of delicious food and ample wine—an opportunity to get acquainted or reacquainted. Names and addresses were exchanged, and plans were made for future Chapter activities. Mortimer took another step to promote the Chapter following the meeting. He sent out a good-humored “want-ad” to those who had appeared (and some who had not); an excerpt appears in the attached box.

Like most Chapters, the Portland area is full of alumni who are excited about attending events, but who have limited time and energy to plan and stage them.

To share the work, Portland is contemplating a team leadership model where two or three people work together to share leadership tasks. Such an arrangement has proven effective in other chapters, including Austin, Texas, and Washington, D.C.

Many thanks to Liz Skewes, Director of Alumni Relations in Santa Fe, for encouraging and facilitating the wake-up call in Portland. Thanks go,



Eva Brann, Ken Kirby, Dale Mortimer, and Connie Mintz.

too, to Dale Mortimer, M.D., his wife Connie Mintz, and Catherine Carroll for planning and hosting this wonderful event. We hope that this seminar will provide momentum for interested alumni to remain connected to the Portland Chapter.

If you are in the area and would like more information about the Chapter activities, contact Dale Mortimer at 360-906-1190, or e-mail, drdalemo@hotmail.com. The rest of the Alumni Association wishes you good luck in keeping the enthusiasm for alumni activities high in the Portland area. ●

—By Glenda Eoyang

... Do you want to minimize the number of regrets in your old age? Then act now! Support current attempts to revitalize our local alumni chapter - the title of which keeps changing (Portland Oregon St. John's Alumni Chapter, Willamette Valley St. John's Alumni Chapter, or - my favorite - the Greater Vancouver, Washington St. John's Alumni Chapter). Call your newly self-appointed alumni chapter president Dale Mortimer, M.D., and serve this still-coming-into being chapter, the college, the common good, and the universe by donating your time, energy and/or money to get this chapter going!

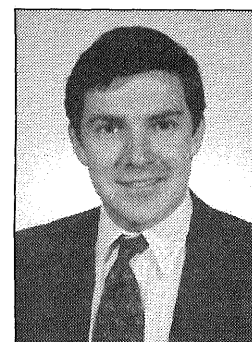
## ELECTION NOTICES

### *Election of Alumni Representatives to the St. John's College Board of Visitors and Governors*

In accordance with Article VIII, Section II of the By-Laws of the St. John's College Alumni Association, notice is hereby given that the following alumni have been nominated by the Alumni Association Board of Directors for election to the St. John's College Board of Visitors and Governors.

For his first term:  
**Jason Todd Walsh, A85**

New York, NY; M.B.A., Harvard Business School, 1989; vice president of operations/general manager, Long Island Region of Quest



Diagnostics (a leading healthcare testing company), 1996 to present; associate director for strategy and development for the Opto-Electronics Group of Corning Inc., 1993 to 1995; business manager, television components, Corning Asahi Video Products Company, 1990 to 1993; member of the St. John's College Alumni Association Board of Directors, 1990 to 1996; Treasurer of that Board, 1998-; Race committee chairman, New York Harbor Sailing Foundation, 1998.

For his first term:  
**Clinton Dale Lively, A78**

Cranbury, NJ; M.A., University of Virginia; M.B.A., University of Chicago. Managing Director and Partner in charge of the Corporate Risk Management Group for the Bankers Trust Company, 1997 to present; previously for Bankers Trust: joined the bank in 1984 in Sales, Trading and Funding Department; in 1987 a member of the team that developed the Global Market Risk

## CHAPTER CONTACTS

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

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

ANNAPOLIS: Rebecca Dzamov, 410-263-4291

AUSTIN: Homayoon Sepasi, 512-272-7383

BALTIMORE: David Kidd, 410-614-2260

BOSTON: Ginger Kenney, 617-964-4794

CHICAGO: Amanda Fuller, 847-705-1143

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

DENVER: Janet Dampier, 303-972-4901

LOS ANGELES: Meg Sheehan, 310-208-2013

MINNEAPOLIS/ST. PAUL: Vicki Wilson, 612-595-9118 or Glenda Eoyang, 612-783-7206

NEW YORK: Steven Sedlis, 212-289-1662

NORTH CAROLINA: Susan Eversole, 919-968-4856

PHILADELPHIA: Jim Schweidel, 610-941-0555

PORTLAND: Dale Mortimer, 360-906-1190

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

SANTA FE: John Pollak, 505-983-2144

SEATTLE: Jim Doherty, 206-937-8886

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



Management function; in 1989 transferred to Tokyo to set up the Global Market Risk group for Asia, Australia, and New Zealand; in 1992 returned to New York as head of the Global Risk Analytic group and was appointed head of market risk globally in 1995; in spring of 1997 chosen to manage the Corporate Risk Management function overall. A member of Bankers Trust Asset Liability Committee (ALCO) and Management Committee on Controls. On the Board of Directors of Bankers International Corporation and Long-Tail Risk Insurance, Ltd.

For her second term:  
**Susan M. Ferron, SF77**  
Marine on St. Croix, MN

M.D.,  
Mayo  
Medical  
School.  
Lecturer  
in  
Medical  
Ethics,  
St.  
Thomas



University, 1996; Medical Director, 1996-present and Staff Physician, 1995-present, Community University Health Care Center, Minneapolis; Instructor, University of Minnesota Medical School, 1995-present; Member, Medical Staff 1989-95 and Senior Staff Physician 1989-93, Brainerd Regional Human Services Center, Brainerd, MN; Public Relations, The Hirst Company, Albuquerque, NM, 1980; Assistant Director of Admissions 1977-78 and Director of Admission 1978-79, St. John's College, Santa Fe. Member, Marine on St. Croix Planning Commission, 1995-present.

Notice is also given that nominations may be made by petition.

The rules governing submission of nominations by petition are as follows:

1. Petitions must be signed by at least 50 members of the Alumni Association in good standing.
2. Nominations must be accompanied by a biographical sketch of the nominee.
3. The consent of all persons nominated must be obtained.
4. The petition must reach the Directors of Alumni Activities NO LATER THAN DECEMBER 1, 1998  
c/o Alumni Office  
St. John's College  
1160 Camino Cruz Blanca  
Santa Fe, NM 87501

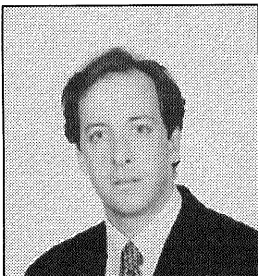
If nominations by petition are received, there will be an election conducted by mail ballot. If there are no such nominations, the nominees listed above will be considered elected. Terms will begin in July 1999.

## Election of Directors of the St. John's College Alumni Association

In accordance with Article VII, Sections I and II of the By-Laws of the St. John's College Alumni Association, notice is hereby given that the following alumni have been nominated to serve as directors on the St. John's College Alumni Association Board of Directors.

For his first term:  
**Justin Burke, A87**  
New York, NY

Director of Operations for the Corbis Corporation, a leading digital and photographic image content provider, 1998; Vice President, Operations Archive Films & Photos, 1990-97; Entertainment Paralegal, Richards & O'Neil, LLP, 1988-90. President, 1995-97, and Treasurer, 1998-, of the St. John's College Alumni Association New York Chapter; alumni networking mentor, 1992-98.



For her first term:  
**Peggy A. Jones, SFGI94**  
Santa Fe, NM

B.A., Texas Tech.  
Museum of New Mexico Women's Board; Bilingual Volunteer, Villa Therese Clinic; New Mexico Coordinator, International Thomas Merton Society; Secretary, St. John's College Fine Arts Guild; Chairman, Meem Library Committee.



For his first term:  
**Bill Fant, A79**  
Washington, D.C.

Office of Tax Policy, U.S. Treasury Department. Special assistant to the Assistant Secretary (Tax Policy). Assist in preparing and represent Tax Policy's views in meetings and negotiations with other Executive Branch offices and in meetings with members of Congress and their staffs.  
U.S. Senate, Committee on

Finance, Minority Tax Staff. Director of tax research for Senator Daniel Patrick Moynihan of New York. President, Fant Consulting and Information Services; Manager, National Tax, KPMG Peat Marwick; Manager, Washington National Tax Services, Price Waterhouse; Chief Tax Reporter, Prentice-Hall, Inc.

For his first term:  
**Owen Kelley, A93**  
Greenbelt, MD

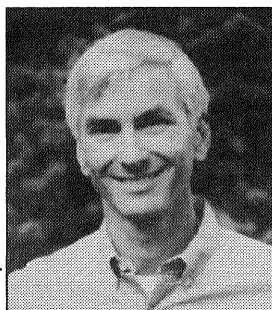
M.S., George Mason University.  
Senior Programmer, Center for Earth Observing and Space Research, 1997-present;

Research Assistant, Upper Atmospheric Research Branch, Naval Research Laboratory, 1993-97; coauthored papers in the Journal of Geophysical Research and the Radio Science Journal, 1997; presented papers at the Coupled Energetics and Dynamics of Atmospheric Regions (CEDAR) Conferences at the National Center for Atmospheric Research, 1994, 1996; member of the American Geophysical Society, the American Meteorological Society, and the Annapolis Traditional Dance Society.



For his second term:  
**Peter Huidekoper, Jr., SFGI90**  
Denver, CO

Education consultant and writer; several current projects include evaluating and supporting charter schools; advisor to The Odyssey (charter) School; member of Advisory Board of the Colorado Geography Education Fund; evaluated an alternative teacher licensure program while at the University of Colorado at Denver, 1996-97; Program officer, Gates Family Foundation, with main focus on grants to public education reform, 1990-96; previous to coming to Colorado worked as a copy editor and sports writer for *The Bennington Banner*; free-lance writing for numerous publications; taught middle and high school English and coached soccer and baseball/softball for ten years in Massachusetts (Eaglebrook School), Vermont (Champlain Valley Union High School) and New York



(Emma Willard School); published *Shelter — A Cold War Memory*, a novel about a twelve-year-old's experience during the Cuban Missile Crisis. Graduate Institute Committee, The Campaign for Our Fourth Century.

