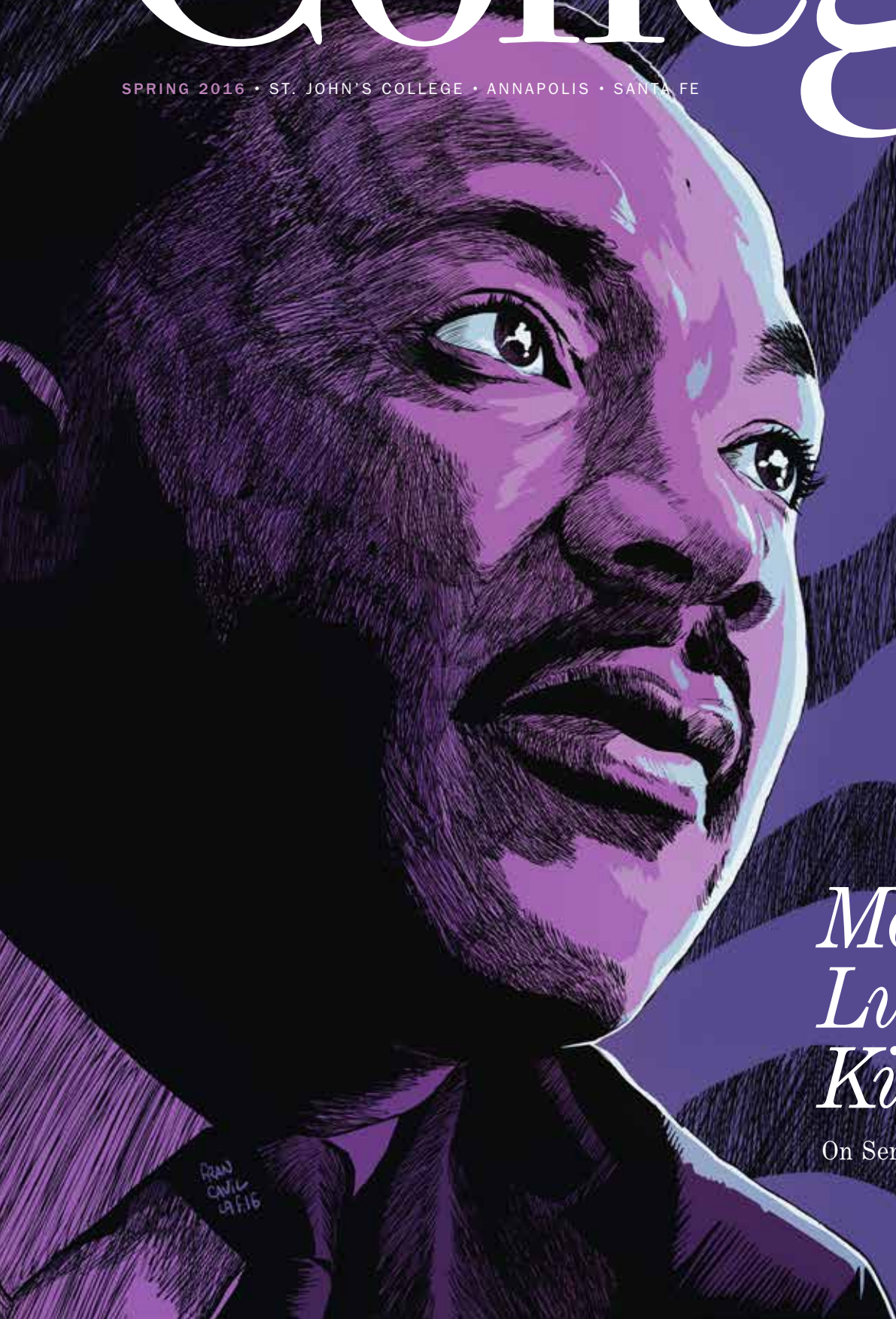


# The College

SPRING 2016 • ST. JOHN'S COLLEGE • ANNAPOLIS • SANTA FE



*Martin  
Luther  
King, Jr.*

On Serving Others

RAW  
CIVIL  
RIGHTS





A day of service: alumni, students, faculty, and staff plant daffodil bulbs outside Mellon Hall.





## OPENING NOTE

What can you do with a St. John's degree? I love this question because the answer is so surprisingly simple: anything. And it's not hyperbole. With commencement just around the corner, a new crop of Johnnies will bid *adieu* to the place they called home for the past four years, to the friends and faculty who tirelessly helped them grapple with such great minds as Euclid, Hegel, Aristotle, and Kant, among others, and mold big ideas into imaginative and valuable contributions—often in the spirit of service to others.

In his final sermon, “The Drum Major Instinct,” delivered at Ebenezer Baptist Church in Atlanta, Georgia exactly two months before his assassination, Martin Luther King, Jr. (1929-1968) called on people to consider the notion of service, saying that it is within everyone's capacity; the only true requirement needed to serve, he says, is “a heart full of grace, a soul generated by love.” This issue of *The College* shines a light on just a few among so many alumni who apply their “great books degree” to improve the lives of individuals and communities, both far and near, from advocating human rights to addressing women's global health issues to transforming young students into powerful storytellers. Suffice to say, not only does such work require passion and dedication, it also takes a special kind of courage.

*Gregory Shook, editor*

# The College

“Intelligence plus character—  
that is the goal of true education.”

—Martin Luther King, Jr.



## FEATURES

PAGE 16

### A REFLECTION ON SERVICE

A thoughtful examination of the meaning and value of service deepens our understanding of what inspires and motivates people to serve.

PAGE 20

### ROOSEVELT THE REFORMER

Santa Fe's new president is ready to show the world what matters most in education—and it's not the glittery, superficial things.

PAGE 26

### A PLACE WHERE EVERYONE MATTERS

On Maine's waterfront, an after-school program helps refugees and migrant youth become powerful storytellers and academic achievers.

ON THE COVER:  
Martin Luther King, Jr. illustration  
by Francesco Francavilla

PREVIOUS PAGE: JENNIFER BEHRENS





## DEPARTMENTS

### FROM THE BELL TOWERS

- 4 **Serving Women Worldwide:**  
Rachel Seay (A02)
- 6 **An Alumni Leader**
- 7 **Project for Peace**
- 8 **Global Pathways:**  
Jiujun Tang (SF16)
- 10 **History on the Hill**
- 11 **First Folio!**
- 12 **The Science Behind**
- 14 **Together in Song**

### BIBLIOFILE

- 30 **John Sifton** (A96) investigates war's devastating effects in *Violence All Around*.
- 31 Tutor **David Lawrence Levine** (Class of 1967) examines tyranny in *Profound Ignorance: Plato's Charmides and the Saving of Wisdom*.  
  
**Daniel Silvermintz** (AGI01) explores the ancient Greek sophist in *Protagoras: Ancients in Action*.  
  
**Amber Keyser** (SF91) shares a story about healing in *The Way Back from Broken*.

### FOR & ABOUT ALUMNI

- 32 **Alumni News:**  
SJCAA 2016 Election Notice
- 34 **Alumni Notes**
- 37 **Profile:** Erinn Woodside (AGI) leads a life of service.
- 42 **In Memoriam**
- 45 **Philanthropy:** Donald Esselborn (A80) and Edmond Freeman
- 46 **Johnnie Voices:** Russell Max Simon (SFGI06) discusses his most valuable investment.

### JOHNNIE TRADITIONS

- 48 **St. John's Forever**

### EIDOS

- 49 **Liz Hyatt** (SF85)

ABOVE: Rachel Seay (A02) in Sierra Leone with Doctors Without Borders

From the

# BELL TOWERS

A JOHNNIE MAKES A DIFFERENCE

## Serving Women Worldwide

*Rachel Seay (A02) Works with Women in Africa through Doctors Without Borders*

A woman dies from pregnancy-related complications every other minute, says **Rachel Seay** (A02), an OB/GYN and researcher at Johns Hopkins University. “Most of those can be prevented,” she adds ruefully—common causes are postpartum hemorrhage, infection, and unsafe abortion. And it’s women in developing nations who suffer most, as Seay observed firsthand while working under the auspices of Doctors Without Borders/Médecins Sans Frontières (MSF) in Sierra Leone and South Sudan. Last October in Annapolis, as a featured speaker for the Career Services Office, she gave a presentation on global women’s health challenges in support of MSF’s Because Tomorrow Needs Her project.

A 2001 Hodson Trust internship allowed Seay to shadow several doctors and helped cement her interest in medicine. She earned her M.D. from the University of Colorado Denver in 2009, and completed her OB/GYN residency at George Washington University in Washington, D.C. In 2015, she received the American College of Gynecology’s history fellowship, which allowed her to research the management of postpartum hemorrhage in the United States.

Her first mission for MSF was in fall 2013, at a maternal and pediatric hospital in Bo, Sierra Leone; in South Sudan, she worked with local midwives at a government-run hospital. At both facilities, she provided emergency obstetric care to women in need. Not all could be saved: she recalls two girls in Bo, both 17 and pregnant for the first time, who had both labored fruitlessly for days at home before coming to the MSF clinic. “By the time one of the girls had arrived,” she said in a 2015 interview, “her baby had died, while the baby of the other was still alive. Both girls delivered by C-section and ended up having really bad pelvic and abdominal infections.” The woman whose child died eventually died as well, while the other recovered along with her baby. “The complications and suffering of both of these girls were happening at the same time—they even shared

the same room! To me, this story paints such a stark picture of two different outcomes from a problem that is completely preventable.”

Seay emphasizes that the issues facing women’s health are multifactorial; “often the actual medicine or health care piece is a small piece of a much bigger problem that requires political action” or infrastructure improvements. Poorly maintained roads, for example, keep patients from reaching the care they need, and it can also be difficult to find specialized service providers. Lack of access to contraception is a huge concern as well. The largest obstacle, however, is the lack of priority many world governments and health administrations place on women’s health. Because of this, Seay believes it’s not enough to raise awareness among her fellow medical professionals; talks such as the one she gave at St. John’s are part of her outreach to the general public.

But Seay also feels that St. John’s students are uniquely placed to make an impact in the medical field. “One of the strengths of the Program is that we learn to consider other perspectives than our own, and I think that very directly relates to cultural competency, and being able to relate to patients who are coming from a very different context than you.” Seay points out that a doctor who doesn’t make



Rachel Seay (A02) working with women and children at hospitals in Sierra Leone and South Sudan.

the effort to connect with patients will likely find those patients less willing to comply with recommended medications or therapies.

For Johnnies interested in medical school, Seay urges them to take advantage of the Career Services Office. “[They’ve] been really important to me, both to help guide my own career path and [now] to pay that back, to continue to be involved and offer my own mentoring to current students.”

—Anna Perleberg Andersen (SF02)



“One of the strengths of the Program is that we learn to consider other perspectives than our own, and I think that very directly relates to cultural competency, and being able to relate to patients who are coming from a very different context than you.”

—Rachel Seay (A02)



## ALUMNI MAKE A DIFFERENCE

**THANK YOU** to all the alumni volunteers who supported the Career Services Office this past year! Your efforts are appreciated and valued, and we couldn't accomplish our goals without you. The alumni listed here have generously given their time, energy, talents, and resources to help current St. John's students and their fellow alumni through information sessions, webinars, panels, networking events, e-mail connections, and much more:

Martha Acosta (A92)	Leslie Kay (SF83)	Daniel Schoos (A86)
Matthew Albanese (A02)	Brittany Keehan (A12)	Ellen Schwindt (A88)
Robert Ard (A94)	Caroline Killian (SF05)	Salvatore Scibona (SF97)
Jim Bailey (A83)	Melanie Kirby (SF97)	Jessie Seiler (A08)
Shirley Banks (SF88)	Katie Kolodzie (A12)	Erin Shadowens (A12)
Jamaal Barnes (A10)	Amy Kosari (A93)	Jon Kara Shields (A08)
Cynthia Barry (AGI05)	Louis Kovacs (A02)	Suzannah Simmons (SF01)
David Bohannon (A99)	Marielle Kronberg (A70)	Marin Skokandic (A12)
Meredith Bohannon (A03)	Nathan Kross (A09)	Michael Allen Smith (A87)
Donald Booth (A68)	Tambra Leonard (SF85)	Nancy Solzman (SF88)
Matt Calise (A01)	Alex Leone (A12)	Elizabeth Spagnoletti (A12)
Ellen Chavez de Leitner (SF73)	Julia Leone (A12)	Leonard Sponaugle (A85)
Thea Chimento (A09)	Aaron Lewis (A96)	Eric Springsted (SF73)
Jonathan Coppadge (A06)	Ronald Long (A91)	Courtney Stange-Treagar (A00)
John Cottrell (A02)	Chris MacPherson (A14)	Christopher Stuart (A06)
Jennifer Dalton (A13)	Samuel Matlack (AGI11)	Janet Sunderland (SFGI95)
Samuel Davidoff (A99)	Constance McClellan (SF73)	Jennifer Sweeney (A06)
Joshua DeSilva (A12)	Elisabeth McClure (A08)	Janice Thompson (A95)
Mimi Desjardins (A84)	Brian McGuire (A96)	Elliott Tulloch (SF91)
Lyn Des Marais (A83)	Aaron McLean (A03)	Heather Upshaw (SF04)
David Dillard (A89)	Jeremy Melvin (A98)	Austin Volz (SF09)
Cole Donovan (AGI13)	Reynaldo Miranda (A99)	Melissa Warren (A83)
Kieran Dowdy (A09)	Matthew Mokey (A03)	Cornelia Weierbach (A77)
Rachel Dudik (A02)	Alistair Morrison (SF84)	Scott Williamson (A03)
Virginia Early (A13)	Amie Neff (SF93)	Iva Ziza (A01)
Jeff Edwards (AGI94)	William Nooter (A76)	
Peter Faulhaber (SF78)	Nate Oesch (A09)	
Megan Field (A10)	Roweena Oesch (A10)	
Gary Gallun (A69)	Sam Ose (SF05)	
Samuel Garcia (A99)	Tia Pausic (A86)	
January Hamill Gataza (A75)	Anna Perry (A11)	
Lexi Goetz (A12)	Micah Pharris (A95)	
Cara Gormally (A02)	Justin Phelps (A07)	
Diane Hanson (A89)	Allison Pittman (A08)	
Chelsia Hetrick (SF03)	Temple Porter (Class of 1962)	
Michael Houston (A82)	Ephrem Reese (A10)	
Nathan Humphrey (A94)	Barbara Rogan (A73)	
Maria Ironside (SF80)	Ryan Rylee (A04)	
Bren Jacobson (SF83)	Richard Schmechel (A97)	

**Alumni who are interested to volunteer with the college's Career Services Offices, please contact us at:**

**Jaime Dunn (in Annapolis)**  
jaime.dunn@sjc.edu  
410-626-2500

**Margaret Odell (in Santa Fe)**  
modell@sjc.edu  
505-984-6067



IN SANTA FE

## Alumni Leader Finds His “Rushmore”

Chris Coucheron-Aamot (SF04) has the distinction of being a double dropout. Bright but bored in high school in his hometown of Albuquerque, New Mexico, Aamot placed third in the state’s academic decathlon and yet carried a 1.8 GPA. As a freshman at the University of New Mexico, he earned straight As but got lost in the crowd and ditched higher education for a job as a religious radio news producer for Moody Broadcasting in Chicago. He might still be in the broadcast booth had he not produced a series of pieces about Christian colleges adopting great books programs. Researching the great books naturally led him to St. John’s College where he found a challenge, a calling, a home—and, finally, a diploma.

Aamot graduated on a Saturday in 2004, took Sunday off, and started work at the college on Monday. He has never left the place he calls his “Rushmore,” referring to the cult classic Wes Anderson film. Aamot’s official title at the Santa Fe campus is associate director of Alumni Relations, but it is no stretch to call him the college’s most ardent and grateful Johnnie. “St. John’s shaped who I am as a person,” says Aamot. “It is rare now in this world to have a place of such grace and curiosity and whimsy. What we do and

Chris Coucheron-Aamot (SF04) at “home”

who we are is not common. And so to be able to be part of it for such an extended period is a tremendous privilege. It’s a great gift.”

While many people leave their jobs behind at the end of the day, that’s not Aamot’s relationship with St. John’s. “In addition to the [alumni relations] work that I do I have a

“St. John’s shaped who I am as a person. It is rare now in this world to have a place of such grace and curiosity and whimsy.”

deep love for this place, so that leads me to involvement in all kinds of informal ways,” he says. Aamot often takes a seat at lectures and in study groups. He goes to campus parties, sits in on senior orals, chaperones the ski team, and for five years he lived on campus as a senior resident, walking the high desert campus several times a night with his Tibetan terrier, Lucy. “I do what I do because I love the place, and I consider myself a member of this community,” says Aamot. “And that means something special.” □

—Leslie Linthicum

## JOHNNIES BREAK ALL-MALE TRADITION

Carolyn Leeuwenburgh is a member of an elite group—the first class of women to graduate from St. John’s College. Fifty years later, Leeuwenburgh and four other alumnae from the Class of 1955 celebrated this important milestone in the college’s history at Homecoming last fall in Annapolis. She shares the following with *The College*:

In 1950, St. John’s College decided to admit women, for the year of 1951. This was motivated partly for financial reasons as a result of the post-WWII economy, and secondly because women did not have full access to education in America. St. John’s was the first all-male college in Maryland to admit women.

The 50th anniversary of our graduation was a good reason to acknowledge this event, but there is yet another reason. There were 19 single women and six married ones that were willing to undertake this experiment. They combatted prejudices from the administration, the staff, the tutors, and the students. The tradition of 255 years had been broken.



MARION WARREN, SJC ARCHIVES

Unfortunately at that time, the school was not prepared to offer a support system for the problems that arose. Many women left before completing the full four years. Those women who survived the four years did so because the St. John’s Program enhanced their desire to learn and become enlightened. Learning at St. John’s superseded the personal integration problems because it offered a lifetime direction of learning.



## PROJECT FOR PEACE

# Inspiring Young Journalists in Nepal

Growing up in Kathmandu, Nepal, Jon Shrestha (A17) remembers being in only one earthquake. It measured 6.8 on the Richter scale and lasted less than a minute. Afterward, he couldn't sleep for days.

Last April an earthquake again struck the city—this time an even more massive 7.8 magnitude shock—a month before Shrestha and his classmate Sagar Aryal (A18), also from Nepal, returned home to lead a three-day conference that summer for aspiring young journalists. Shrestha and Aryal organized the conference, an initiative supported by the Projects for Peace with the Davis United World College Scholars Program, to promote microjournalism in Nepal by bringing together like-minded, socially conscious writers, ages 15 to 24. Plans got delayed for several weeks while the two students joined the post-quake recovery effort, but they were determined that the conference go on, inspired in part by the outpouring of support from the international community to aid Nepal.

Shrestha and Aryal invited 75 young journalists from all over the country to join the conference; with much of the city's infrastructure damaged, including the venue that was originally reserved for the conference, they needed to secure a new location fast. Shrestha and Aryal never lost hope—or their dedication to the cause. "In Nepal, there are many rural areas, and the people and events taking place in these areas are often neglected by the media," says Shrestha, who is not alone in his desire to promote microjournalism. Ultimately, 64 intrepid souls attended the conference, some taking an arduous 12-hour bus ride to get there.

Months prior to the conference, Shrestha and Aryal worked closely with media professionals and sustainable development researchers in Nepal to discuss ideas and create a robust program schedule. "One of the goals of the conference was to meet youths from various districts throughout the country and to help them bring to light new and untold stories," says Shrestha. They also invited journalism professors, an editor of a national daily, United Nations representatives, a media law expert, and a mediation counselor for plenary presentations and training sessions.



Sagar Aryal (A18) and Jon Shrestha (A17) earned funding for the Projects for Peace.

**"In Nepal, there are many rural areas, and the people and events taking place in these areas are often neglected by the media."**

During the conference, participants held discussions on a range of topics, from journalism ethics and culture to networking and mediation techniques. The conference concluded with the World Café Discussion, which provided young journalists the opportunity to ask questions, exchange ideas, share experiences, and explore more deeply some of the issues discussed during the conference. "I am hopeful about the future," says Shrestha. "I am hopeful that Nepal will not be down for long, hopeful that young Nepalese are still excited to serve their communities." □

## The College

is published by St. John's College, Annapolis, MD, and Santa Fe, NM  
thecollegemagazine@sjc.edu

Known office of publication:  
Communications Office  
St. John's College  
60 College Avenue  
Annapolis, MD 21401

Periodicals postage paid at Annapolis, MD

Postmaster: Send address changes to  
*The College Magazine*, Communications Office, St. John's College, 60 College Avenue, Annapolis, MD 21401.

*Editor*  
Gregory Shook  
gregory.shook@sjc.edu

*Contributing Editor*  
Sally Baker

*Contributors*  
Anna Perleberg Andersen (SF02)  
Nutchapol Boonparit (A15)  
Eva Brann (H89)  
Barbara Goyette (A73)  
Charles Green (AGI02)  
Liza Hyatt (SF85)  
Bob Keyes  
Brady Lee (AGI14)  
Carolyn Leeuwenburgh (Class of 1955)  
Leslie Linthicum  
Lisa Neal  
Jan Schlain  
Jon Shrestha (A17)  
Russell Max Simon (SFGI06)  
Robin Weiss

*Design*  
Skelton Design

*Contributing Designer*  
Jennifer Behrens

## GLOBAL PATHWAYS

## Jiujun Tang (SF16) Ventures Where the Wild Things Are

International student Jiujun Tang's (SF16) first experience in the United States was when she arrived on the college's Santa Fe campus in August 2011. Since it was late in the evening, her memory of that moment is less about what she could see and more about what she could smell: the brisk, invigorating scent of pine. For Tang, studying the classics in the mountains of Santa Fe felt like an ideal setting. "Where you learn contributes to the way you learn," she says. Now the recipient of a Global Pathways Fellowship from St. John's, Tang will have the opportunity to put her theory into practice in Tanzania, Africa this summer.

Global Pathways is the study abroad component of the Pathways Fellowship program that helps Johnnies transition into graduate-level study or careers that call for prerequisite courses. Funding is available for credit courses in many fields as well as certificate programs and professional conferences. Recipients are chosen by a small committee of tutors and staff. Tang is unique in that she has been awarded both fellowships.

With a passion for wildlife medicine, she

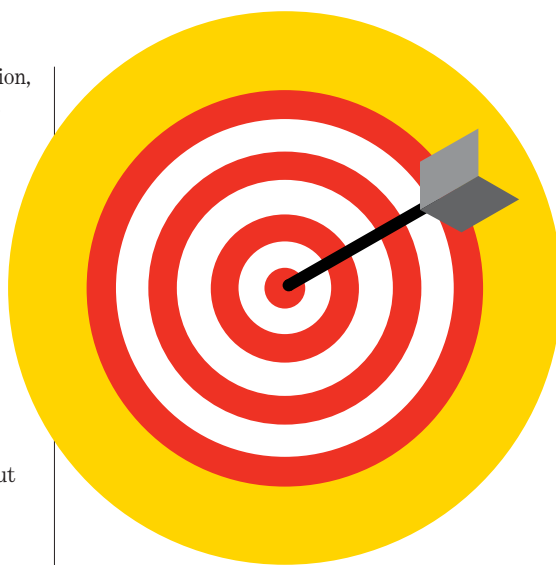
plans to pursue wildlife research, conservation, and rehabilitation. Currently, she volunteers weekly at the Santa Fe Animal Shelter to gain practical experience. As a Pathways recipient last summer, Tang got started on the academic requirements she will need to apply to vet school. She received the funding to take organic chemistry and statistics courses at the University of New Mexico in Albuquerque. "I had the luxury of being completely focused on my schoolwork without having to think about finances," she says. "It also made me feel clearer, not only about what I want to do, but also the path I'll need to take to get there."

Following graduation in May, her Global Pathways Fellowship will take her to the Tarangire-Manyara ecosystem of northern Tanzania, home to indigenous communities, such as the Maasai, and many wildlife sanctuaries in which elephants, lions, baboons, and other animals roam. "So far I have only been exposed to caring for domestic animals," says Tang. "Global Pathways will allow me to study wild, African animals in their natural habitat, and also afford me the opportunity to examine changing land-use and resource availability in the region. The focus of the program is safeguarding biodiversity conservation while fostering the wellbeing of local communities. It's an experience I couldn't have anywhere else." 📖

—Lisa Neal



Jiujun Tang (SF16) pursues her passion for wildlife medicine.



## ARCHERY IN SANTA FE

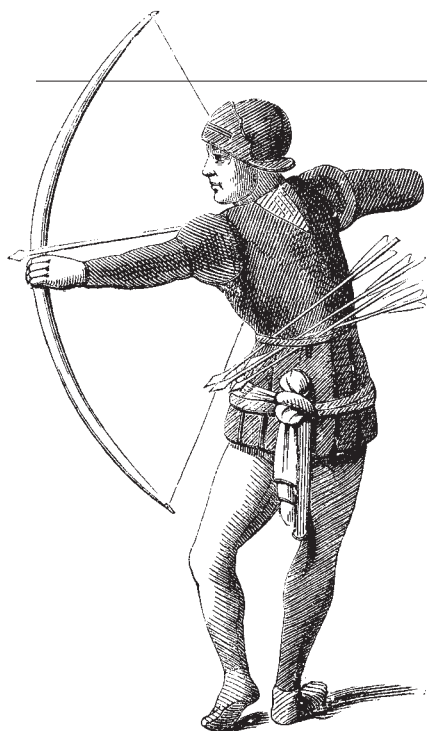
## Aiming for Gold

Move over, croquet, you've got company. Johnnies in Santa Fe boast a new game of their own—and their first intercollegiate sport—archery.

Started last fall, the college's archery club is officially registered with USA Archery, the civilian face of the USA Olympic Team and the national governing body of collegiate archery. "It was the number one activity requested by students," says Mary Anne Burke, facilities and athletics manager at the Santa Fe campus. "Archery gives students a sport they can compete in, not just amongst themselves, but with other colleges on a national level. That was very important to our students."

Coach Richard Dew has the chops to lead the popular club. He set a New Mexico record last year at the sport's indoor nationals and was a gold medalist at the state's Senior Olympics. He has more than a decade of archery experience and is classified at level three within the Olympic training system. "The techniques and structures I use to teach St. John's students are the same ones used to train the Olympic team," says Dew. "Our students love to see Olympians perform using the same equipment and techniques they do." In fact, collegiate archery teams are the foundation for Olympic team recruitment, says Dew, who describes this pathway to the Olympics as "very doable for someone who wants to compete at that level."