Notice is also given that nominations for the positions as directors of the Association may be made by petition.

The rules governing submission of nominations by petition are as follows:

1. Petitions must be signed by at least thirty members of the Alumni Association in good standing.
2. Petitions must be presented to the Secretary of the Alumni Association prior to the Annual Meeting at which the election is to be held. Petitions should be sent to: Beverly Angel, SGI89, c/o Alumni Office, St. John's College, P.O. Box 2800, Annapolis, MD 21404.
3. The election will be held at the Annual Meeting on Saturday, October 3, 1998, at 11:00 a.m., in the Great Hall, McDowell Hall, Annapolis campus.
4. The candidates for Directors receiving the highest number of votes for those offices shall be declared elected. Terms will begin on January 1, 1999.

*Jacobsen, continued from page 7*

again and go through the induction. I'm sure I passed all the physical things with flying colors. But then they have those psychiatrists, you know the Army and Navy psychiatrists. I'm sure they were totally baffled by me and we had long conversations. I didn't know what they decided but what they must have written in their reports was, "Look, don't put this guy in the military. Just don't."

**VP: Why do you think? Was it your idea of universal brotherhood? Was it the fact that you had been in prison already?**

**BJ:** The fact that I had already stood against authority. In one case the draft board, and then in the prison, we skipped that story, but an authoritative organization like the military was no place for me. I'm sure they, the military, would have said, "For godsakes, don't send him to us." I'm sure that kind of report must have gone to the draft board. ●

*Shortly after this interview in March, Bryce Jacobsen suffered a stroke and spent several weeks in intensive care. The day before this issue of The Reporter went to press, he died. Alumni can write his wife, Phebe, at 735 Glenwood Road, Annapolis, MD 21401.*

# Alumni Notes & Profiles...

## 1944

**J. Herbert Taylor**, who is now representing Maryland Classified Employee Retirees on United Seniors of Maryland, notes that his score as of 12/30/97 is 3 children, 7 granddaughters, 1 great-grandson, 1 great-granddaughter. "How many to play?" he asks.

## 1945

**Don Kaplan**, who edited the *St. John's Collegian* for two years, is still at it. "Now I write a newsletter about mutual funds and annuities for financial specialists instead of the Sunday night meetings on current affairs Winkie started. I'll never forget one talk by Alexander Strauss who brought a letter from Einstein to Roosevelt. The message was that the U.S. should start a project to build an atom bomb because the Germans were already making some headway.

"After retiring from the NYC school system in 1989, I've worked in my avocation, investment planning. In 1992 I joined a mutual fund in Walnut Creek, Calif., as a training and communications specialist. I have become familiar with most mutual funds and annuities. Any St. Johnny who wants to pick my brain may reach me at 800-524-7433 and by e-mail at [donaldkaplan@att.net](mailto:donaldkaplan@att.net)."

An article in the *Vineyard Gazette*, Martha's Vineyard, profiled **William Goldsmith** and his battle to save Waskosim's Reservation, now a 184.9 acre nature sanctuary owned by the Martha's Vineyard Land Bank. Ten years ago, developers were planning to build 36 houses on the property at a half million dollars per house. Horrified by the thought of losing Waskosim's ridge and the surrounding meadows and forests, Goldsmith and fellow townspeople got restraining orders to prevent the building. The developers countersued, and the legal battles continued for several years, enabling local conservation groups to raise public consciousness about the issues. Eventually, the land bank was able to purchase the land. A retired Brandeis professor and author, Goldsmith feels strongly about conservation. "I think one of our primary objectives in this country...is to save as much of the natural beauty of America as we can," he told the paper.

## 1946

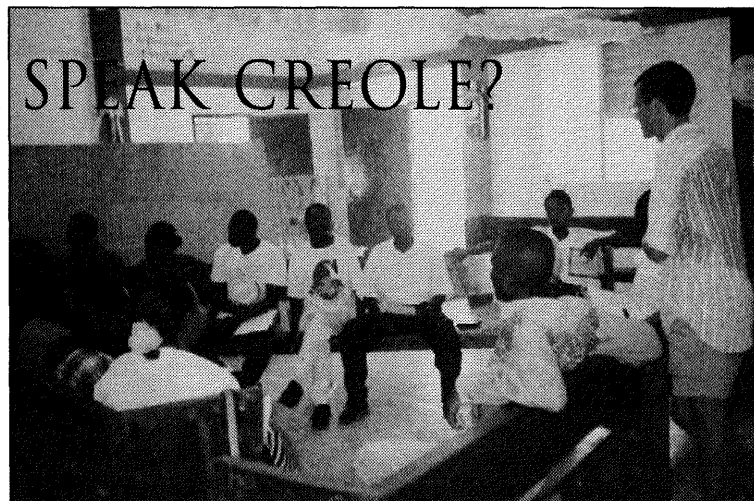
**Peter Weiss** was honored by the Center for Constitutional Rights recently in New York. Weiss, an international trademark attorney, began working for the CCR in 1969 and has served as its vice president

## DID HOMER SPEAK CREOLE?

**E**ske Ekto dwe retournen nan batay?" Should Hector return to battle? This was Steven Werlin's (A85) opening question for an *Iliad* discussion at a teachers' workshop he led in Haiti last summer.

Werlin was in Haiti working with David Diggs (AGI91), co-director of Beyond Borders, a cross-cultural learning project he has been involved with since 1989. Werlin spent eight weeks in Haiti investigating whether and how the Touchstones project might be useful there. Touchstones is a teaching tool that seeks, through the discussion of short texts, to promote active learning, thoughtful reading, and collaboration skills. It resembles the St. John's curriculum in two key aspects: participants read original texts, and they learn by participating in small group discussions rather than by listening to lectures. Started in 1985 by Annapolis tutors Geoffrey Comber, Howard Zeiderman, and Nicholas Maistrellis, the Touchstones program is used by students at many schools in grades 2-12 throughout the U.S. and around the world. Touchstones programs have also been used with prisoners and senior citizens. This July, Werlin will return to Haiti for four weeks to lead a Touchstones workshop whose purpose is to train adult literacy group leaders on Lagonav, an island just off Port au Prince.

Why bring a project that uses difficult original texts and discussion to deal with them – a program like Touchstones – to Haiti, a country that doesn't even meet the most basic literacy requirements of most of its citizens? Staff members of the Haitian organization that works with Beyond Borders, Fondasyon Limye Lavi (Light of Life), felt that something like Touchstones would address issues that Haiti's traditional authoritarian classroom practice leaves unanswered: namely, the passivity of students both socially and in their study habits.



**Steven Werlin leads a great books workshop for teachers in Haiti.**

As Werlin explains, "Education there is as extremely authoritarian as you can possibly imagine: memorization of unexplained facts and drill in unexplained skills. There's a perceived need to break through traditional class and economic structures. In this country, which has been authoritarian for most of its two hundred years, the habits of self-directed thought are pretty beaten down: at the very least, they're not public habits. People might reflect on their own time but they don't think through issues together very much or very productively."

During his stay last summer, Werlin initiated a pilot Touchstones project and led four workshops for about 70 teachers and 30 community activists. Participants ranged from Charlotte Werleigh, the former Prime Minister under Aristide, to literacy activists with only a few years of schooling. "The people that I worked with, on the whole, were not trained schoolteachers, even by Haitian standards. They were people with some modicum of education who have become involved in a community effort to educate those with none. The one thing that they seemed to have in common is a ferocious devotion to bringing education to people who don't have any."

*Members of the St. John's community are invited to make tax-deductible donations to the Haiti project. For information, contact Touchstones at 410-263-2121.*

—by Susan Borden

since 1973. Weiss' precedent-setting case for CCR was *Filartiga v. Pena-Irala*, which established the principle—now studied in every law school—that foreign torturers and other human rights violators can be sued in the United States. Last year he successfully argued before the International Court of Justice that the threat and use of nuclear weapons are illegal under international law.

## 1949

**Richard M. Frank** delivered the Presidential Address at the 206th meeting of the American Oriental Society in Philadelphia. Titled "Hearing and Saying What Was Said," Frank's address was about translation from Arabic into a European language. He attributes his interest in the subject of Muslim philosophical texts to his time at St. John's.

## 1955

**Harold Bauer** writes: "I was in Annapolis from 1951 to 1954; I left after my junior year so that I could begin music studies before being drafted. I obtained my first conducting position in 1962—and have been at it ever since—symphony and opera." Bauer earned his doctorate in composition at Northwestern. He's presently music director of the New Philharmonic at the Arts Center at the College of DuPage in Glen Ellyn, Illinois. The orchestra has quadrupled its audience since its founding at the community college in 1977. Repertoire is drawn from all periods and styles.

## 1957

**Jack Nadol** became Deputy Secretary of the Maryland Depart-

ment of Juvenile Justice in December 1995 following his retirement from the U.S. Department of Justice after a 35 year federal career.

## 1960

**Mary Campbell Gallagher's** memoir of life in Greenwich Village in the 1950s, "Two Dreams of Greenwich Village," appeared in the November-December 1997 issue of *Literal Latte*.

**John H. Puttie** writes: "I have been on the Ventura County Superior Court for almost six years now, am single, and continue to sail. Pam (A61) and I bought a boat before a car when we eloped to California in '58. Our sons were sailing before they could walk. She died over 25 years ago. I continue to read voraciously as well as indulge in music but have in recent years discovered and dwelt on more spiritual aspects of life."