**“The crucial elements of the St. John’s scholastic system carry over into archery. The discipline, honesty, rigor, and focus that students discover through seminar are just as important in archery.”**

*—Archery Coach Richard Dew*

The club already has 18 student members, a mix of active competitors, beginners, and intermediate-level archers. Devon Ketch (SF18), Zachary Thomas (SF16), and Chris Cullinane (SF16) participated in tournament competition for the first time in early 2016. Students shoot under regulation conditions and are judged and scored by their coach in order to compete digitally. The club goal is to see some students nationally ranked by the end of the year.

“Archery is a purely individual sport that both requires and teaches physical and mental discipline,” says Dew, adding that it is a perfect fit for the college. “The crucial elements of the St. John’s scholastic system carry over into archery. The discipline, honesty, rigor, and focus that students discover through seminar are just as important in archery.”

*—Lisa Neal*

## DEVELOPMENT NEWS

### Meet the Veeps

St. John’s welcomes Phelosha Collaros (SF00) and Laurie Reinhardt as the new vice presidents for Development and Alumni Relations in Santa Fe and Annapolis, respectively. Alumni know Collaros from her previous leadership roles at the college. Reinhardt is a new member of the community.

Reinhardt was most recently associate vice chancellor for development and campaign director at North Carolina State University. In that capacity she led university-wide development and campaign efforts in the context of a \$1.5-billion comprehensive campaign. Prior to her appointment at North Carolina State, she was associate vice president for development at Rutgers University, managing the fundraising programs for the School of Arts and Sciences, the Graduate School in New Brunswick, New Jersey, and the School of Communication and Information.

“Laurie brings a wealth of experience, a warmth of spirit, a firm commitment to our purposes, and a desire to advance the cause of liberal education,” says Annapolis President Christopher Nelson (SF70). “She promises to be a terrific addition to our leadership team.”

With more than 20 years of experience in development and development management, Reinhardt also has led development programs at the University of Miami School of Nursing and Health Studies, as well as for nonprofit arts and humanities organizations in Miami and New York. She completed her Ph.D. in musicology at the University of North Carolina at Chapel Hill, her M.A. in musicology at the Eastman School of Music at the University of Rochester, and her B.A. in music (cello performance) at Houghton College. Reinhardt also holds an M.B.A. in management from the University of Miami.

Phelosha Collaros (SF00) comes to her new role at St. John’s from the American Society of Radiologic Technologists (ASRT) Foundation, where she served as foundation director/director of development and launched the foundation’s first multi-million-dollar campaign. She led the organization’s strategic planning efforts, daily operations, major and planned gift initiatives, and individual donor



Phelosha Collaros (SF00) and Laurie Reinhardt

and fundraising engagement. She served in a variety of capacities at ASRT prior to her appointment as foundation director in 2010.

Collaros also has served in various leadership positions in the St. John’s College Alumni Association. She was a member of the association’s Executive Committee, association president-elect (VP) from 2011-2013, president from 2013-2015, and, currently, past president. She has been instrumental in implementing structural changes through the introduction of a new mission, a strategic and operations plan, and new board member recruitment and onboarding practices. Especially significant during her tenure, a strong focus on collaboration and trust between the college and the alumni body has resulted in a more effective and supportive volunteer framework for the college.

Collaros earned dual master’s degrees in business administration and public administration, with nonprofit management concentration, from Walden University in Minneapolis and was a Robert Wood Johnson Ladder-to-Leadership Fellow.

“We are so pleased to welcome these two new vice presidents,” said Senior Vice President for Development and Alumni Relations Victoria Mora. “Each is highly experienced, talented, and brings exceptional skills to our development and alumni relations efforts.”

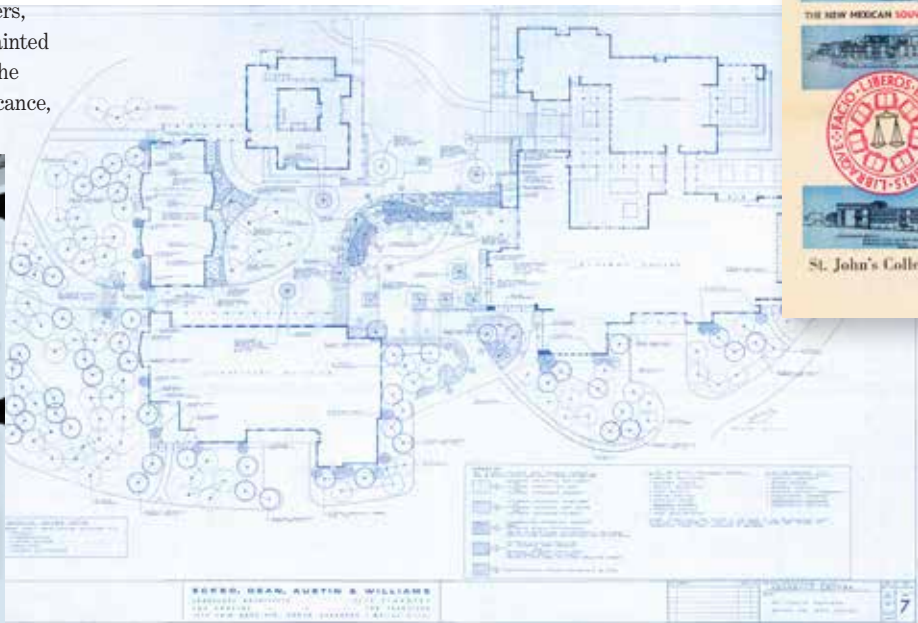
## SANTA FE CAMPUS

## History on the Hill

The National Register of Historic Places and the New Mexico Register of Cultural Properties have recognized the St. John's Santa Fe campus for its historical and cultural importance.

The state group honored the campus for its significance in education, architecture, landscape architecture, and art. The national register recognizes as historically significant the Peterson Student Center, Evans Science Laboratory, Santa Fe Hall, and upper dormitories, all built in 1964; the lower dormitories, built in 1967; Weigle Hall, built in 1971; and the Fine Arts Building, built in 1973. Also included are the central landscape plan by modernist landscape architect Garrett Eckbo (1910-2000) and the iconic mural inside Peterson Student Center by artist Alexander Girard (1907-1993). In addition, the Historic Santa Fe Foundation voted to add the campus to its Register of Resources Worthy of Preservation.

The buildings at 1160 Camino de Cruz Blanca have the modified adobe look of the Territorial Revival style developed by famed architect John Gaw Meem in the early 1930s: earth-tone walls and flat roofs, but with sharper corners, brick coping along roof lines, and white-painted windows, doors, and portals. Because of the campus' concentration of historical significance,



Clockwise from the top: A scenic view of campus; cover of the *New Mexican*, 1963; Eckbo's landscape plans; painting the Girard Mural.



the plan and ensemble of buildings were deemed more significant as a group than any one building. As such, the campus is the only college in New Mexico to be listed as a historic district.

Meem Library Director Jennifer Sprague began work on the college's application for these designations in fall 2014 as part of the campus's 50th anniversary celebration. In the process, she and library staff members Laura Cooley, Heather McClure, and Chris Quinn consulted letters by John Gaw Meem and Richard Weigle, architects Edward O. Holien and William R. Buckley, and other early visionaries, detailing plans to construct the campus. "The process helped us see how important the college is to our Santa Fe community and the effort Santa Feans like John Gaw Meem and Robert McKinney made to bring St. John's College here," says Sprague. "Our ties to the local community are very strong." □

—Lisa Neal

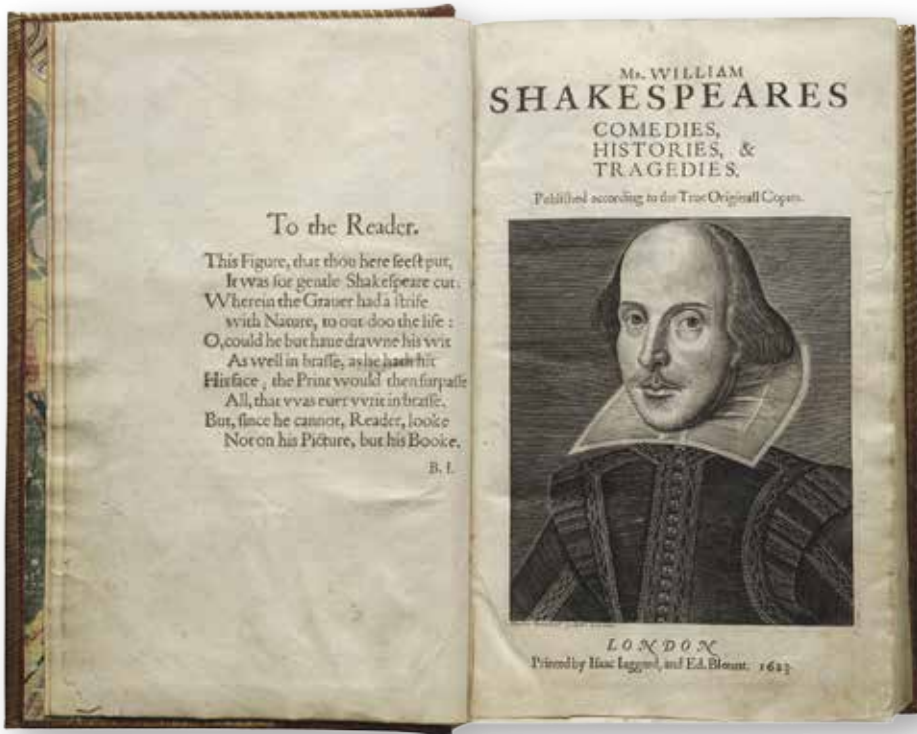
## FIRST FOLIO!

# Shakespeare Takes Center Stage in Annapolis

*St. John's and the Annapolis Shakespeare Company Celebrate 400 Years of the "Bard of Avon"*



Shakespeare will make a special appearance at St. John's, in the form of a national traveling exhibition titled *First Folio! The Book that Gave Us Shakespeare*. St. John's College, Annapolis, was named Maryland's only site to host an original 1623 First Folio. The Folger Shakespeare Library ([www.folger.edu](http://www.folger.edu)), in partnership with the Cincinnati Museum Center ([www.cincymuseum.org](http://www.cincymuseum.org)) and the American Library Association ([www.ala.org](http://www.ala.org)), is touring a First Folio throughout 2016



to all 50 states, Washington, DC, and Puerto Rico. This first-ever national tour of one of the world's most influential books celebrates 400 years of Shakespeare and his legacy. The exhibition will be on view from November 1 through December 4, 2016 at the Mitchell Gallery on the Annapolis campus.

To celebrate the First Folio, St. John's and programming partner, the Annapolis Shakespeare Company, will present a host of exhibit-related programs, including teacher and student workshops, plays, a family fair, lectures, dramatic readings, and more. There will be an online component to the exhibition, too, that will include a calendar of events listing related Shakespeare programming that is going on throughout Maryland during this time.

The First Folio includes 36 Shakespeare plays, 18 of which had never been printed before. Without the First Folio, all of those plays—including *Macbeth*, *Julius Caesar*, *Twelfth Night*, *The Tempest*, *As You Like It*, and more—might have been lost forever. Compiled by two of his friends and fellow theater colleagues, the First Folio was published seven years after Shakespeare's death in 1616. "From Shakespeare experts to students studying the

Title page with Droeshout engraving of Shakespeare. *Shakespeare First Folio*, 1623. Folger Shakespeare Library.

Bard's plays for the first time, this exhibit is a rare opportunity for the St. John's College community and others to experience one of the most influential books in history," says Cathy Dixon, library director in Annapolis. □

*First Folio! The Book that Gave Us Shakespeare is made possible in part by a major grant from the National Endowment for the Humanities and by the support of Google.org, Vinton and Sigrid Cerf, the British Council, and other generous donors.*

*To learn more about the First Folio! exhibition at St. John's, visit [www.sjc.edu/shakespeare](http://www.sjc.edu/shakespeare).*





ILLUSTRATION: POLLY BECKER

of interns in my lab,” says her project mentor Michael Power, an animal scientist at the Smithsonian Conservation Biology Institute, National Zoological Park. “She asked intelligent questions, learned quickly...and was able to understand and appreciate the science behind the research.”

During her internship, Hill, who plans to pursue veterinary school after graduation, took advantage of opportunities outside the lab as well. She went on rounds with zoo staff, saw some of the pathology cases, and spent a week in the commissary preparing diets for the animals in the birdhouse. “I got to hand-feed an anteater live mealworms and watch the two Andean bear cubs nurse from their mother,” she says. “I also got to take a private tour of the Great Ape House, where Lucy, a forty-two-year-old orangutan, continually made raspberry noises at me.” ☐

—Brady Lee (AGI14)

#### AT THE SEMINAR TABLE

### SUMMER CLASSICS IN SANTA FE

What will you do this summer? Consider Summer Classics in Santa Fe—a chance to return to the seminar table to explore the perplexing, the rousing, and the compelling. For one, or two, or three weeks in July, join fellow alumni and other curious minds from across the country to read and discuss timeless works, meet new people, and encounter bold ideas. Seminars are led by St. John’s tutors; this summer’s offerings include “The Magic of Macondo: An Exploration of Gabriel Garcia Marquez’s *One Hundred Years of Solitude*,” “Herodotus’s *Persian War*,” Proust’s *The Prisoner and The Fugitive*,” “Toni Morrison’s *Song of Solomon*,” and many others.

To register and learn more about the 2016 Summer Classics program, visit [www.sjc.edu/summer-classics](http://www.sjc.edu/summer-classics).

#### HODSON INTERN

### Going Ape at the Smithsonian

A lover of great books as well as great apes, Andrea Hill (A16) spent last summer as a Hodson intern at the Smithsonian National Zoological Park’s nutrition lab, where she studied the eating habits of the chimpanzee populations at Tanzania’s Gombe Stream National Park. Working with evolutionary biologists, field researchers, and clinical nutritionists, Hill studied the same chimpanzee populations that renowned primatologist Jane Goodall began studying in 1960. “There was no data about the nutritional content of the foods that these chimps eat,” says Hill, who helped develop a foundational data set for ongoing research. “It was up to me and four other interns to gather that data.”

Having a natural curiosity and a desire to dig deep into her work, Hill stood out among her fellow interns. “As a biomedical field, there is more to vet medicine than just the medicine—there’s the science behind the field, which is something that I had yet to experience [and] why I chose to work in a research lab rather than a clinic,” says Hill. She quickly moved up the ranks, training others on procedures and offering guidance on running assays and data interpretation. “Andrea performed at the highest level I expect



Andrea Hill (A16) at work in the lab

“There was no data about the nutritional content of the foods that these chimps eat. It was up to me and four other interns to gather that data.”

—Andrea Hill (A16)



ON SOCIAL MEDIA

**ONLY AT ST. JOHN'S...**  
#johnniefaces

Follow St. John's College on Instagram:

[Instagram.com/sjcannapolis](https://www.instagram.com/sjcannapolis)

[Instagram.com/sjcsantafe](https://www.instagram.com/sjcsantafe)



## COLLEGIUM

## Together in Song

In ancient Rome, “collegium” was a term used to describe a political or business group that came together for executive purposes. At St. John’s, Collegium has nothing to do with executive power, or politics for that matter. Instead, Collegium is a widely anticipated “talent show” at the college, held once a semester. Students typically gather with friends to give a performance, which may range anywhere from piano solos, choruses, and small bands to a classical sonata, folk song, or parody. Tutors and staff may join the onstage festivities, too. “It’s a



Top: Maxwell Dakin (A16), Evan Frolov (A16), Marina Weber (A16), and Anna Perry (A12) sing a festive tune. Bottom: The Hamann Hawkins Tortorelli Trio swing. Right: The Singing Sensations Youth Choir captivate the audience.

real celebration,” says Eric Stoltzfus, tutor and music librarian in Annapolis. “Students unwind and let off steam—and the audience is incredibly supportive. We are a very musical college, and people value making music with each other.”

Collegium is open to virtually any type of performance, so adventurous students take the opportunity to show off skills they have never before shared with their friends. Students may perform challenging or unorthodox songs, too, comforted by the encouraging atmosphere. “It’s a time for people to come together and sing and play for each other,” says Stoltzfus. “There is a feeling of amateurism in the spirit of love, the love of music making.” Performances at the most recent Collegium held in the Great Hall in December included *Heart of Courage*, an original piece by current Annapolis Graduate Institute student Luke Dougherty; *Clair de Lune* by Debussy, performed on piano by Bennett Wildauer (A18); *The 12 Days of Christmas*,

“It’s a real celebration. Students unwind and let off steam—and the audience is incredibly supportive. We are a very musical college, and people value making music with each other.”

—Eric Stoltzfus, Annapolis tutor & music librarian

performed by the acapella group, the Equant; and *Don’t Explain*, by Billie Holiday, performed by MisterSix, a group of mostly Annapolis tutors.

Every year there are a few staple performances that are highlights of the event. Per tradition, tutor Judy Seeger leads the audience in a round of song, and the St. John’s Chorus, led by tutor Peter Kalkavage, closes the event with a piece of classical music, typically Mozart or Bach. Since Collegium takes place before the winter break and again before graduation, students savor the occasion, with the college community together in song. “The divide between audience and performer seems to disappear,” says Stoltzfus. “And people are just simply happy to see their friends on stage.”

—Nutchapol Boonparlit (A15)



TONY J PHOTOGRAPHY



## LIFT EVERY VOICE

Gospel music filled the Francis Scott Key Auditorium at the ninth annual “Lift Every Voice” concert, celebrating the life and legacy of Martin Luther King, Jr. Each year in January, the concert draws several hundred people to the Annapolis campus, many for the first time, to share in the uplifting sounds from some of the region’s finest vocalists, choirs, and musical groups. The King Celebration Chorus, led by tutor Judy Seeger, welcomed the audience with a rendition of “Lift Every Voice and Sing”—one of the most cherished songs of the African American Civil Rights Movement and often referred to as the Black National Anthem—and encouraged everyone in the auditorium to lift their voice and sing together.

“I lift every voice and sing  
Till earth and heaven ring,  
Ring with the harmonies of Liberty;  
Let our rejoicing rise,  
High as the listening skies,  
Let it resound loud as the rolling sea.  
Sing a song full of the faith that the dark past has taught us,  
Sing a song full of the hope that the present has brought us,  
Facing the rising sun of our new day begun,  
Let us march on till victory is won”



# SERVA





# *A REFLECTION ON*

# VICE

*by Eva Brann (H89)*

There are two ways to go about almost all things that I know of: You can just go at it or you can think about what you're doing. Which first? Well, "thinking about" can come at either end. "Before" is surely a good time. Students often tell me that they want to "change the world," "make a difference"—and seem a little nonplussed when I ask "for the better?" Yet nothing is more in need of prudence (= pro-vidence = foresight = imaginative thinking-things-out) than inducing change.

But so is "after," a good time, that self-debriefing when you ask yourself: What did I think I was doing? What unintended consequence have I called down on the beneficiary-victim of my deeds—particularly of the kind of action called service?



“service” is a strange word. It’s derived from the Latin *servitium*, “slavery.” And that makes sense. Our chief service is in “The Service,” the Armed Forces. The primary law of the military is to obey unconditionally<sup>1</sup> and immediately. Here’s another word with a hidden meaning: “to obey” is from Latin *ob-audire*, “to listen to.” (The German word *Höriger*, literally “one who listens,” means someone subservient to another’s bidding—a slave.)

It gets stranger. We have no draft; people enlist—voluntarily. The Service is voluntary. “Voluntary” means “of one’s own free will (*voluntas*).” Service-men and women freely lay their life on the line—for wages hardly commensurate with the possible sacrifice.

I think something similar holds for *all* serious service. Our peaceful civil life depends largely on service, that is, on a sort of self-enslavement. Being voluntary, it is willingly free, that is, unpaid, and being serviceable it is obedient to, listens to, makes

That drum major instinct is the desire to march out front in the parade, to be seen in the lead of doing good, to shine with virtue. King, however, tells his flock to be great by Jesus’s new norm: He “who is greatest among you shall be your servant.”

itself subservient to, the needs of others. The actual labor performed may be practically simple, as simple as ladling out soup, but the two notions involved are conceptually complex in their very entanglement.

This little essay is supposed to be written under the aegis of the Reverend Martin Luther King’s sermon “The Drum Major Instinct.” This sermon adds a third notion to service, besides those of freely giving up one’s freedom to serve others: That drum major instinct is the desire to march out front in the parade, to be seen in the lead of doing good, to shine with virtue. King, however, tells his flock to be great by Jesus’s new norm: He “who is greatest among you shall be your servant.” The Greek text of the New Testament, I might inject here, always says *doulos* “slave” and *douleuein* “to serve as a slave,” to be least.

Yet King also assures his flock that they need not give up their desire to feel important. He tells them that they don’t have to know Plato, Aristotle or Einstein to be good servants. In the interests of carrying them along, he even suppresses Jesus’s reputation as a learned young rabbi. His point is: Jesus “just went around serving and doing good.” I’m not so sure it works so simply for us; the drum major instinct, the third notion, has its dangers, which vibrate through King’s homily.

Before I conclude, here’s a quotation that makes all my points, linguistic and conceptual at once:

*For brothers, you have been called to freedom; only do not use freedom as a jumping-off place for the flesh, but by caring-love serve (dia tes agapes douleute) one another (Galatians 5:13).*

So now I’ll introduce a fourth notion, the one to which I can wholeheartedly subscribe. I found its formulation in a speech quoted by the contemporary American novelist I most admire, Marilynne Robinson:<sup>2</sup>

*...Love knows no servitude. It is that which gilds with liberty whatever it touches...*

Service is *to* people in need *from* those who have the means. It is, *ipso facto*, top down, from haves to have-nots, from benefactors to beneficiaries who are not required to say thank you or to return the favor. The service, if individual, is—except when delivered with bumptiously oblivious energy—fraught for the giver with some residual embarrassment about the “Lady Bountiful Syndrome” and with some resentful submission on the part of the beneficiary. And if it issues from a faceless organization, there’s always the regulatory hand in the welfare glove and its complementary effect of entitled dependency—unless...?

Unless it’s done as the Reverend Henry Ward Beecher says: with love, which nullifies the servitude in service and transmutes the labor of service into the work of love. This love is not soppily sentimental. It’s anything but unconditional. It has judgment behind it and withdrawal as a possibility. It’s cheerfully impure: ready to rejoice in its own virtue and to revel in its achieved effects—as King says it may. But all that’s on the side.

At the center is *interest in* and *liking for* the people or the place served. “Interest” is my favorite word: from Latin *inter-esse*, “to be among, to be there with” the world. “Liking” to me means “Love toned down for permanence, reliable affection.” It



can have its moments of sheer being-in-love, but is more stable than romance.

Since I'm a tutor, there's got to be a little—obliquely administered—lesson. It's this: One, service is to be *done* with simplicity and to be *reflected on* with subtlety. Two, serve only what you *can* and *do love*.<sup>3</sup> Then listen for and *freely obey its demands*.

Such service may well turn out to be the delight of your life, even if it's not unimpeachably esthetic. I've baby-sat two generations of boys (my oldest friend's sons and grandsons). Of course, that service included diaper change. While at it, I often reflected on the indubitable fact that something so smelly could be so sweet. It was, of course, the effect of a labor of love.

A last point: it is a fair question where there is room for leadership in this view of service as self-subjection—the leadership not of King's preening drum major, but of a modest initiator. Well, guessing what is truly wanted, judging what is in fact needed, is surely a part of self-dedicated service, and that *is* leadership. Students have occasionally asked me how in their first, probably small-scale, environments as alumni they can lead, how they can effectively apply their education to serve their, as-yet-small, world. (My own faith is mostly in small worlds, the best venues for humanly efficacious service.)

Here's a paradigm. Post a notice: "Would anyone like to read some poetry together?" Give time, place, possible poem, and promise cookies (essential). Presto, you're a founder, the founder of the kind of minuscule community that does *actual* good. So you've led and served by daring to be out front. Now do the same by resolving to be within (*interesse*), to be within as a mole, so to speak—a mole being both a burrowing animal that digs out underground corridors and an internal spy who prepares clandestine reforms. □

<sup>1</sup>There is one exception: If the command breaches a higher law of morality.

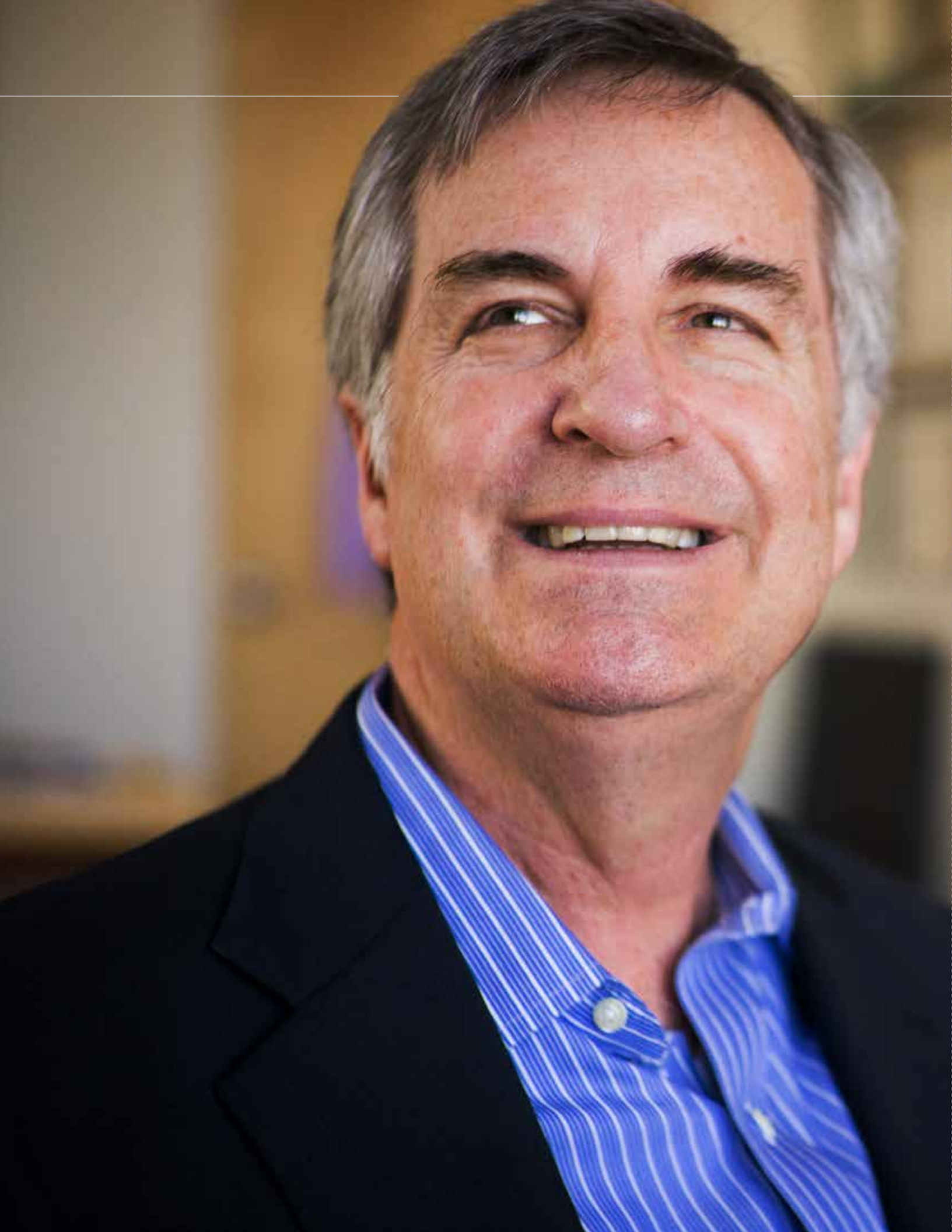
<sup>2</sup>In her book of essays, *The Givenness of Things*, p. 170 (2015). The speech is by Henry Ward Beecher, an abolitionist and brother of Harriet Beecher Stowe, author of *Uncle Tom's Cabin*.