# Alumni Notes & Profiles...

## 1962

**John Miller** is currently president of the Edsel and Eleanor Ford House in Grosse Point Shores, Michigan. He serves on the board of the Library of American Landscape History and wrote the "Afterword" for *The Gardens of Ellen Biddle Shipman*, by Judith Tankard, published in 1996.

## 1963

**Marcia Herman** reports: "I finished my doctorate in Public Health, Maternal and Child Health in 1994 and now am medical director of the North Carolina Child Fatality Prevention Team and an Adjunct Professor of Maternal and Child Health in the School of Public Health at the University of North Carolina, Chapel Hill.

## 1964

"I'm married to an environmental activist," reports **Julie Wiggenhorn Vaill**. She also says that she has one daughter, works as a systems analyst for AT&T in Atlanta, and enjoys living in a log home in the north Georgia mountains. She would love to hear from friends of long ago at P.O. Box 870951, Stone Mountain, GA 30087.

## 1965

**Susan and Jay Ginsberg** write that they are happy to be old enough to see their children do the things they didn't get to do. "David, 28, almost a rabbi, father of 2; Nathaniel, 26, an architect; Steven, 22, enough social conscience to transcend the '60s, Hampshire College; Leah, 18, very serious freshman at Smith, wants to take all the religion courses. And Susan and Jay? Busy in separate businesses, in the natural products industry. Almost old enough to examine life."

## 1966

**Julia Busser du Prey** continues as a music teacher and performer, as a soloist in chamber music ensembles and early music. She is also one of the founders of a Waldorf School initiative in her community and serves as its music teacher. She still loves books, especially on philosophical and spiritual topics. "I want to keep learning until the day I die!" she says.

## 1967

"In addition to my very rewarding work running an Alzheimer's day care center (a voyage of the heart), I'm enjoying extending my

family by becoming an American Field Service parent and working with Servas," writes **Helen Hobart (A)**.

## 1968

**Bruce Baldwin (A)** writes that his son Ian is a junior at West Point. His daughter Marisa is in her third year at Notre Dame Prep in Towson, commuting from Annapolis.

**Carl Bostek (SF)** retired from the Air Force after 27 years of service and is now working on an MSN in Family Practice Nursing. He will graduate in May 1998. "I will continue to do anesthesia but will add primary care with an emphasis on pain management to my practice," he says.

**Ann Morin Levine (A)** has compiled a report on the status of women called *Where Women Stand: An International Report on the Status of Women in 140 Countries, 1997-98*, published by Random House Reference. With collaborator Naomi Neft, Levine gathered statistics that reflect the issues facing women globally, such as education, employment, health, family planning, marriage, and divorce. Some startling statistics from the book: In Brazil, it is not unusual for an employer to require a woman to present a sterilization certificate before she can be hired; women make up more than 97% of the kindergarten teachers in France and the U.S.; about 15 million adolescent girls throughout the world become pregnant each year, and approximately 125,000 die as a result, accounting for about one-quarter of all maternal deaths. Despite advances in women's rights worldwide, and efforts to improve their lives and health, women find that their access to education, employment, and political influence are restricted by their gender.

## 1969

**Maya Hasegawa and Robert Wyckoff (both A)** report that Maya is in her fourth year as Director of the Somerville Women's Commission and was recently closely involved in drafting and winning the support of the governor and state legislative leaders for a bill to establish a permanent independent state Women's Commission in Massachusetts. Bob has been doing



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a lot of music, singing with several gospel choirs, playing trumpet in the Brookline Symphony, and recently writing arrangements and playing to back up the Boston Community

Choir for their First Night performance on New Year's Eve. In his day job Bob puts in three days a week as a consultant for Data Dimensions, Inc., where he is working to fix the Year 2000 bugs he spent 12 years writing into the systems at John Hancock. "It's all about job security," he says.

## 1972

**Grant Wiggins (A)**, who runs the Center on Learning, Assessment, and School Structure, has moved his office to 65 South Main Street, Building B, Pennington, NY 08534. The e-mail address is [info@classnj.org](mailto:info@classnj.org), and the website is at [www.classnj.org](http://www.classnj.org).

## 1973

**Bill McClay (A)** is spending 1997-98 as a Fellow at the Woodrow Wilson International Center for Scholars in Washington, D.C., on leave from his regular position as professor of history at Tulane University in New Orleans. He'll spend the 1998-99 academic year as a visiting professor in the history department at Georgetown, where he'll hold the Royden B. Davis Chair of Interdisciplinary Studies. He would love to hear from old friends in the D.C. area, especially if they know of a place to get a respectable bowl of gumbo.

## 1975

**Dale Mortimer (A)** reports that along with **Evan Dudik (A72)** and **Michael Anthony (A69)**, he traveled to Ashland, Oregon, about 300 miles south of their homes, to visit tutor Eva Brann, who was at Southern Oregon University to deliver a series of evening lectures. Each gave a different introduction about Miss Brann, St. John's, and learning in general. The lectures were about liberal education in a community of learners, under the auspices of the SOU Honors Department.

## 1977

**William Malloy (SF)** writes: "I am still recovering. Thanks for the cards and letters, and especially for the prayers."

**Miriam Hock (AGI)** has completed a Master of Science degree in nursing at Michigan State University and passed the certifying exam for Family Nurse Practitioner in October 1997.

## 1978

**Melinda Skilondz (SF)** has started a video production company in L.A. Rising Star Video Services specializes in taping comedians, actors, and musicians; they started at the Improv with Budd Briedman.

## 1979

*Unspeakable Losses: Understanding the Experience of Pregnancy Loss, Miscarriage, and Abortion*, by **Kim Kluber-Bell (SF)**, has been published by W.W. Norton & Company. Kluber-Bell is a psychotherapist and marriage, family, and child counselor in private practice in Berkeley, California. She specializes in the psychological impact of reproductive crisis and leads support groups through Resolve, the national nonprofit organization for the infertile, for couples struggling with infertility. She lives in Albany, Calif., with her husband and son.

**Jean Kerr Lawson (SGI)** received a PhD in educational policy and leadership from Marquette University in December 1997. Lawson's dissertation is *The Transformational Leadership of Henry Merritt Wriston, President, Lawrence University, 1925-1937*.

**Bill Salter (A)** and Teresa are enjoying their son Laim, born in November of 1996, and are renovating a brownstone in Brooklyn.

**Tony (A79) and Holly (A82) Sanders** announce the arrival of Rachel Carrie Sanders on March 8 (6 pounds, 4 1/2 ounces, 19 inches).

## 1980

**Elizabeth Christian Banta (A)** has been working as a specialist in Employee Benefits Law at Deloitte & Toche since January 1997. She's also taking classes toward an MS in taxation.

**David Wolf (A)** and Jennifer are rejoicing and regrouping after the birth of their first child, Samuel, on August 12, 1997.

## 1981

**Joseph (SF) and Anne Martine (SF84) Moore** send news from Concord, California, where Joseph

# Alumni Notes & Profiles...

now works for a leasing software firm. He's actually attempting to get his actual title on his business card: Imperial Master of Education and Support Lackey.

**Matt Hartzell** (A) says: "Hello!" He's living in Houston.

**Nancy Schaubert** (A) writes that Sarah Anne Schaubert Simmons was born April 24, 1997. "She brings us great joy."

## 1983

**Susie Horovitz** (A) is living in Beer-Sheva, Israel.

## 1984

**Grady Harris** (A) reports that he is now in Atlanta, at 909 Briarcliff Rd. NE #10, Atlanta, GA 30306. "After six years in central Europe, I realized that I was not going to accommodate myself to ten-month winters, so I've returned to Georgia."

**Barbara Hausman** (SGI) has been hired to be a senior develop-

ment manager for U.S. Equities Realty, Inc., in Chicago, Illinois. Hausman will oversee the redevelopment of Philadelphia's 30th Street Station and a project in Chicago's South Loop. Previously she was a vice president of development for Altid Properties, a real estate development and property management firm based in Cambridge, Mass. She began her real estate career in 1987 with The Broadacre Group, developers of North Pier Chicago, and has managed development projects in suburban Chicago, Boston, San Francisco, and the Lakes Region of New Hampshire. In addition to her St. John's degree, she has an MBA from the University of Chicago's Graduate School of Business.

**Peter Green** (A) writes: "In July I was appointed East Europe correspondent for the *International Herald Tribune*. I'm still based in Prague, and now cover about 17 countries from Estonia to Bulgaria, writing mainly about business and politics. The job keeps me constantly on the move, but I love it.

I've been in touch recently with Geoff and Mary Garner, who are in Sicily where Geoff is based with the U.S. Navy, with Diana Fabi and her husband Ed Samson, who've just moved to Toledo, and with George McDowell, whom I'm hoping to cross paths with in Europe." Peter tells classmates coming through Prague to look him up. His e-mail address is [psgreen@terminal.cz](mailto:psgreen@terminal.cz).

## 1985

**Jay Martin** (SF) is currently employed to map the addresses of mental health care providers. He has been accepted to the "modest" graduate school program in Theater Arts at the university of California, Santa Cruz. Correspondents wishing to dissuade him from this frivolous course of study may write to his address in the Alumni Register or e-mail him at [aias@sfnet.com](mailto:aias@sfnet.com). Although he has lived in San Francisco for four years and plans to return there, Jay lived in Santa Cruz for six years previously,

long enough to help start the durable "...Um...Gee... Um...Productions." This improv theater group will celebrate its tenth anniversary next February, and without a single original member still in it—except as invited guest players, Jay hopes.

**Linda Sullivan Shea** (SF) wrote a "New Mexican thriller," *Crying Woman*, which won first place in the Writer's Digest script competition and was a semi-finalist in the Wisconsin Screenwriter's Forum contest.

## 1986

**Debbie Humphries** (SF) reports that she had a second son, Cameron Jack Humphries, born at home with the help of his father, on June 9, 1997. She's doing a post-doctoral fellowship with the Prevention Research Center at West Virginia University on cardiovascular disease risk factors in women in West Virginia.