<sup>3</sup>My colleague, Peter Kalkavage, recalled an episode from *The Twilight Zone* that features the dangers of a hasty rush to serve, as well as of ambiguous language. Aliens land on earth, bringing a book of which only the title has been translated: *To Serve Man*. Some eager-beaver do-gooders are preparing to board the spaceship for service in outer space. Other earthlings, who've been examining the volume more closely, come running: "Don't go! It's a cookbook!"

One, service is to be *done* with simplicity and to be *reflected on* with subtlety. Two, serve only what you *can* and *do love*. Then listen for and *freely obey its demands*.



HIP / ART RESOURCE, NY





IN SANTA FE

# ROOSEVELT THE REFORMER

SANTA FE'S NEW PRESIDENT  
HITS THE GROUND RUNNING

BY LESLIE LINTHICUM

MARK ROOSEVELT HAS ALWAYS BEEN A MAN IN A HURRY. Elected to the Massachusetts legislature in 1986, three years after graduating from law school, he pushed through gay rights legislation that had languished for decades and overhauled the state's public school system. Not yet 40, he became the Massachusetts Democratic nominee for governor in 1994. After getting outspent by six to one and beaten by the Republican incumbent, William Weld, Roosevelt dived back into public service as an education advocate and with two challenging rehab projects: taking over the Pittsburgh public schools and resurrecting shuttered Antioch College in western Ohio. Roosevelt describes both projects as "really, really rough," with institutions in immediate crisis and communities in deep dissent. Roosevelt is now 60 and, on the job since January as the president of the St. John's Santa Fe campus, he says he's exactly where he wants to be.



Sitting in his airy Weigle Hall office surrounded by books and overlooking high desert scenery, the lifelong fixer of broken systems is ready to become a salesman for liberal arts education—and especially the rigorous and particular brand that is offered at St. John's. "Who have I been before in my life? I've been a reformer. That's who I am," says Roosevelt. "So now I have to be a little bit more of an evangelical. A seller of a gospel. Because that's really what St. John's needs. It needs more people to be aware of what it does and how powerful it is."

Coming to an institution that isn't essentially broken is a refreshing change for Roosevelt, an avid reader and historian who also has a fondness for Santa Fe since eloping there in 2005 and staying for five months. "I never hesitated in wanting the job," says Roosevelt. "It just felt so completely right for me at this point in my life."

Roosevelt taught at Brandeis while in Massachusetts and at Carnegie-Mellon during his tenure as

Pittsburgh school superintendent. "So being part of a larger community of learners, of aspiring learners, really appeals to me," he says.

His wife Dorothy and their nine-year-old daughter, Juliana, have joined him in Santa Fe. "I know this sounds trite. It is trite," he says. "But we do feel like we're coming home."

Roosevelt will begin to preach the gospel of St. John's at a time when the liberal arts are being assailed by economic analyses that measure the value of an ever-more-expensive college education against future earnings, by collegiate trends away from core curricula and toward non-academic amenities and by the question of whether college actually teaches much. He is dismissive of the idea that to be more attractive to 18-year-olds, colleges should throw out general education requirements and allow free-range grazing among electives. Or that colleges should lower expectations so students don't struggle.

Roosevelt jumps up from his desk and retrieves a volume from one of the new shelves recently added to the president's office to house part of his collec-





## ROOSEVELT ON READING

"[Reading] plays a huge part in my life. Our own worlds, our own individual lives are almost by definition very limited in their scope. We can only know so many people. We're limited by our personalities. Reading explodes all of that. I think reading can also make you feel much less alone. I think especially younger people, some of the emotions and thoughts and feelings you have, you wonder, 'Am I the only one thinking or feeling this?' And reading should make you feel not alone in that aspect. I wouldn't know what it would be like not to read. And I actually find myself, like during this move when everything's been very frenetic, I feel something missing and suddenly I realize I'm not reading. I can feel it like an absence. I also tend to get too preoccupied with my own life if I'm not reading. There's something about reading that takes you out of your own life and gives you perspective."

## "WHO HAVE I BEEN BEFORE IN MY LIFE? I'VE BEEN A REFORMER. THAT'S WHO I AM."

tion of some 4,000 books. It is *Academically Adrift*, by Richard Arum and Josipa Roksa, which uses data from the Collegiate Learning Assessment to track the academic gains of students at four-year colleges and universities. The authors concluded that nearly half of students learned nothing in their first two years of college and about one-third had learned nothing after four years. "Not a little," Roosevelt stresses. "But nothing."

Although he emphasizes that he has a lot to learn about the college, Roosevelt believes St. John's can find greater success standing in opposition to alarming educational trends. "I think that St. John's deals





## ROOSEVELT ON LINCOLN

"I'm a Lincoln fanatic," says Roosevelt, gesturing to shelves crammed with books on the 16th president. "He's a wonder to me. One, how much he suffered. And how much he tried to do the right thing, I believe, all the time. I find criticism of Lincoln to say much more about the criticizer than about Lincoln. I find no evidence that he didn't try to move on slavery as aggressively as he could, given the circumstances. And then there's just the overwhelming decency of the man. He was so unpretentious. I know of no greater writer in America. Totally self-taught. Lincoln's second inaugural, which I still think are the greatest words ever spoken by an American, is this magnificent, complex theological document."

## "ST. JOHN'S DEALS IN DEEP, DURABLE THINGS IN AN ERA THAT IS ATTRACTED TO MORE GLITTERY, SUPERFICIAL THINGS."

in deep, durable things in an era that is attracted to more glittery, superficial things," he says. "The fear—a fear I don't happen to share—is that it's so against the prevailing winds of the dominant culture that it has lost its relevance. I have exactly the opposite feeling, which is that the dominant culture needs things like St. John's to remind it of what matters more."

In addition to raising money and being conscious of costs, Roosevelt says his most immediate task is to help attract more applicants and build enrollment on the Santa Fe campus. The college as a whole, he says, can do more to spread the word to high school students, parents, and college counselors so that St. John's is on the radar of many more students who might find it to be a good fit.

"I think there's a certain frustration here that we haven't been as successful as we might in telling people who and what we are," says Roosevelt. "So one of the things that I believe I have been hired to do is be an aggressive proselytizer for what there is here. And that is a very comfortable role."

Maxwell King, the executive director of the Pittsburgh Foundation, who worked with Roosevelt in Pittsburgh, has no doubt Roosevelt is up to the challenges of raising money and aggressively promoting the merits of St. John's. He once went with Roosevelt to a donor looking for funding to launch The Pittsburgh Promise, a scholarship fund for the Pittsburgh Public Schools graduates that was Roosevelt's creation. They went in thinking they might get \$10 million and came out with \$100 million. "He is really persuasive and collaborative," says King. "Another of Mark's great attributes is persistence. He does not give up." □

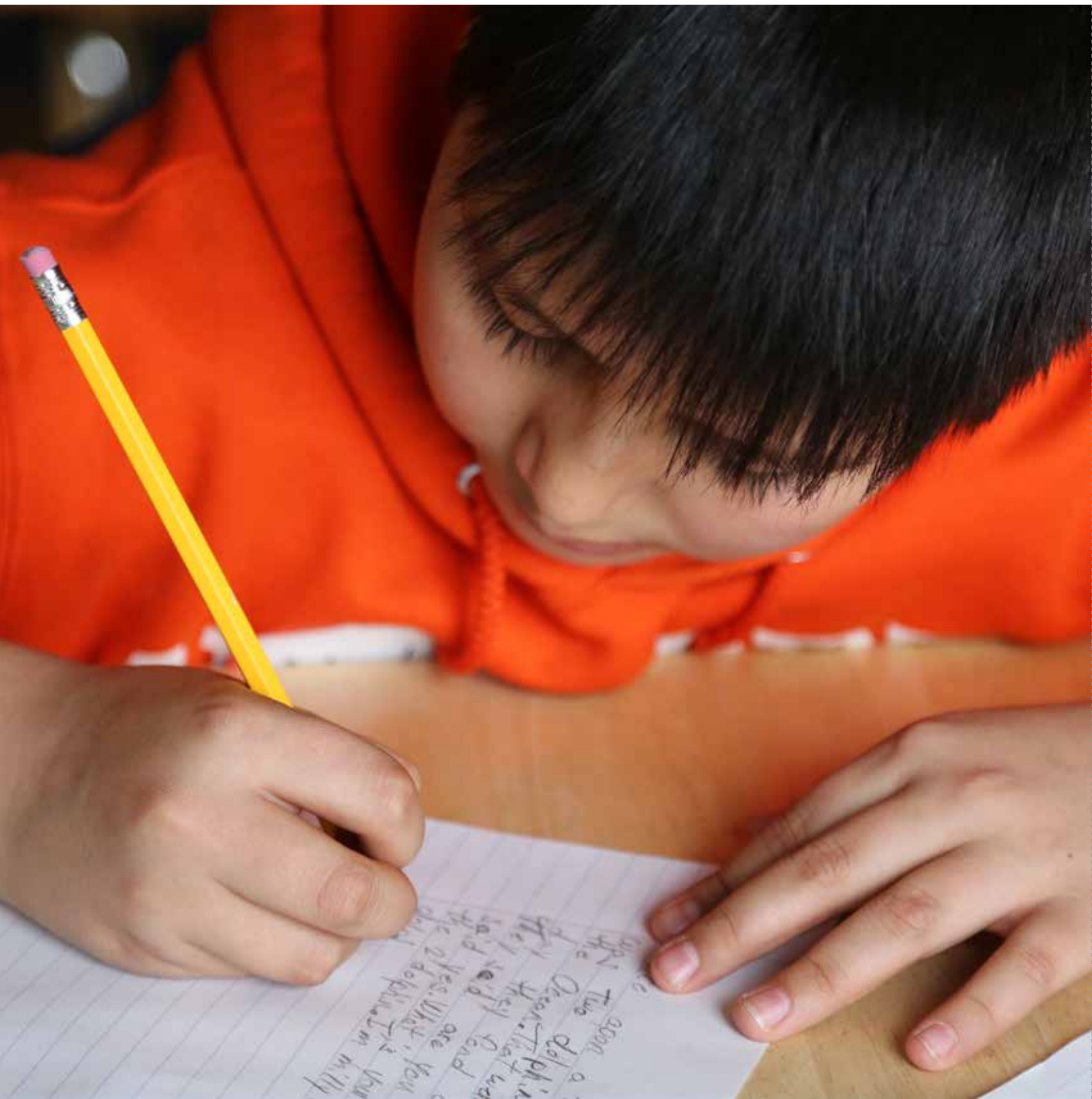






## **ROOSEVELT ON ROOSEVELT**

Roosevelt is the great-grandson of President Theodore Roosevelt and, like many descendants of famous people, he has had a complicated relationship with the connection, especially wanting to avoid the appearance of self-aggrandizement. "But yet," Roosevelt says, "I like the fact that the three famous Roosevelts were mostly people I would want to be associated with and mostly did things of which I am proud. So I guess I've come to a point as I've aged of being willing to see myself as an inheritor of a tradition that I'm happy to be a part of."





# A PLACE WHERE EVERYONE MATTERS

Heather Davis (SF01) felt the pull of public service when she first felt the pain of a broken world. A friend suffered a violent assault while studying abroad, and a veil of innocence fell away.

by Bob Keyes

D

avis was studying ancient astronomy at a sheltered campus, nestled in the foothills of the Sangre de Cristo Mountains, while people around the world, including someone very dear to her, suffered as victims of violence, oppression, and prejudice. Shocked and ashamed at her privileged life, she committed herself to doing something to alleviate at least a little of the suffering in the world. Davis learned the ideals of a good, just, and virtuous society at St. John's, and put those lessons into practice with community-building work at nonprofit organizations in New York City, Austin, Texas, and, now, Portland, Maine. "I've always had a bias toward action," says Davis. "I was always interested in what good and virtue mean in the real world."

*A fourth grader hones his skills during a writing and photography field trip.*

PHOTO: MOLLY HALEY

Davis is executive director of The Telling Room, a nationally recognized writing center on the Portland waterfront that empowers students and young adults, many of them immigrants and refugees, with communication tools to succeed in school, at work, and in the world. She teaches students to express themselves in their own words, with confidence, conviction, and clarity. She turns shy, quiet kids into storytellers.

Last fall, Davis stood beside First Lady Michelle Obama at the White House, where she accepted a National Arts and Humanities Youth Program Award, the nation's highest honor for an after-school arts program. The White House recognized The Telling Room's Young Writers and Leaders program as a national model for its effectiveness in helping refugees and migrant youth assimilate American life and culture by engaging in the arts and humanities. It serves 45 international, multilingual students, who collectively speak 20 languages. Among its successes is a 100-percent college-acceptance rate. There's a long wait to get in, and Davis hopes to turn the publicity of the White House award into funding to expand the program.

The work is timely. With the backdrop of the ugly national discourse about immigration, The Telling Room personalizes the issue by helping Maine's newest residents tell their stories in their own words and voices, neighbor to neighbor. "We have the unique opportunity to let people know who these kids are, who their families are, and what they've been through," says Davis.

Davis grew up in Easton, Maryland, in a home largely without books, the daughter of parents who were not readers. The school and town library expanded her horizon and imagination, and turned her into a bookworm. "My favorite things were always talking about reading and writing, and talk-



MOLLY HALEY

*Heather Davis (SF01) works with a young writer during a workshop.*

**"I was always interested in what good and virtue mean in the real world."**

ing about books." She applied for admission to one college: St. John's, Annapolis, just 45 minutes from her home. She enrolled in 1997, and transferred after her freshman year to the Santa Fe campus. She thrived in the relaxed lifestyle of the Southwest, while studying Plato, Homer, and Aristotle. Her junior year, she got a job helping other students improve their writing by reviewing their papers and offering tips, ideas, and feedback. "I just loved it," says Davis. "I couldn't believe it was a job I got paid for."

After St. John's, she earned her master's from Goddard College, a progressive liberal arts college in Vermont, where she specialized in transformative language arts. After

college, she searched for work with meaning as a tutor and volunteered on a crises hotline. She joined the Peace Corps, but left her assignment in Haiti early because of illness. She cast a wide net, and toyed with environmental education as her path, but nothing stuck until she started teaching writing to kids. She landed at the Harlem Children's Zone in New York, where something clicked. "It was magic for me, and I knew that teaching, writing, arts education, and nonprofits were where I could make a difference and feel happy and alive doing it," says Davis. "I was in love with it, and still am."

From there, she moved to Austin, Texas, where she co-founded a youth writing center



called Austin Bat Cave and served as senior grant writer for Creative Action, a nonprofit arts education organization. She and her husband moved to Maine in 2008, after the birth of their first child. She volunteered at The Telling Room, was hired as a senior staff member in 2008 and became its director in 2011. In practice, Davis sits side by side and gets to know her students.

When they land on a memory, experience, or significant place or person in their lives, she asks them to write a few sentences. “We do it until there’s a framework for a story about something that really matters to them.”

This is The Telling Room model: Writers tutoring students one on one, coaxing stories, and building confidence through self-expression. It’s hard when working with kids from different cultures, and harder still when many students are homeless, living in poverty, or suffering from mental health issues. “Though in the moment, when sitting with a kid to talk about their lives and work on the writing process together, it’s pretty much just you and that kid connecting as human beings, which is an incredible experience,” says Davis.

It was front-page news in Maine when The Telling Room received its award from the White House. The coverage generated dialogue in the community and commentary on newspaper websites, much of it racist and derogatory. Davis urged her staff to resist answering the commentators directly. Instead, she told them to keep doing their jobs. The best answer is teaching kids to write and publishing their stories. She told them what she learned years ago at St. John’s: “You are participating in the discussion. You are taking a stance, and you are acting on your beliefs, which are that the world should be a just, peaceful place where everyone matters, and everyone has access to what they need.” ☐

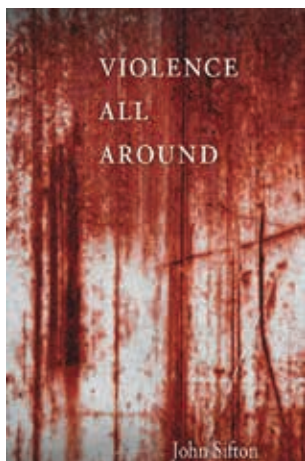


*Clockwise from top left: First Lady Michelle Obama presents a National Arts and Humanities Youth Program Award to student Ibrahim Shkara and Executive Director Heather Davis (SF01) for The Telling Room’s Young Writers and Leaders program; Telling Room staff members*

*Heather Davis (SF01) and Andrew Griswold stand with student Ibrahim Shkara and his brother at the Capitol building; Ibrahim Shkara’s mother and younger brother on their way to the National Arts and Humanities Youth Program Award ceremony in Washington, D.C.*

“We have the unique opportunity to let people know who these kids are, who their families are, and what they’ve been through.”

## JOHN SIFTON (A96) Uncovering Abuses of Power



*The world Sifton works in is permeated by a new kind of violence—its two sides are terrorism and the so-called war on terror.*

**W**hy do humans engage in violence? Why do people find it difficult to kill other people? What is terrorism? Why are we so fascinated by war? These are some of the questions that John Sifton (A96) strives to answer in *Violence All Around* (Harvard University Press, 2015). Working with Human Rights Watch, he has spent time in troubled spots throughout the world: Afghanistan during the American invasion, Egypt shortly before the Arab Spring, and around Africa and Europe searching for the CIA's secret detention centers. He combines his personal observations and experiences with philosophical reflections and historical analysis in this exploration of violence.

Sifton's book is filled with heart-piercing descriptions of war's devastating effects on families, cultures, parents and children, cities and villages—those we know as victims of violence as well as those who perpetrate violence. His accounts of visiting sites in war-ravaged Afghanistan, before September 11 and the subsequent attacks on Afghanistan by the U.S., open the book and set the very personal tone.

Violence is pervasive, from our creation myths (Cain and Abel, Osiris and Set) to symbols like the Christian cross, and even our white-picket fences (which come from the French word *piquet*, "to prick"). The world Sifton works in is permeated by a new kind of violence—its two sides are terrorism and the so-called war on terror. While this battle follows traditional patterns of military advance and retreat, of political persuasion and strategic uses of power, of religious fervor and the justification of certainty, it also embraces new kinds of alliances, intelligence activity of previously unknown ferocity, new technology, and weapons that take war to a new level of impersonality. As Sifton observes, opportunities for abuses of power are abundant.

A fascinating focus of this book is Sifton's long investigation into the treatment of prisoners on all sides of the terrorism conflicts. It's important, he notes, for humanitarian aid work to be understood as neutral politically; the aim is to uncover abuses and recommend actions to rectify them. In 2004 and 2005, Sifton tried to find out what was happening with missing CIA detainees; in addition to Guantanamo, there were a number of locations where terrorism suspects and other persons of interest were held and, presumably, questioned. He concludes that there were probably CIA detention centers in Poland and Bulgaria, at least, but is

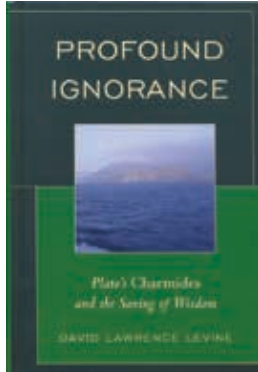
unable to prove it conclusively. He picks up the threads several years later while working as a consultant for an international law group. His research rivals that of the journalists he often meets with from the *New York Times* and other major media outlets, and his account is cinematic in its detail—meetings in smoky cafes in Kabul and in tiny, cold police offices in Warsaw.

In any discussion of violence, one must confront the idea of nonviolence. Sifton traces back the history of nonviolence, from Gandhi to Jesus, Vardhamana (founder of the Jainist religion), and the Buddha; he observes that while these leaders all promoted nonviolence (indeed, devout Jainists today wear masks to avoid inhaling germs or insects), these teachings seem to find little staying power in the real world. For instance, while many early Christians were pacifists and mystics who tended to withdrawal from the greater world, those of the later Roman Empire, when Christianity became the official religion, were deeply engaged in politics. The Catholic Church was an incredibly powerful political entity, which required using force to achieve its ends. When religion enters the political realm, it seems the ideals get re-directed and pragmatism takes hold. Sifton is astute in his analysis of the paradox, calling on philosophers from Plato to Descartes to Wittgenstein (and Reinhold Niebuhr, his own grandfather).

In a world permeated with violence, what role do human rights organizations play? The book summarizes the discussion within Human Rights Watch about the possible effect of the group's support of or opposition to the invasion of Iraq; human rights groups hold to the tenet that they must remain neutral, judging only whether a war is fought justly, not whether the conflict itself is just. Sifton's ideas on this point and on his mission are nuanced. While it's possible to see the work as invoking "sentimentality," he also suggests that in documenting and publicizing abuses, these groups can "wake the giant" and probe the consciences of nations into rectifying them. He recognizes, though, the limits and ironies of such work.

—Charles Green (AGI02)



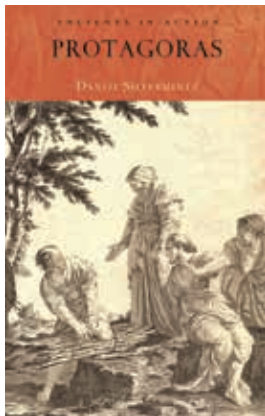


## Profound Ignorance: Plato's *Charmides* and the Saving of Wisdom

By David Lawrence Levine (Class of 1967)  
Lexington Books, 2016

In his new book, *Profound Ignorance: Plato's Charmides and the Saving of Wisdom*, Santa Fe tutor and former dean David Levine (Class of 1967) examines Plato's dialogue and its exploration of tyranny and Socratic ignorance. *Charmides* begins paradoxically; it seeks to have a conversation about *sophrosyne* (moderation) with two of Athens' most notorious men, Charmides and Critias, who in the dialogic future are associated with the Thirty Tyrants.

The dialogue was written after the two became notorious. The young Charmides, praised as already possessing all the Athenian virtues, and his guardian Critias, widely thought "wise," show their reputations to be ill-deserved. In addition, Critias thinks himself a student of Socrates, but, closely examined, his "Socratic opinions" only show how Socrates's "beautiful speeches" can be perverted. Indeed Socrates's association with Critias and Charmides was held against him at his trial. The dialogue can thus be seen as a defense of Socrates against the corruption charge, further explicated in the *Republic*, that Levine calls "the best commentary on the dialogue."



## Protagoras: Ancients in Action

By Daniel Silvermintz (AGI01)  
Bloomsbury, 2016

The ancient Greek sophist Protagoras (c. 490-420 BC) remains one of the most elusive figures in the history of philosophy. In the lengthiest surviving fragment known as the "Great Speech," Protagoras argues that virtue is a teachable trait that is common to all mankind. Despite his upright appearance, his contemporaries condemned him for having corrupted his students rather than educating them in virtue. In his new book, *Protagoras: Ancients in Action*, Daniel Silvermintz (AGI01), associate professor and

director of humanities at the University of Houston-Clear Lake, accounts for the conflicted views that surround Protagoras by showing how a subversive secret teaching is conveyed between the lines of his moralistic public teaching. Silvermintz also advances a provocative argument concerning Protagoras's influence on Pericles—the architect of Athenian democracy—that helps to explain the aristocratic statesman's abrupt shift in political allegiance in support of the poor masses.



## The Way Back from Broken

By Amber Keyser (SF91)  
Carolrhoda Lab, 2015

Amber Keyser's (SF91) debut young adult novel, *The Way Back from Broken*, is the story of 15-year-old Rakmen and 10-year-old Jacey, who are brought together by separate traumatic events in their lives. While spending a summer in the Canadian wilderness, the two are forced to confront the difficult topic of death and dying. The book is a slow burn that builds in intensity as Rakmen and Jacey each struggle to come to terms with being a survivor and the complex

emotions—guilt, fear, anger, sadness—that brings. Can they find healing in the great outdoors? Keyser's own personal loss is at the core of the story, as is her deep connection to the backcountry of northern Ontario. "Writing this book was part of my own 'way back from broken,'" says Keyser. "And although I've been told it's a tear-jerker, the book's pages also contain more than a small portion of hope."

# For & About ALUMNI

## Homecoming 2016



Homecoming is a time to reunite, reconnect, and reminisce with friends, classmates, and the college community. It is also a time to make new memories, meet new friends, and share SJC with the special people in your life. We invite you

and your friends and family to celebrate Homecoming 2016 in Santa Fe or Annapolis (or both!) this September! Both campuses offer child-friendly activities and childcare options. Don't forget to make your hotel reservations early.

### Santa Fe accommodations:

SJC rates offered at Sage Inn, La Posada, Hotel Santa Fe, and Drury Inn on the Plaza.

[www.sjc.edu/programs-and-events/santa-fe/santa-fe-business-friends](http://www.sjc.edu/programs-and-events/santa-fe/santa-fe-business-friends)

### Annapolis accommodations:

SJC rates offered at Historic Inns of Annapolis and Sheraton Annapolis Hotel.

[www.sjc.edu/friends/business-friends/#accommodations](http://www.sjc.edu/friends/business-friends/#accommodations)

### Save the Date

#### Homecoming 2016

September 16-18 in Santa Fe  
September 23-25 in Annapolis

### St. John's College Alumni Office

Annapolis  
410-626-2531  
[annapolis.alumni@sjc.edu](mailto:annapolis.alumni@sjc.edu)

Santa Fe  
505-984-6114  
[santafe.alumni@sjc.edu](mailto:santafe.alumni@sjc.edu)

**Why attend Homecoming 2016?**

**OLD FRIENDS** **GREAT SEMINARS**  
**pub trivia** **SWING DANCE**  
**ROCK PARTY** **FIELD GAMES**  
**SOCCER CLASSIC** **class reunion parties**  
**Awards Banquet** **KIDS' CARNIVAL**  
*Down through the Decades party*  
**NETWORKING BREAKFAST**  
*new friends...*

**And because Homecoming won't be as much fun without you!**

## CAST YOUR VOTE in the 2016 SJC Alumni Association Election: May 16–June 3

This June, alumni will elect the treasurer, secretary, and six at-large members of the Alumni Association Board of Directors, as well as one alumni-elected member of the college's Board of Visitors and Governors.