**John Lawton** (SF) received his

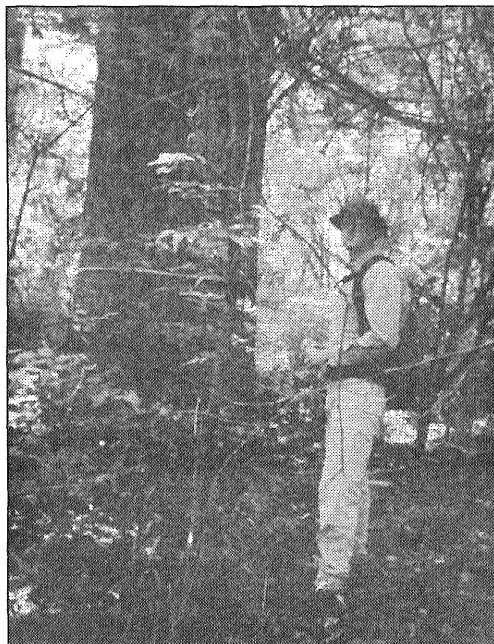
## ECOLOGY FROM MANY ANGLES

*Working in the field, being a player in academia, and becoming a conservation activist: Andrew Kroll is trying all three.*

Letters from Andrew Kroll, A94, arrive with an Armadillo stamped on the back flap. His intriguing return address is "Armadillo World Headquarters" located in Albuquerque. What's the story? An Annapolis alum who is captivated by charming, bony-plated nocturnal mammals? Kroll, it turns out, spent his first three years on the Santa Fe campus, and most of the past four years he has been working as a field biologist in Colorado, Utah, Texas, California, and New Mexico. Armadillo World Headquarters is his own project; he monitors wilderness issues in the Sandia and Manzano Mountains in New Mexico and the Wichita Mountains in western Oklahoma.

"When I graduated from Annapolis, I was interested in getting away from the St. John's thing. I was trying to prevent getting into a rut with the rest of my life," says Kroll. He first worked for a conservation group in southern Colorado studying land use issues. Then he worked for several years for the U.S. Forest Service researching raptors in southeastern Utah, amphibians in the High Sierra of California, and bottomland hardwood forests in Texas. After enrolling in school in Texas, he decided to make ecology his career.

Currently Kroll is conducting breeding surveys of cavity-nesting birds in woods along the Rio Grande streambed in Albuquerque. He's also studying rodent communities in southern Arizona. "Based on changes in the rodent communities we are able to make statements about how the climate is changing," he says. "Even though the area is getting more rainfall, it is undergoing desertification. There are changes due to human land use practices like overgrazing, but it's hard to say what the major contributing factor is. This is happening all over the southwest." This project is typical of the kind that Kroll is most interested in: he wants to find out how everything works within a particular environment. "In ecology, we combine a lot of different disciplines—chemistry, biology, zoology, even computer science to do modeling," he says. Ecologists study what Kroll characterizes as the "energy flow" of an environment: how nutrients are brought in, how they are



Andrew Kroll in the field—along the Trinity River in Texas.

utilized and recycled.

Having a St. John's background is both a help and a hindrance in the study of ecology, thinks Kroll. On the one hand, the ability to synthesize information and to understand what scientists in the different disciplines are doing is valuable. "In ecology, you have to take a broad view," he says, "which St. John's does. And you have to really understand the scientific method, particularly as it is used in chemistry and physics. Biologists are striving to get the predictive certainty of those sciences." The downside of having learned science at St. John's is that "you just don't know as much hard information as the other students, who have been working in biology since they were 17. They are highly specialized." Kroll says he needs plenty of coursework to catch up. He plans on entering a doctoral program next year.

Looking at the big picture, which is what ecologists do, Kroll finds himself in a hard position. He has been in the field for a number of years, where he has been exposed to some complicated philosophical issues like how important wilderness is to civilization, and what is the best use of protected wilderness. Dealing with these issues has led him to take some strong positions on conservation. The Armadillo World Headquarters is a result of Kroll's desire to speak out—"I look at land use plans, comment on them in public forums, and try to get other people involved," he says. "We need to do the right thing for the forests, and that's not what the Forest Service's priority is. Their agenda is based on how many cows you can graze there, or how much resources can be extracted. These things shouldn't be resolved by bureaucracy—people should get involved in the process." But, says Kroll, people in the field, and also academically qualified scientists, are not supposed to comment on these kinds of issues; they are supposed to present data. "After I get my PhD," says Kroll, "I hope to work for a government agency. I would like to work from within the system. If I invest the time and get to a respected position, I'll be able to do that." ●

—by Barbara Goyette



# Alumni Notes & Profiles...

master's degree in computer programming from the University of New Mexico in December 1996. He worked briefly in Fairfax, Virginia, but returned to Albuquerque in September 1997 and still works there. John, his wife, Karin, and their 3-year-old son, Nikolai, live at 515 Tulane SE, Albuquerque, NM 87106.

## 1987

**Charlotte Glover** (SF) writes: "I'm still living in Alaska and will soon be president of the Alaska Library Association. I recently hosted a Great Books reading group at the library and found it a rich experience to look at our college texts with wiser eyes."

## 1988

**Erin Milnes** (A) is still living in San Francisco and currently works as an editor for *West*. She enjoyed camping and driving cross-country last fall and had a blast at Homecoming '97. She hopes to make it to this year's Homecoming and welcomes news from classmates via e-mail: [emilnes@earthlink.net](mailto:emilnes@earthlink.net).

**Jeff Falero** (A) now works for McDaniel Engineering in San Bernardino.

## 1989

**Tom Quigley** (A) recently celebrated his fifth anniversary with John Macartney. They are involved in non-representational yet non-abstract art, mostly mosaics and patterning of tile or paper. Please e-mail: [otter7@webtv.net](mailto:otter7@webtv.net).

**Blase Bechtel** (A) and his family are now living in Munich, Germany. Blase, Mary Beth, Morgan (8), Nate (6), and Lauren (4) have been seeing southern Germany since their arrival in July and are planning a triumphant tour of Europe over the next three years—especially the museums, cathedrals, and battlefields. Blase has also found time to perform his official duties for the Defense Department as a liaison officer to the German government. Everyone is invited to visit, but Blase says to get your reservations in early as in-laws and relatives have the spare bedroom booked through 1998. His e-mail address is: [B3BLASE@aol.com](mailto:B3BLASE@aol.com).

## 1990

**Kelly Koepke** (SF) moved to Phoenix, Arizona, in June 1997. She is working as a regional manager for the national office of the Make-A-Wish Foundation, covering the 16 local affiliates of the foundation in the Southeastern United States.

**Kevin Graham** (A) continues to

teach philosophy at Creighton University in Omaha, while his spouse **Deirdre Routt** (A91) recently started work as an archivist at the Union Pacific Railroad Museum.

**Andy Ghiz** (A) writes: "Christi and I are living in Pittsburgh with our two cats and are almost finished renovating our 70-year-old farmhouse. I finished a two-year MBA program in December, 1996, at the University of Pittsburgh. E-mail would be welcome at [aghiz@aghiz.com](mailto:aghiz@aghiz.com)."

## 1991

**Perrin Cunningham** (SGI) is completing his fifth year as an instructor in the philosophy department at the University of Colorado-Colorado Springs. This summer he is participating in a National Endowment for the Humanities Summer Seminar, "Issues in the Philosophy of Childhood," at the University of Massachusetts in Amherst. He writes:

"I share a house and large garden in Colorado Springs with my companion, Professor Rex Welshon; my 4-year-old daughter, Anna James; and our two dogs, two cats, one bunny and a fish. I can be reached at: 846 East Buena Ventura, Colorado Springs, CO 80907; home phone: 719-448-0280; e-mail: [perrinc@brain.uccs.edu](mailto:perrinc@brain.uccs.edu)."

## 1992

**Michael Zinanti** (SF) and **Susan Svetich Zinanti** (SF93) would like to share the joyful news of the birth of their daughter, Anna Grace Zinanti, on May 2, 1997. "We are delighted to have her and enjoying (almost) every minute of being new parents!"

**Claire Darling** (SF) writes: "Jim and I bought a house! Yay, life is good. I want to start a chapter in western Massachusetts/Vermont area. Maybe do program with local poor. Anyone read *Harper's*?"

**Lila Kerns** (SF) received her master's degree in education in 1997 from Salen-Teikyo University, and will begin a doctoral program this fall at the University of Kentucky. She works at Three Chimneys Farm handling brood mares and foals.

**Catherine Barrier** (A) graduated in 1996 from the University of North Carolina Law School, after spending her last year as a visiting student at Columbia so that she could concentrate on her main areas of interest, land-use and arts law. While in New York, she started working as an intern at New York City's Landmarks Preservation Commission. After graduation she stayed on at the commission in the Counsel's Office until mid-1997.

Since this past fall, she's been enrolled at Tulane University School of Architecture in their Master of Preservation Studies program, and she expects to get her degree sometime this year. After classes end, she starts work at a new job, back home in Little Rock, as the Assistant Director of the Capitol Zoning District Commission, a state agency that regulates planning and preservation-related matters in several historic districts. On a more fun note, she just got back from a week-long trip to Cuba, which was wonderful and incredibly beautiful. Anyone who can go, should, she says.

## 1993

**Amanda Klein** (A) writes: "I am thrilled to announce the birth of my son, Gabriel Crimmins Klein, 9 lbs., 6 oz., on January 19, 1998. I want to express my thanks to **Jonathan Crimmins** (A95) without whom my biological clock would still be ticking loudly. Gabriel was born at home (i.e., my mom's house). Although I am pleased to have received midwifery care and to have avoided the pitfalls of modern hospital obstetrics, my 27-hour labor was neither beautiful nor spiritual: It hurt like hell. Gabriel is of course a singularly attractive and clever baby, and expresses himself in a near-constant stream of grunts, snorts, wheezes, and squeaks. I was conveniently laid off at the end of December from my position coordinating an AIDS prevention project, and I am about to start a job as a therapist at a community mental health clinic that serves Seattle's sexual minority community."

**Jeff Seidman** (A) married Lisa Radhika Kaul in New Delhi, India in December. He writes: "Lisa is a Rhodes Scholar from India who earned her PhD in Social Anthropology from Oxford in 1995. We met while we were both students here (at Oxford) in 1993-95. We are both living and studying in Oxford again this year."

**Anna Vaserstein** (A) is living in Vermont and working as a special assistant attorney general for the Vermont Office of the Attorney General. She is moonlighting as a sign painter for a local community center.

**John Markos O'Neill** (SF) has moved to 801 West El Camino Real, Suite 164, Mountain View, CA 94040-2511.

**Nancy Marcus** (A) reports that she survived law school and the Ohio bar exam. She is now working as a public interest attorney for Southeastern Ohio Legal Services in the Appalachian foothills.

**Julie Girone Martin** (A) and her husband Eric announce the birth of Charlotte Rosemary on January 14,

1998.

**Colin Meeder** (A) has been awarded a Robert Bosch Foundation Fellowship for 1998-99. The foundation, of Stuttgart, Germany, gives young American professionals the opportunity to work full-time internships in Germany. Fellows work in branches of the German federal government and in high-level internships relating to their professional experience. Meeder, who graduated from Harvard Law School, is an associate with Fried, Frank, Harris, Shriver and Jacobsen in Washington, D.C.

## 1995

**Michael G. Gaffney, Jr.** (A) just graduated from Marine Corps Officer Candidate School in Quantico, Virginia. He is now a second lieutenant. **Rebecca E. Michael** (A97) is working at the Maret School in Washington, D.C., as a development associate. They live in D.C. with their cat, Lucy.

## 1996

**Carl McLaughlin** (A) was married to **Jessica Wensell** (A95) on April 21, 1998, in Lebanon, Pennsylvania.

**Rebecca Kenton** (AGI) teaches at an all-girls boarding school in Stevenson, Maryland, with grades 9-12. In the fall of 1997 she taught a course in Russian literature where she linked Nietzsche's thesis of "The Will to Power" to the main character in *Crime and Punishment*. She also had her students prepare opening questions and embraced the Socratic method as much as possible. "I try to draw on my St. John's experience whenever I can!" she says.

**Steve Pearson** (SF) has moved to Athens, Georgia, where he is pursuing a master of fine arts degree.

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

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**In Santa Fe: The Reporter, St. John's College, 1160 Camino Cruz Blanca, Santa Fe, NM 87501; 505-984-6103; [e-skewes@mail.sjcsf.edu](mailto:e-skewes@mail.sjcsf.edu).**

# The Program...

## HOW SMALL IS SMALL, HOW LARGE IS LARGE?

### *Dean's Statement of Educational Policy*

by Harvey Flaumenhaft, Dean in Annapolis

*The Dean's Statement this year takes an unusual form—it is comprised of a series of memos, meeting notes, and reflections on the size of the college. Excerpts are printed in The Reporter. For a complete copy of the Statement, call the Dean's office at 410-626-2510.*

**H**ow many undergraduate students is it best to have on a campus of St. John's College?

This Statement of Educational Policy will deal with that question in itself, abstracting from the existence of two campuses and the Graduate Institute. It arises from experience on the Annapolis campus, but it is meant to be relevant to both campuses.

The question has been the subject of a year-long deliberation, and the conclusion that we come to will shape the life of the College for a long time to come. We need to be clear about what we want, and about what we need to do about what we want. The process is therefore as important as the outcome. For that reason, this Statement has been cast into a somewhat unusual form. It incorporates a number of documents that constitute a record of our thinking together about the question, after which it presents the Dean's reflections on the many varied voices that he's heard, with the recommendations that they've led him to.

The Statement falls into seven parts, including: a description of the current enrollment situation in Annapolis; the posing of the question; notes of deliberations by faculty, officers, Santa Fe tutors, and students; a conclusion.

#### **I. President's Memo of 9/97**

A year ago we reaffirmed our desire to be a campus of 400-425 undergraduate students even as enrollment grew to 440 last fall and 460 in the spring of 1997. The reason for the growth was a combination of higher than usual student retention in recent years [not as many students dropped out] and larger than expected January

Freshman classes of roughly 40 students in each of the past two years...

For the fall of 1997, a substantially larger than normal percentage of those prospectives admitted by the college have accepted the college's offers of admission... We have chosen to expand the freshman class to 126, while adding five new teaching stations...

#### **II. Dean's Memo of 9/97**

What size would be best for the College? That question has indeed come up from time to time, and the predominant sentiment of the faculty would seem to be that smaller is better. As a newcomer, fresh from urban university environments that I enjoyed, I wished that the College were bigger; but the longer I've been here, the more I've come to appreciate the advantages of smallness. Whenever I've had doubts, they've been dispelled by taking a close look at what the alternative has led to.

In the 30 years that I've been here, the world has changed a great deal, however, and with those changes we've lost many of the benefits that we once derived from our smallness. In the last few years I've begun to ask myself: would a bit of shrinking suffice to bring those benefits back? In fact, I've begun to ask myself whether a bit of shrinking might even impede any effort to bring them back.

For example: We used to find many more tutors in the coffee shop for long stretches of time—studying, meeting, and conversing. But that was when many more of them lived within walking distance of the college and didn't have children and working spouses. Times have changed. To the extent that we rely, for the transmission of lore worth preserving and for the generation of new ideas, on tutors' sharing their thought in the course of innumerable hours of conversation, we need to find new means to serve abiding ends in changing circumstances. Perhaps a slightly larger size would make it more feasible to find the money to build more classrooms—so that we could schedule more

classes at the same time, so that more tutors could have the same time during the day free to meet...

(I should make one thing clear. It's true that we're already somewhat larger than we've been in recent years, and that we're a great deal larger than we were sometime ago. Currently, however, without any intention to make things so, we are in fact larger than the size for which we are budgeted; indeed, the intention of the President and Treasurer is to shrink the College...back to the size that we were a number of years ago. There isn't any administrative momentum toward growth, or managerial maneuver to promote it...)

...We should first have a faculty meeting devoted to a free-for-all consideration of our many concerns relating to the size of the college (abstracting for now from considerations relating to the Graduate Institute or the campus in Santa Fe) ...A group composed of three tutors asked by the Dean should digest the notes from this meeting—a newcomer (someone who's been here less than 10 years), and old-timer (someone who's been here more than 20 years, and someone who is neither. The group should list the advantages and disadvantages, the benefits and costs by our being small (325-375 students), or medium (375-425), or large (425-475)...

The report of that group of three tutors would then be discussed by the Instruction Committee, in consultation with ...[the Treasurer, the Vice President, the Registrar, the Admissions Director, and the Financial Aid Director]. The Instruction Committee would then digest what they'd learned and add a report of their own about the feasibility, costs, and other conse-



PHOTO BY MICHELLE BAKER

**Two years ago work was completed on the Greenfield Library, which finally has enough room to hold the college's collection of books. It also provides much-needed quiet study space for students.**

quences of various alternatives...

The Dean would then lay both reports before a later faculty meeting;...there would be for the first time a full and clear rationale of the faculty's preference with respect to size...

#### **III. Report of the Faculty Committee**

[The faculty committee consisted of Adam Schulman, David Townsend, and Sam Kutler. The committee report analyzed the following aspects of the size question. This is a summary and paraphrase of their findings:]

**Budgetary considerations.** A larger student body does offer clear financial advantages.

**Pressures of facilities and staff.** Classroom space becomes scarcer, athletic and dining facilities more crowded, dorms fuller. Beyond a certain point, non-teaching staff of the college will become overburdened. It is easy to appoint new tutors to accommodate a 20% increase in enrollment, but

*continued on page 23*

*Peter Huidekoper, editor of the Alumni Association section of The Reporter (see pp. 15-16), would like to collect alumni responses to the questions raised in this Dean's Statement. If you would like to weigh in on the issues, contact him at: 2395 S. Milwaukee St., Denver, CO 80210, 303-757-1225, or e-mail peterhdkpr@aol.com. A selection of responses will appear in the next issue of the Alumni Association section.*



## Campus Life...

### WESTWARD WAGONS HO!

*Across the vast heartland of America, students journey to meet the "other Johnnies."*

BY SUS3AN BORDEN

St. John's is often described as a single college with a bi-campi community separated by a vast continent. Who among us, the students ask, can bridge these two campuses? Who has the excellence of soul, the strength of character, the virtue of endurance, or, perhaps more important, the money for gas? This past spring break, fourteen students answered that question, renting two mini-vans for a trip from Annapolis to Santa Fe. While the students were required to supply the soul, character, and endurance



PHOTO ILLUSTRATION BY SARAH WATERS

to cross the country, the Delegate Council coughed up half of the gas money as part of their sponsorship of the official D.C. club, Westward Wagons Ho!

According to its charter (necessary to secure D.C. funds), the mission of Westward Wagons Ho! is "to introduce Annapolis students to the exotic liberal-arts sustren of Santa Fe: mainly by means of a perilous expedition from hither to yon."

While the students made the perilous trip in a healthy 37 hours, travel was complicated slightly by a condition of the charter stipulating the manner of address of the club leader. "The archon will be addressed with respect by members in proportion to the altitude at which the addressing occurs: "lackey" is appropriate in Annapolis, "you" halfway there, "O Great Archon!" while in Fe."

Upon arriving in Santa Fe, the students were treated to an impressive show of western hospitality. Senior Matt Johnston (a former Annapolis denizen) and director of residence Kathy Mizrahi found rooms for their eastern comrades. The visitors set about exploring the campus.