Alumni are encouraged to cast your vote using the online or paper ballots between May 16 and June 3. Or cast your vote at the All Alumni Meeting during the Alumni Leadership Forum on June 5 in Annapolis (see next page for ALF details).

### HOW TO VOTE

#### In Person:

#### Alumni Leadership Forum 2016

The Association's Annual Meeting will be held during ALF weekend on Sunday, June 5, from 9 to 10:30 a.m. on the Annapolis campus.

#### Online:

[community.stjohnscollege.edu](http://community.stjohnscollege.edu)

For an online ballot, login and click the link under Notice of Elections and Annual Meeting.

#### By Mail or Fax:

#### Request a Paper Ballot

Contact Leo Pickens, Annapolis director of Alumni Relations, at 410-295-6926 or [leo.pickens@sjc.edu](mailto:leo.pickens@sjc.edu).

**Online and paper ballots must be received by June 3, 2016.**

#### Alumni Association Mission

*To strive for the continued excellence of our college and fellow alumni by celebrating our distinctive educational experience, connecting our community in efforts toward shared support and benefit, and fostering a culture of intellect, generosity, and service.*



**St. John's College  
ALUMNI ASSOCIATION**





The Alumni Leadership Forum (ALF) is an annual, three-day event that rotates each year between the Annapolis and Santa Fe campuses. Since its founding in 2010, ALF's seminars and sessions have brought together St. John's alumni to learn about the current state of the college and how alumni can engage with and support the St. John's College community, whether through alumni chapters, as a Class Chair, or as part of one of the Alumni Association's working groups.

Through seminars and workshops, participants of the 2016 ALF will have the opportunity to:

- Develop tools to support and improve career services
- Discuss and develop admissions strategies with admissions professionals
- Receive training in and help formulate social media strategies to build community and support for the college

**And much more**

ALF attendees also enjoy a multitude of social gatherings, seminars, and other opportunities to catch up with one another and meet alumni from other classes. The most notable of these is the Awards Banquet held the evening of the second day of ALF, where the Association presents the Volunteer Service Awards (or "ALFies") to alumni in recognition of their leadership and volunteerism in the Alumni Community.

To register and for more information, visit [sjc.edu/alumni](http://sjc.edu/alumni).

Below: Alumni participate in a workshop at the annual Alumni Leadership Forum.



## PIRAEUS 2016

Thirsting for good conversation? At Piraeus, St. John's College welcomes Johnnies back to the seminar table. Held on both campuses and led by tutors, Piraeus seminars provide an opportunity to relive the rigorous classroom experience over the course of a leisurely weekend. Named for the port city that served Athens, Piraeus brings alumni from all career paths and geographical areas back to their educational roots. Said Thucydides of ancient Piraeus, "From all the lands, everything enters." In that spirit, we invite you to bring your voice back to the seminar table and share in the reflection, discussion, and community that Piraeus offers. Upcoming Piraeus offerings include:

**In Annapolis on June 9-12,** tutors Eva Brann (H89) and Lise van Boxel will lead seminars on F. Scott Fitzgerald's novel *Tender Is the Night* and the John Keats poem "Ode to a Nightingale." Tutors Tom May and David Townsend will lead seminars on Leo Tolstoy's novel *Anna Karenina*.

**In Santa Fe on August 5-7,** tutor Grant Franks (A77) will lead a seminar on James Joyce's *Dubliners*, a collection of 15 short stories that form a sparse and detailed, yet deeply moving, tableau of middle-class life in early 20th-century Ireland.

Recent alumni (2006-2016) receive a special tuition rate. On-campus housing is available.

To register online and read more information, visit [sjc.edu/piraeus](http://sjc.edu/piraeus).

## 1964

**Julie Wiggenhorn Winslett** (A) writes, "I'm still teaching English at the University of North Georgia and enjoying life in the foothills of the Blue Ridge Mountains. I feel lucky to be part of several lively groups of writers and poets who have inspired me in my writing. I've finally finished my mystery novel set in Taos and am now trying to navigate the intricacies of social media marketing. If anyone knows of an agent or publisher in New Mexico who specializes in mysteries set in the Southwest, e-mail me at [juliewinslett@windstream.net](mailto:juliewinslett@windstream.net)."

## 1966

**Constance (Bell) Lindgreen** (A) sends a note from France to say that one of her short stories was published last year by the International Club of Bordeaux and a second will appear in May, published by the Gascony Writers Association.

## 1967

**Rebecca Tendler** (A) lives in Philadelphia, where she loves her work as a psychologist in a private practice.

## 1968

**Thomas Keens** (SF) received the Robert M. McAllister Faculty Mentoring Award from the Department of Pediatrics at Children's Hospital Los Angeles and the Keck School of Medicine of the University of Southern California. This prestigious award is given most years to a faculty member who "demonstrates the most effective mentoring through guiding and nurturing the collegial and professional development of junior faculty."

## 1969

**Mark Bernstein** (A) published an article in the *Drexel Law Review*, Thomas R. Kline School of Law, Volume 7, Number 2, titled "Jury Evaluation of Expert Testimony under the Federal Rules." In the article he explains how the Federal Rules of Evidence have detrimentally affected the ability of the jury to find the facts and created a highly paid cadre of professional witnesses.

## 1972



**Bob Shimizu** (SF) released his second jazz album, titled "Let's Get Together." The album garnered four stars in *Downbeat* Magazine and held a place on the JazzWeek charts for 10 weeks. More information can be found at [www.bobshimizu.com](http://www.bobshimizu.com).

After 42 years, **Irv Williams** (A) reconnected with fellow Johnnies **Christel Stevens** (A) and **Steve Hanft** (A70) for an afternoon in



*Irv Williams (A72), Christel Stevens (A72), and Steve Hanft (A70) enjoy a long overdue reunion in the nation's capital.*



Washington, D.C. The trio caught up on family, friends, and the infamous McDowell Hall Bell Clapper Napper Mystery dating from 1970, among other things. This spring, Williams will retire from his college teaching job to temporarily relocate to D.C. to be closer to his new grandson and family.

## 1973

**Galen Breningstall** (SF) is working as a pediatric neurologist at Gillette Children's Specialty Healthcare in St. Paul, Minn. Insights into his current state of mind can be obtained at <http://childnervous-system.blogspot.com>.

The art and design work of **Howard Meister** (A) were part of a retrospective group exhibit held in December by the Magen Gallery in NYC. The exhibit featured works by the influential Art Et Industrie gallery between 1979 and 1999. Meister and the other prominent Art Et Industrie gallery artists were interviewed for a forthcoming documentary film on the art movement.

**Frazier O'Leary** (SFGI) is still teaching in D.C. Public Schools after 45 years and is a member of the board of the Toni Morrison Society. He is also a member of the board and past president of the PEN/Faulkner Foundation and is active with the foundation's Writers in Schools program.

**Nick Patrone** (A), above, made the front page of the *Rocky Mount Telegram* for his 4,300-mile bicycle trek across the United States to raise funds for multiple sclerosis research and treatment. This June 1 to August 1 he is planning a 62-day ride from Yorktown, Va. to San Francisco, covering 3,685 miles as part of the Trans Am ride for Bike the US for MS. Learn more and donate at [www.biketheusforms.org/cyclists/detail.asp?cid=823](http://www.biketheusforms.org/cyclists/detail.asp?cid=823).

## 1974

Proud Johnnie parent **Jena Morris** (SF) writes to say that her son **Jeremy Breningstall** (AGI01) became a student again in September, having been accepted into a prestigious cross-disciplinary program at the University of California at Berkeley. He is part of a family of Johnnies that also includes his father, **Galen Breningstall** (SF73); his aunt, **Aimee Morris** (SF79); and uncles **Joe Morris** (SF80) and **Jack Morris** (SF87).

**Janet O'Flynn** (A) writes, "It's a long way from the Piraeus to Port-au-Prince, but a group of Johnnies is trying to make the connection." She and **Donnel O'Flynn** (A73), **Janis Popowicz Handte** (A77), **Malcolm Handte** (A75), and **Aidan O'Flynn** (A05) are working together to start a new program in rehabilitation science at the Episcopal University of Haiti. "Several



other Johnnies have also, of their generosity, contributed financially. Estimates of at least one million persons who are disabled in Haiti but not receiving therapy show the problem they are trying to address. The school is one of the first in Haiti to offer academic education in physical therapy, and the only one to offer academic education in occupational therapy, both at the bachelor's level. Starting an educational program like this in a country with few resources is a daunting challenge. However, this group of people was willing to read Hegel, Homer, and Herodotus, so courage is not lacking." Read more about the O'Flynn's daily life in Haiti at [haitiotptdegrees.wordpress.com](http://haitiotptdegrees.wordpress.com) and more on their project at [www.haitirehab.org](http://www.haitirehab.org).

## 1976

Last summer **Robert Godfrey** (A) took a bicycle trip from his home in Oakland, Calif. to Annapolis, where he concluded his journey with a dip in College Creek. Godfrey happily reports that the water was cool, clear, and full of little fish—and did not have a jellyfish in sight.

After being nominated by President Barack Obama, **William W. Nooter** (A) was confirmed by the U.S. Senate in November and sworn in on December 22 to serve as an associate judge on the Superior Court of the District of Columbia. Nooter served on the D.C. Superior Court as a magistrate judge since 2000.



Acting D.C. Superior Court Chief Judge Frederick H. Weisberg swears in William W. Nooter (A76), with his wife Elissa Free beside him.

## 1977

### ONE HIKE AT A TIME



**Dave Pex** (SF) reports that he has successfully completed hiking the entire 2,650-mile Pacific Crest Trail (PCT). He completed this endeavor over a five-year period, on nine separate trips, hiking the trail in sections. Pex completed his first section in 2010, a trip on the John Muir Trail of just under 250 miles in 16 days. The following year he completed a PCT section from northern Oregon to central Washington. Since then, he had hiked about two sections a year, the longest being from Cajon Pass, in southern California, to Mount Whitney (14,505 feet, the highest point in the contiguous U.S.). On September 5 he hiked north from Mount Rainier and headed to Canada. Two days later he reached Monument 78 at the Canadian border. His wife Jill hiked eight miles south from the Canadian trailhead and met him with celebratory piña colodas.

## 1977

**Jonathan Wells's** (A) second collection of poems, *The Man With Many Pens*, was published by Four Way Books in October 2015. It includes poems that had been published previously in *The New Yorker*, *AGNI*, the Academy of American Poets Poem-a-Day project, and in other journals.

## 1978

The Princeton Friends of Opera, led by **Anne McMahan** (SFGI), helped bring a semi-staged performance of Ludwig van Beethoven's sole opera *Fidelio* to audiences there. The performing ensemble was Grand Harmonie, a Boston-based period-instrument group focused on classical and romantic repertoire. The January 23 performance was the first one with original instruments in the United States.

## 1979

**Lisa Simeone** (A) made a splash at the Homewood Museum's Harvest Ball, which raised money for the Baltimore museum's programs and collections. Her affection for vintage fashion was noted in the *Baltimore Sun*. She was also featured in *Current's* "The Pub" podcast that addressed the question, Are public media journalists really all liberals? Listen to the podcast (#48) at [www.current.org](http://www.current.org).

After retiring from teaching high school mathematics, **Paul Anthony Stevens** (A) now spends his time helping family and friends, reading, playing music, going to church, riding his bike, and walking three miles every day. While recently studying to write on Plato's *Meno*, Stevens learned that he was born next to the temple of Zeus in Athens.

## 1980

**Lisa Rosenblum** (A) made a huge career and life change by moving to Brooklyn, where she is the new director/chief librarian for the Brooklyn Public Library. She is responsible for overseeing the activities and services offered at all the system's 59 branches as well as the Central Library. "BPL is doing some amazing work in meeting the needs of the community," she writes. "My experience working not only as a library director but also directing social services in a number of cities in California was one of the reasons Brooklyn recruited me."

**James C. White** (A) joined the law firm Parry Tyndall White in Chapel Hill, N.C. His practice is evenly divided between bankruptcy and complex litigation, and he handled large lawsuits against banks during the financial crisis. However, he says that some of his most satisfying work involves helping people stay in their homes, particularly after wrongful foreclosures.

## 1984

**John L. Bush** (SF) won re-election on November 3 to his third term on the Blacksburg (Virginia) Town Council.

In **Don Dennis's** (SF) note that appeared on p. 34 in the fall 2015 issue of *The College*, the text should have read "Bohmian" not Bohemian.

## 1978

### *Great Books on the Go*



**Rita Collins** (A) hit the road last summer with her new traveling bookstore, making appearances throughout Montana at festivals, fairs, farmers markets, private parties, and even a gallery opening. She is planning the bookstore's itinerary for 2016, to take it to other states and perhaps across the country. She hopes to run into Johnnies along the way. "It really is a great way to have a bookstore that meets people's needs wherever they happen to be," she writes. "Although compact, it can carry about 600 volumes, which I keep stocked with a variety from classics to children's books to, of course, travel."