"The chairs are identical," noted club archon Derek Alexander. "It's of universal importance to Johnnies both east and west to sit in a chair with a rung to rest their feet on. If the chair has no rung, the seminar is over."

At the end of the week, the Annapolis Waltz Committee, in the person of archon Chris Gillen, hosted a waltz in Santa Fe's Great Hall. The Santa Fe group, for their part, had called the Annapolis music library for some swing music and put together a swing band.

"The whole week, and the waltz party in particular, had the feel of a family reunion," says Alexander. While this feeling may have been sharper for the Santa Fe transfers who were reuniting with friends, the feeling also pervaded those who had always stuck with the Annapolis campus.

"Meeting the Johnnies in Santa Fe was like finding cousins you didn't know you had. The near otherness of it was a lot of fun," says Alexander. We all agreed: there's nothing better than a Johnny theme vacation. You're at St. John's, only not *your* St. John's. Classes are going on, and you can observe them, but you don't have to go. You're surrounded by Johnnies, only not Johnnies you're tired of. You're at home, only the location is different. It was just perfect." ●

### TO MEXICO OR TO THE SOFA?

*Santa Fe students answer the perennial spring break question.*

BY CAROLINE KNAPP, SF 00

If spring break for thousands of college students means beaches, bikinis, and beer guzzlin' contests sponsored by major corporations, what does it mean for Johnnies? *The Reporter* conducted an informal survey of students on the Santa Fe campus, and came up with a picture of breaks that would probably baffle MTV. Not that students didn't have fun...

Damien Richards '99, Alex Everett '98, Aman Cholas '98, Adrian Boese '99, and two friends journeyed to Real de Quatorce, in San Luis Potosi, Mexico. Richards described the town as "an old ghost town... but with incredibly opulent buildings... half abandoned and half prosperous." After driving to the border and taking buses to San Luis Potosi, the group reached the town in the only possible way, through a mile long tunnel hand-carved by Indians in the town's mining hey-day. Also traveling internationally

were Dan Rose '00, and Eilen Jewell '01, who went to Guatemala, where Jewell reportedly fought off a robbery attempt.

Those who did their road tripping in the U.S. included Anne Berven '00, Abigail Weinberg '00, Mary Lorio '00 and Caroline Knapp '00, who dubbed their trip to California the "Estrogen Excursion." Adrian Lucia '00 got a taste of life as a "groupie" when he accompanied his best friend as he performed in bars and clubs all over California and the West. The tour culminated in a Friday night performance in the coffee shop on campus.

Since sophomore enabling essays were due only a week after the end of break, many had vacations devoted partially or wholly to paper writing. Gabe Caffrey '00, who stayed at school to write his paper, reported that "an empty campus is really spooky." Susan Raye '00 had

a Biblical vacation, in preparation for her enabling essay: "I read Deuteronomy, Isaiah, Micah (or was it Malachi?)... translated some Luke..."

Others preferred to work, or not work, at home. Jerome Moroux '01 returned to Lafayette, La., where he celebrated his birthday in true Louisiana style by "eating a lot of crayfish with my friend Ian Mullet '01, who's from Covington." But not all of those who returned home were so active. George Finney '99, reported that he "sat in the house all day and watched TV. I got to see the new episodes of Seinfeld." Omar Rivera '99 also parked himself in front of the television, though he watched the dubiously more exciting 60 Minutes episode with Kathleen Willey. He pronounced it "disappointing, not shocking."

Last, but certainly far from least, the Student Activities Office sponsored a rafting trip on the San

Juan River in Utah that was attended by almost 30 students. Rafaelle Abramovitz '01 enjoyed the trip as a whole, but said that the highlight for her was getting to be one of only two students who weren't in the raft. She and Shane Stump '01 paddled alongside the rafts for most of the trip. "We were super special," she affirmed.

Tony Dee '98 and Sarah Studd '98, attending the SAO trip for the second straight year, declared that there was "no better choice." They, and indeed all the participants, said that the highlight of the trip was watching Brendan O'Neill of the SAO office get his raft lodged in a difficult rapid. "We knew it was going to happen," said Studd. "If anyone was going to get stuck, it was going to be that big rubber yam." Dee added that O'Neill owed his rescue to a "giant leaping beaver." O'Neill could not be reached for comment. ●

# Campus Life...

## DULL CARE BEGONE

*A bad case of the February doldrums gets banished with music.*

BY SUS3AN BORDEN

Sunday, February 22 was bittersweet for folk music lovers on the Annapolis campus. Scheduled for this day was a sing-along, a folksy event held the last six years in an attempt to banish the February doldrums through music and merry-making. This year, however, spring had arrived early. The sun was shining through the windows of the Great Hall and outside, crocuses were already in bloom. But despite nature's unreasonable good cheer, the sing-along's theme, "Dull Care Begone," was still meaningful for the eighty-or-so students, tutors, staff members, and assorted children gathered for the event. Granted, the weather had banished the usual winter doldrums. But the dull care on this bright February day was the loss of tutor Michael Littleton, who had performed at the sing-along for the past three years and who died just two weeks before the event. His spirit brought gentle undertones of sweetness and sadness to many of the songs.

The sing-along tradition began six years ago when tutor Joe Sachs suggested to then-dean Eva Brann that the college needed something, perhaps singing, to cheer up the students when the mid-February doldrums strike. Brann asked Santa Fe tutor and blues guitarist Carey Stickney to come to Annapolis for Valentine's Day weekend. With Stickney signed on as the featured musician, a songfest was organized to include tutors Wendy Allanbrook, Chester Burke, Jon Tuck, and Judy Seeger; Seeger's husband Tony (nephew of folksinger Pete Seeger); music librarian Eric Stoltzfus; and former music librarian Tina Davidson.

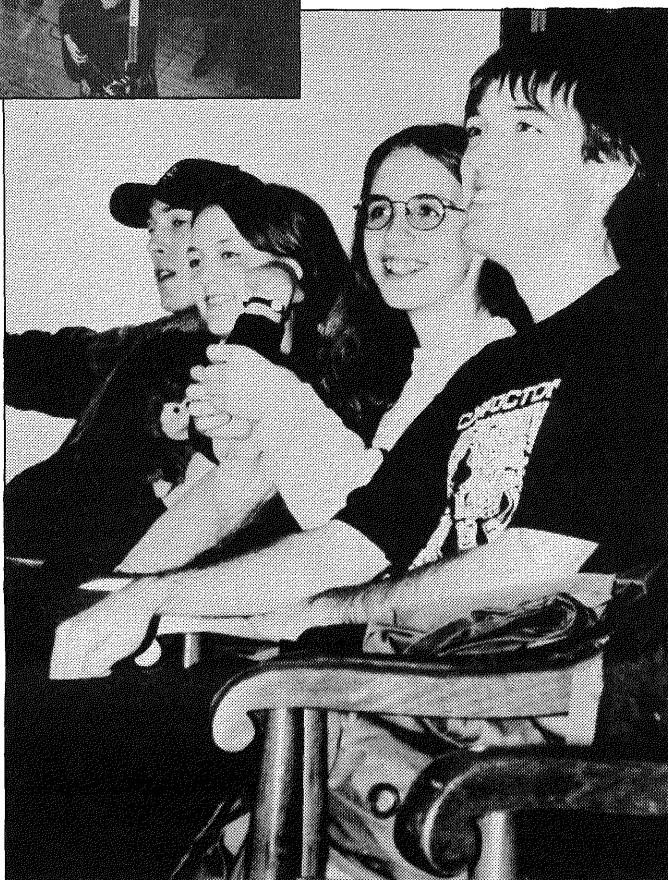
This year, tutors Chester Burke, Henry Higuera, George Duskow, Jon Tuck, and Judy and Tony Seeger took the stage. They performed over a dozen songs, some standard ("Turn, Turn, Turn" and "Blowin' in the Wind") some international ("Guantanamera" and "Die Gedanken Sind Frei") and some topical ("The Titanic").

And, as they do every year, they played a program-related song. Previous sing-along audiences were treated to "Don't Know Much About History," Tom Lehrer's "Oedipus Rex," and, a song Jon Tuck describes as the college seen from the tutors' perspective: "The Great Pretenders." For this year's



Tutors Chester Burke, Henry Higuera, and Judy Seeger (left to right), with Tony Seeger.

PHOTOS BY SYLVIA RAMECKERS



In what has become a mid-winter tradition, students fight the post-essay slump as they participate in a folksy sing-along.

performance, Tuck reworked the lyrics to "The Wabash Cannonball" to create "The Western Canonball." While Tuck sang the verses, Ms. Brann was enlisted to lead the audience in the chorus, a charge she fulfilled with a degree of panache appropriate to a former dean.

Those who missed the sing-along are invited to banish all dull care with Tuck's new masterpiece:

**The Western Canonball**  
(sung to the tune of "The Wabash Cannonball")

*Chorus:* Oh listen to the Logos,  
and listen to your heart  
As you glide through all the  
authors, through every liberal art;  
Hear the mighty rush of the  
freshmen, hear the lonesome  
seniors call,

I'm traveling through the jungle  
on the Western Canonball.

From the great Atlantic ocean,  
from that European shore,

From Athens and Jerusalem  
come the authors we adore.

They're dead and white and  
masculine, they're known and loved

by all,

They're the regular combination  
of the Western Canonball.

They came from old Chicago U.  
some sixty years ago;

As they rolled in to the Program,  
you could hear the whispers go;

There's Homer, Hobbes, and  
Hegel, there's Plato and St. Paul,

They came with Scott Buchanan  
on the Western Canonball.

Oh the Eastern books are dandy,  
say the folks in Santa Fe  
From the Vedas to Confucius,  
and Lao-Tze by the way;

But we won't give up Plotinus till  
the darkness round us falls;

No changes can be taken on the  
Western Canonball

Here's to our daddy classics, may  
their names forever stand,

And always be remembered and  
taught throughout the land.

Though their earthly race may  
falter, in the West's decline and fall,

Still we never study history on the  
Western Canonball. ●

## POSITION ANNOUNCEMENTS ANNAPOLIS CAMPUS

### Librarian

The Librarian is responsible for all aspects of library management, including acquisitions, budgets, personnel, and information systems development and services. Responsible for development of the library's holdings through purchases and donation. Fosters an effective working relationship with students, faculty, staff, other professional librarians, and the general public.

Qualifications: Bachelor's degree and MLS; five years of academic library experience, three in a supervisory capacity. Ability to understand the college's program of instruction. Excellent managerial, organizational, and communications skills. Computer literate.

### Registrar

The Registrar plans and carries out undergraduate registration, and constructs and implements the undergraduate academic schedule. Organizes and maintains academic records, both undergraduate and graduate, and the related activities of enrollment verification and transcript service to all students and alumni; acts as a liaison between the college and other educational institutions, as well as federal and state agencies.

Qualifications: Bachelor's degree, with at least three years relevant experience, or acceptable combination of education and experience. Some understanding of the St. John's program. Excellent computer skills, including knowledge of database management. Knowledge of FERPA, INS, and VA regulations.

Interviewing for both positions will begin in early June. Interested applicants should fax a cover letter and resume to the Director of Personnel, St. John's College, Box 2800, Annapolis MD 21404. Fax: 410-626-2886.



## Obituaries...

### Michael Littleton, Tutor

*Chester Burke, A74, now a tutor at the college, delivered the following tribute at the service for Michael Littleton in February.*

Michael Littleton. Michael Littleton. Michael Littleton. The power of this name magically calls forth a world of kindness, gentleness, and sonorous depths of the spirit. How will we, his friends, colleagues, and family, manage to live as before in a world which no longer contains the man himself? In what imagination, save that of his creator, could the possibility of such a man exist?

It was my good fortune to have been assigned to Michael's music tutorial at St. John's College. His gift to me was to instill the love of music into my soul. I tried to express my gratitude to him in different ways on various occasions during the past 20 years, but never felt that I succeeded.

Michael was everything a tutor should be. I can't remember a minute of time not spent listening to, struggling with, and talking about music. Time took on a certain vibrancy and fullness once you walked into his classroom. Michael would play an excerpt, give us time to take it in (I soon realized that he himself was continually overwhelmed by the very music he was presenting), laugh the laugh of being in the presence of a miracle, and then ask the question he was no doubt asking himself. While we would occasionally be annoyed with each other's answers, this was never Michael's response. I felt as if in the presence of a guide who, while saving his own soul, had the generosity to invite others to join him, without the slightest trace of harshness or sense of superiority.

It wasn't long before I found out that Michael had a rich family life and a tremendous commitment to his church choir. For several years I sang and played my flute in his choir. I have to admit that the most rewarding part of this was being able to spend time with Michael. We would have short bursts of conversation, primarily about Plato's "Phaedo" and the power of dreams, while putting on choir robes. Michael was a man to whom you absolutely wanted to speak when you thought you had discovered something. Michael made you realize that you had a soul. The more excited I would get, the more I would see his face sympathetically light up in encouragement; almost as if I was running the race of and for my life and there was Michael Littleton cheering me on with laughter and with love.

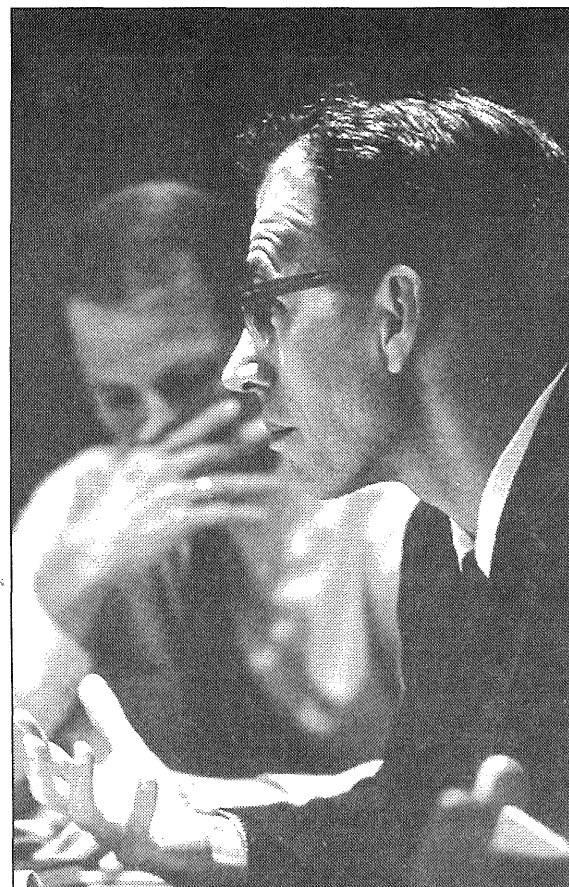
Not that Michael was always quiet. How many times have we all heard him surface from his depths, eyes shining, every muscle in his face working to deliver some thought. If what he said at first didn't quite make sense, you simply had to wait and eventually you would receive your reward. Great things take time and rarely come in neat and shapely packages. Or rather, the profound shapes have to be heard in such a way that all their parts may fit together in time. To listen to Michael tell a story was to be drawn as if by a

piece of music, enchanted by the powerful jazz-like rhythms of his voice, expecting a conclusion the precise nature of which you had not the slightest clue because it was being fashioned with exhaustive work and with love while he was speaking.

Socrates tells us at the beginning of the "Phaedo" that the same dream would often come to him: Socrates, it said, "make music and work at it." For Socrates this meant engaging in what he considered to be the greatest kind of music,

philosophy. Now I am sure Michael must have had many dreams, and though I am thoroughly ignorant of their content, I want to assert that he went one step beyond Socrates. Michael not only made music but he was music. Everything about him flowed with the urgency of a musical phrase. Everything about him pointed to another world about whose nature we can sometimes dream and at all other times only make feeble stabs with our words.

There are two endings to this tribute to Michael: the first is one of sorrow. But the second ending is one of hope. The thought is not original, at best a pale imitation of the end of a book dear to Michael. The feeling, however, is genuine. Why can't every one of us on a daily basis remind ourselves of the superb gift we were able to share called Michael Littleton? Wouldn't the memory of Michael help to free us from the many things which only cause anguish, jealousy, and strife? Wouldn't such a memory deepen our sense of community, guide us toward what is really important during the short time we are given here below, make us better family members and remind us how precious is the time spent with friends? I want some day, if only for an instant, to hear the music Michael heard—I want to hear it with all of you. ●



### Gary David Friend and Donor

Gary C. David, 40, of Belleville, Ill., died Feb. 24 at his home. He was a long-time friend and benefactor of St. John's, having donated hundreds of books to Meem Library. In 1996, the college recognized his contributions at a special reception held at the library. Inga Waite, the college's librarian, remembers her first encounter with David in 1993.

"He called me up, talked to me about the college program, and asked if he could give us a copy of Skeat's Entomological Dictionary of the English Language. From that time on, he became a faithful donor, sending boxes of books to Meem Library on almost a monthly basis. Gary was a man of modest means, and his health was not good. Nevertheless, over the years he donated hundreds of books, both new and used, and several hundred dollars toward our library collection. He was not an alumnus, but he was passionate about the program, having had friends who attended the



college. Gary was interested in all aspects of the curriculum, and in recent years became a staunch supporter of Eastern Classics.

"Gary had a dry sense of humor, and from time to time would send non-book items to the college. Once he sent the library staff a Japanese tea set; on another occasion he mailed the Graduate Institute Office a gilded Buddha.

"The last time I spoke with Gary, he told me in his matter-of-fact way,

'Well, I'm done.' Gary's generosity, however, has outlived him; the college community will remember his kindness, and will benefit from his friendship for years to come."

He is survived by his parents, Ralph and Ruth David; three brothers, Terry, David and Dale; and two sisters, Kathleen Johnson and Mary Harris.

### Joshua Cooper Class of 1926

Retired Navy Rear Adm. Joshua W. Cooper died in February in Alexandria, Virginia. Adm. Cooper attended St. John's and graduated from the Naval Academy in 1927. He was awarded the Navy Cross, the nation's second highest award for valor, for his actions during the Battle of Surigao Straits in the Philippines. He also served in the Korean War, when he was commander of the battleship *USS Iowa*.

Adm. Cooper was born in Surry, Virginia. He served in the Navy for 36 years, mostly on destroyers and battleships. He also held several top

staff posts, and after World War II was head of the U.S. military mission in Norway. He served on the board of trustees of the Naval Academy Foundation.

Adm. Cooper's wife Rena died in 1993. He is survived by a daughter and a son, two brothers, two grandchildren, and three great-grandchildren.

### Noted...

William M. Darden, class of 1941, on December 31, 1997.

Patricia Posey, class of 1970 (A).

Arthur Townshend, Jr., class of 1926, on February 1, 1998.

Robert S. Johnson, Santa Fe Graduate Institute, class of 1972, on January 6, 1998.

Carol Lightner Tucker, class of 1969 (SF).

*The Dean's Statement, continued from page 19*

more challenging to expand the staff. For the present enrollment of 450-475, facilities and staff are adequate.

**Building.** A larger enrollment would create a need for building projects but would also help to finance them. Additional building might improve the quality of campus life, not just its size.

**Intimacy and diversity.** When the college was smaller (about 300 students) it was a more intimate place. Everyone—students and faculty alike—knew one another by name. Tutors spent more time on campus...Now students don't know each other so well, nor do members of the faculty...

On the other hand, perhaps the intimacy of the old college cannot be recovered merely by shrinking the size of the college. Students work longer hours in order to pay for their education, so they have less time outside of class to get to know each other. Other factors, like children, working spouses and longer commuting distances, conspire to draw tutors away from the campus...Furthermore, a smaller, closer-knit community can perhaps be too intense...We introduced preceptorials in part in order to combat the malaise of the senior year by adding the variety of mixing with juniors. An unhealthy intensity may have contributed to the higher rate of attrition when the college was small.

A larger student body, and concomitantly a larger faculty, makes possible a more diverse community...

**Admissions and selectivity.**

Perhaps we should be willing to increase admissions in order to accommodate the demand that the greater number of applications indicates (the principle being, to turn away no one willing and able to benefit from a St. John's education). On the other hand, if we remain the same size or shrink, more applications mean that we can afford to be more selective.

**V. Deliberation by Students (fall 1997)**

[The Student Committee on Instruction held a forum for discussion of the size issue. Two main issues discussed were whether there ought to be some unity of experience for students at the college (by

unity is meant a sense of common, shared activity outside of class—in addition to the program); and whether the inter-class relations could develop as they should with so many upperclass students living off-campus.]

**VII. Conclusion (spring 1998)**

This deliberative process has been very instructive for me as Dean. At the outset, my own views and my estimate of the view of other people in our community both inclined me to favor a smallness that I now regard, despite its advantages, as not the best size for us. Now, I believe that we should aim to remain in our present range, maintaining a student body of between 425 and 475 undergraduates...I fear...that the arguments that support our willingness to go far beyond numbers which once would have horrified us could,

unless we're careful, be used to justify a dangerous ratcheting upward: I can imagine a seductive voice saying, "If it wasn't so bad to go from just over 300 to just under 400, why would

it be so bad to go on up to 500; and then why not up to 600—and even beyond that." If you add enough drops, a puddle becomes a pool. At some not very large size, administrative consequences would render unworkable such faculty governance as a program of education like ours requires, and would generate in the student body a dangerous sense of distance from the enterprise.

...Here I shall emphasize three sorts of considerations that have arisen in the discussion—having to do with 1) dangers without, 2) resources within, and 3) consequences to which we need to give some further thought.

1) Excessive smallness makes us vulnerable in a world that's largely indifferent to what we try to do, and even increasingly hostile to it. Being small is good for us because otherwise it's hard to do our work—but if we were to insist on being tiny in so precarious a world, we might not even survive.

2) More important, however, to my mind is what resources are made available for the working of this community by our being small rather than tiny. Students who are put off by the prospect of their relationships being confined to a very few people, in class and out, are likelier to wish to join us, and are likelier to stay for the entire four years...The faculty is likelier to contain more variety of talent and more depth of learning...The community as a whole is likelier to be more capable of supporting activities that require a certain minimal size to be feasible...And, finally, there is the crass fact of cash flow. At any size greater than very tiny, we cannot avoid certain expenditures; but while those expenditures do not go up much as we grow a bit, our income does...

3) Despite solid advantages that come with being larger than tiny, the condition that provides those advantages also diminishes, threatens, or destroys some precious advantages of smallness. We need to think about how to foster deliberately the contact that arose spontaneously when there were far fewer people in this community. That has to do with a) the effect of our buildings and grounds upon our communal life, and with b) relations among students, c) relations between students and faculty members, and d) relations among faculty members...

Unless we ask questions such as these, and try to answer them, we may awake someday to find that our gains from growth have been outweighed by what we've allowed to be lost. ●

*Phonathon, continued from page 4*

talk to college students who use the Internet frequently. All the students agreed with Rynne, who discovered that "Johnnies are everywhere."

The students' interactions were not limited to alumni. Jacobs spent 15 minutes on the phone with one alumni family because he was invited to talk to each child. "And they made pledges too," he adds, "Two dollars is a lot for a kid." In addition to finding Johnnies who are continuing their studies, students were thrilled to learn of parents who are doing great books courses and reading groups, or who were familiar with the readings.

Very often it is the parents of alumni and current students who enjoy talking to a student the most. "I met with one parent in Southern California," Roherty told the students, "who told me that he looked forward every year to the phonathon and the chance to talk with a St. John's student again."

In the phonathon, the strength of the program is manifest in ways less obvious than classroom performance. Roherty sees it in the character of the students who do the calling. "I'm always reminded of mature they are, and how quick. You never know what will get thrown at you in a phone conversation, and they are absolutely fearless. I think that all reverts back to the program, to having a strong sense of yourself."

Students see it in the easy rapport they have with alumni. "They are interested in talking to you," says Chew "and you have something in common." And ultimately this strength shows numerically in the enthusiasm that parents and alumni feel about giving to support the needs of the college. As Roherty explains, "It shows that we are doing our job right." ●

—by Caroline Knapp, SFoo

A COLD WAR MEMORY

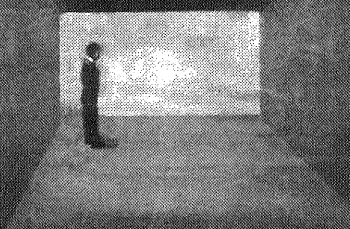
It is the fall of 1962 and the U.S. is staring down the Soviet Union. Things might end well, but if not, the outcome could be nuclear war.

That is the setting for *Shelter: A Cold War Memory*, a novel authored by Peter Huidekoper, SGI90, and published by Shippen Press. The book tells the story of those days and nights through the eyes of Tom Chapman, a seventh-grader whose world changes from thoughts of his social studies teacher and Mickey Mantle to wondering about and preparing for a nuclear bomb, the fallout, and survival.

Copies of the book are \$7.95 and are available through Shippen Press, 2395 S. Milwaukee Street, Denver, CO 80210. You also can call 303-757-1225 for more information or to order copies.

SHELTER

A COLD WAR MEMORY



PETER HUIDEKOPER



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## THE COOLEST PLACE ON EARTH

*Croquet match gets top rating for the day*

Jennifer Coonce (A97) didn't take long to land a job in NYC doing something cool—writing for an internet magazine called *What's Going On*. "It's a daily on-line guide to the most inspiring, culturally relevant, historically significant, or just plain silly gatherings taking place on the planet," she says.

Every day, one story focuses in-depth on one event somewhere in the world. On April 25, 1998, it was the croquet match at St. John's—the game against the Naval Academy that serves as the backdrop to the best spring party in Annapolis. Coonce says her bosses agreed to let her extend a little favoritism to her alma mater and write the day's featured article (regardless of the fact that under the Liberty Tree, at the croquet match, is indeed the coolest place on earth). Coonce herself joined about 200 fellow alumni attending the match; she points out that even if you—like her—couldn't catch the story that day, it is archived on the site for a year. Additionally, *What's Going On* offers a database of nearly 10,000 annual events with descriptions and contacts—“many of the festivals we cover are pretty strange,” says Coonce.

The site, which was recently named Cool Site of the Day, is at [www.whatsgoingon.com](http://www.whatsgoingon.com). (Coonce's e-mail address is [jenn@whatsgoingon.com](mailto:jenn@whatsgoingon.com).)

Let's see...the coolest place on earth on the cool site of the day. Sounds like Johnnies will have to fight to keep their famous geeky image alive. ●



PHOTO BY KEITH HARVEY

St. John's is not only first in coolness, it's also first in croquet. In an effort to make the annual match with Navy more competitive, Johnnies offered the Middies several coaching sessions. The coaching carried over to the match itself, where a natty Navy player was spotted listening as Imperial Wicket Hardison Wood expounded on the game (above). St. John's won, of course, making the record 13 and 3. The week before the match, the St. John's team journeyed to New England, where they won the National Collegiate title.

## SUMMER CLASSICS MAKES MANY JOHNNIES FOR A WEEK

BY LAURA J. MULRY

Once again, St. John's in Santa Fe will make the college's unique approach to education available to a group of business executives, friends, and others through the Summer Classics program. The three-week program is broken up into a series of week-long seminars that engender discussion, reflection and study of the great books.

Participants select one seminar per week for up to three weeks. Each seminar meets every morning for two hours, Monday through Saturday. With a maximum of 20 participants, seminar discussions address the assigned readings in depth, led by members of the St. John's faculty or guests from other institutions. Following the seminar, conversations about the readings often continue through the lunch hour and into the afternoon.

The 1998 Summer Classics offerings are: Week I, July 12 - 18: Wagner, Shakespeare, Homer and the Bible; Week II, July 19 - 25: Mozart, Tocqueville, Aristotle and Dante; Week III, July 26 - August 1: Strauss and Berlioz, Dostoevski, Plutarch and Pascal.

Mornings are dedicated to the seminars, while afternoons leave participants free to study, tour the Santa Fe area on their own, or participate in professionally guided anthropological, archeological and geological excursions organized by the college.

sions organized by the college.

In the evenings, the Santa Fe Opera features some of the world's finest productions. Participants may purchase tickets through the college for this year's performances: Mozart's *The Magic Flute* on Friday, July 24; Strauss' *Salome* on Wednesday, July 29 and Berlioz's *Beatrice and Benedict* on Friday, July 31. In addition, Shakespeare in Santa Fe will perform *Hamlet* outdoors three nights a week on the St. John's campus.

Tuition is \$650 per week, which includes all texts, receptions and some meals and excursions. On-campus single occupancy accommodations are available from \$1150/week including tuition, texts, room and board for six nights and seven days, excursions, receptions and extras.

For off-campus accommodations, the college this year is offering a tuition package with Hotel Santa Fe with rates from \$1,650/week single and \$2,750/week double. Participants registering for more than one week receive a discount.

The Summer Classics program provides the opportunity to discover or re-discover the passion and excitement of the Great Books while meeting new friends in the aesthetic beauty of the Land of Enchantment. ●