## 1985

**Rob Crutchfield** (A82) writes, "After several years of hard work, **Ruth Johnston** (A) has published her fourth book, *Re-Modeling the Mind: Personality in Balance* (Pannebaker Press, 2015). In it Ruth outlines a new model of human personality, based on brain science, the theories of Carl Jung, and the Jungian typology of the Meyers-Briggs personality test. She uses the model to account for individual differences in innate tendencies of thinking, feeling, and behavior and to explore the difference those differences make in life. Jung's types have been known and used for many

years, but this book stands out in articulating the underlying system which gives rise to them. One of the book's most original and interesting sections deals with which different types of personality tend to get along best in marriage. Ruth's debilitating illness is still unidentified and untreated. Donations are welcome and can be made at [www.gofundme.com/help-ruth-johnston](http://www.gofundme.com/help-ruth-johnston)."

**Maggie Hohle** (A) writes, "I moved to Japan after graduation, wrote nonfiction for fifteen years there and fifteen here. My daughter just returned from Europe, now with friends from everywhere.

St. John's makes free (wo)men from children by means of books and a balance, but we grow up through experience. There's not an app for that."

## 1986

**Kristen Baumgardner Caven** (SF) kept busy in 2015. In January, she wrote lyrics to Franz Liszt's *Invocation*, with pianist Daniel Finnamore. In March, she blogged about her trip to Italy with **Jennifer Flynn Israel** (A). In September her novel *The Souls of Her Feet* came out in paperback, and she began hosting "shoe salons." In September she spoke at Mills College about chronicling the historic 1990 student revolt and began co-producing "The Heart of the Muse," a salon for creatives. In November, she launched a city-wide reading group of her book *The Bullying Antidote* for 3,000 Oakland, Calif. readers. (Throughout the year, she gave talks to parents on "Zorgos," the superpower described in this book.) During the summer, she was fortunate to spend a weekend in Santa Fe and visit the campus for the first time in over a decade, visiting with **Will Fischer** (SF) and **Janette Hradecky Fischer** (SF85). Highlights were soaking in mud with **Mike Ryan** (SF), the molé sauce at Pasquales, and (deep breath!) a 20-minute writing retreat at Abiqui Lake. Visit [www.kristencaven.com](http://www.kristencaven.com) for all the details.

## 1987

**Michael R. (Vitakis) Brown** (A) is currently living in Austin, Texas and hungering to return to northern California. In late 2014 he was featured in a film on the American feminist proto-Surrealist Mary MacLane (1881-1929), about whom he has written and published several books. Future book projects include a first-ever biography and detailed study of MacLane and a philosophical-spiritual synthesis provisionally entitled *Beyond Fragmentation*.



# CLARITY OF MISSION

By Robin Weiss

## Erinn Woodside (AGI) Leads a Life of Service

**A**fter deployments in Iraq, Afghanistan, and a U.N. peace-keeping mission during the peak of the Ebola crisis in Liberia, 30-year-old Captain Erinn Woodside (AGI) finds that civilian life, “sitting at a desk,” makes her antsy. Raised in a Navy family, Woodside and her two siblings were homeschooled by their mother. At age 10, inspired by her grandmother’s work on the Atlas Rocket Program, Woodside savored what she calls “astronaut dreams.”

The science curriculum and discipline of a service academy initially drew Woodside to the United States Air Force Academy, where she graduated in 2008. “It was the best and worst time of my adult life,” says Woodside, who found the “very mechanical, lecture-based” teaching methods disappointing. As one of the 15 percent of women among four thousand cadets, she endured teasing and insults. But “living daily with nasty jokes makes you tough,” she says, and the whole program, “designed to keep you stressed, as a constant state,” was excellent preparation for deployments.

When cyber warfare was relatively new, her first assignment, as a communications officer in San Antonio, trained her in cyber development. Two years later, Woodside volunteered to serve in Iraq and arrived at Camp Victory Base, a city of fifty thousand within Baghdad, between two campaigns: Iraqi Freedom and Operation New Dawn. As platoon leader, working 12 to 18 hours a day with her soldiers in a signals battalion, she recalls her experience as both wonderful and awful.

Woodside made time to engage with 65 Iraqi girls, ages 4 to 15, from on and off base, in a popular scouts-like program. However, two weeks before leaving Iraq, she sustained a percussive brain injury from a rocket bomb. “We call it ‘getting blown up,’” she says. Though tests found no brain bleeding, cognitive problems affecting memory and attention plagued her for years. Firefighter friends took her in and cared for her, until she was flown back to Texas for months of medical hold.

During her next assignment in Fort Meade, Maryland, Woodside, dismissing her injury, volunteered for Afghanistan, just nine months after returning from Iraq. She loved what she calls “the clarity of mission.” But despite the rewards of working off base 18 hours a day, seven days a week, she could no longer ignore her symptoms from the blast.



JENNIFER BEHRENS

Back at Fort Meade in fall 2012, Woodside received intensive medical attention at Walter Reed Hospital. Neurological exams revealed lesions consistent with blast damage; she was diagnosed with a mild traumatic brain injury. Woodside learned that overwhelming guilt and denial are common symptoms following trauma. Without a missing limb or bullet wound, “I felt I was taking resources away from others,” she says. Woodside received a Purple Heart, the military decoration awarded to soldiers wounded or killed while serving.

In summer 2014, after hearing an ad on NPR, she applied and jumped into the St. John’s Graduate Institute while still an active duty officer. Three GI segments later, she volunteered to serve in Liberia. “It’s one of the poorest countries in the world, just this side of a failed state,” she says, noting that it has only five paved roads and little to no hydro and electrical infrastructure. Woodside felt welcomed as the only woman in her “truly global” team, representing at least 10 countries and five religions. With “no touching, no physical contact,” they tracked the spread of Ebola, while living alongside, interviewing, and educating locals.

In her fourth GI segment, Woodside values “the soft skills” gained from the St. John’s curriculum. “The heart of the program, to suspend pre-conceived notions and look at something from a different perspective, to withhold judgment” creates, for her, “a similar mindset to deployment. The openness of mind that the program fosters produced the very skills I needed in Liberia and elsewhere.” She tolerates no excuses for fear-based ignorance, and loves to shatter stereotypes. “If there is one thing I’ve learned, both in the world and at St. John’s, it’s that there is so much gray.” ☐

**Joyce Turner** (A) moved back to South Carolina last year, though she regularly returns to Iowa, where she still works for the Writers' Workshop. Last fall she taught composition as an adjunct lecturer in South Carolina and is currently working on a novel and some nonfiction projects. "I miss the St. John's Coffee Shop, waltz parties, and long walks through the bricked streets of Annapolis," she writes. "Please feel free to drop me a note if you're planning to be in the Charlotte, N.C. area."

## 1988

**Elaine Pinkerton Coleman** (SFGI) has two books scheduled for upcoming release: *Santa Fe on Foot* (Ocean Tree Books) and *All the Wrong Places* (Pocol Press), a suspense novel set in the Southwest. Look for her musings on adoption and life on her blog [www.elainepinkerton.wordpress.com](http://www.elainepinkerton.wordpress.com).

**Erin Milnes** (A) reports that she is now creative director for Catchword Branding, a national naming firm based in Oakland, Calif. "Being a generalist with language skills is key for this work, so naming could be a great fit for Johnnies, particularly if they are into language, symbols, messaging, semantics. I love it!"

## 1990

**Kilian James Garvey** (SF) gave a TEDx talk last October on "Geography of Morality." The talk, a non-data discussion of the empirical research he does analyzing the pathogen prevalent theory of human values, is available on YouTube.

**Fritz Hinrichs** (A) finished two videos on Homer's *Iliad* and *Odyssey*, which are both available on YouTube.



## 1991

**Kemmer Anderson** (AGI) and his wife traveled to Israel and Palestine in October. In Bethlehem he read the poem "Bethlehem 2002" from his new book *Songs of Bethlehem: Nativity Poems*. His poem "Mary of Nazareth: 2015" was published in *Sojourners* in January 2016, and he is currently working on a new set of poems.

## 1992

**Julie Marron** (SF) writes, "**Hallie Leighton** (SF) was one of my closest friends. In 2010, she was diagnosed with metastatic breast cancer after several years of mammograms. She died in 2013 at the age of 42. After she was initially diagnosed, the two of us conducted

*Kemmer Anderson (AGI91) made his fourth trip to the Holy Land.*

research into what had caused her mammogram to miss her cancer until it had metastasized." They discovered that mammograms are ineffective for the 40 percent of women with dense breast tissue who account for 70 percent of invasive cancers, missing 50 to 75 percent of cancers in these women. "This is the main reason that breast cancer screening has failed to reduce the rate of metastatic breast cancer in the U.S., and it is the source of never-ending controversy surrounding mammography. *Happygram* is a documentary about this issue that I started before Hallie died. It has been screened at film festivals

around the country, and it has won several awards, including First Prize for the Providence Film Festival Award at the Rhode Island International Film Festival." More information is available at [www.happygramthemovie.com](http://www.happygramthemovie.com).

**Max Ochs** (AGI) released a collection of 65 poems titled *Just Caws*.

**Daniel Reilly** (SF) is beginning his 10th year with the National Democratic Institute, a D.C.-based NGO that provides democracy and governance support in challenging environments around the world. He enjoys his work on operational security for National Democratic Institute missions and offices. Now based in Maryland, Reilly and his wife Sehen are celebrating 13 years of marriage and have two daughters, Diamondra (8) and Holisoa (5), and three guinea pigs.

## 1993

**Erika Suski** (A) welcomes Johnnies to drop her a line at P.O. Box 1133, Dumfries, VA 22026.

## 1996

**Loreen Keller** (AGI) completed her doctoral studies at Northeastern University and was awarded her Ed.D. in September 2015. Her dissertation "Adjunct Faculty Engagement: Connections in Pursuit of Student Success" was published in October.

**Jake McPherson** (SFGI) started a new job as the consumer affairs chief for Hawaii's Department of Health's Adult Mental Health Division.

## 1997

**Heidi (Jacot) Hewett's** (A) first story *The Curious Case of the Clockwork Doll* (18thWall Productions) was published in January as part of a new anthology of Sherlock Holmes mysteries. Read more on her blog <http://hjhreader.blogspot.com>.



## 2000 INSPIRING CHANGE



MAXIMILIAN FRANZ, THE DAILY RECORD

**Melanie Santiago-Mosier** (A) (center) was named one of 2015's Leading Women by *The Daily Record*, Maryland's premier legal and business newspaper. Leading Women recognizes women age 40 or younger for the tremendous accomplishments they have made so far in their career. They are judged on professional experience, community involvement, and a commitment to inspiring change. An award ceremony was held December 7 in Annapolis; her profile appeared in the December 8, 2015 issue of *The Daily Record* in its special Leading Women publication, available online at <http://thedailyrecord.com/leading-women/melanie-santiago-mosier>.

**Jane McManus** (A), who is still covering the NFL for ESPN and a columnist for *espnW*, has taken on two new roles. In December she began co-hosting a national radio show on Saturdays for ESPN Radio and is co-teaching the sports journalism class this spring at the Columbia Graduate School of Journalism. In other news, she finally hung up her skates after seven years of playing roller derby and is on the lookout for another challenge.

## 1998

**Richard Field** (SF) published *From the Sands of the Arena: Ancient World Trivia for the 21st Century*. The book contains trivia from three eras: ancient and classical Greece, Hellenism, and Republican and Imperial Rome.

## 2001

**Jonathan Culp** (A) is now an associate professor of politics at the University of Dallas. He and his wife Natalie and their five children live in Irving, Texas.

**Leo Vladimisky** (A) had two more short stories published: "Dandelion" on Boing Boing and "Squidtown" in the January/February 2016 issue of the *Magazine of Fantasy & Science Fiction*.

## 2002

**James Marshall Crotty's** (SFGI) feature-length documentary *Crotty's Kids* has secured global distribution through Passion River Films. Learn more at [www.passionriver.com/crottys-kids](http://www.passionriver.com/crottys-kids).

## 2003

**Kagan Coughlin** (A) is a trustee at Base Camp Coding Academy, which provides Mississippi's under-advantaged youth with vocational training in computer programming to support the technology needs of local and regional employers. The charitable, nonprofit organization was recently awarded a grant to help train the state's next generation of software developers.

**Wilson Dunlavey** (A) had a momentous year. He graduated from the University of California, Berkeley School of Law last spring and defended his Ph.D. thesis at the Humboldt-Universitaet in Berlin in September, earning him the dubious distinction of receiving two doctoral degrees in the same calendar year. His dissertation examines the history of German public diplomacy, cultural diplomacy, and nation-branding in the United States in the late 19th and early 20th centuries. He is now a civil rights and class action attorney at the firm Lieff, Cabraser, Heimann, and Bernstein in downtown San Francisco.

**Alexandria Poole** (A) joined Elizabethtown College as assistant professor in the Department of Politics, Philosophy and Legal Studies. She teaches introductory courses in ethics and philosophy, as well a course in comparative environmental philosophy: perspectives from the Americas.

She also is associate managing editor of *Environmental Ethics*, a founding journal of the field. Her primary research interests are comparative environmental philosophy, environmental ethics, and sustainability.

**Lewis Slawsky** (A) and **Alexander Wall** (A) have established a publishing imprint, digest, and online magazine called Political Animal, dedicated to elevating the quality of political discourse in North America. It also addresses the subject of politics in a manner that will be familiar to many Johnnies, with a special concern for philosophy and an eye to the unity of knowledge. Political Animal welcomes article submissions and book manuscripts from SJC alumni. Visit them at [www.politicalanimalmagazine.com](http://www.politicalanimalmagazine.com).



**Michael Waldock** (SFGI) completed a new novel *How I Saved the British Empire: Reminiscences of a Bicycling Tour of Great Britain in the Year 1901* (Ailemo Books, 2015). He notes that most of the ancillary characters and events were real, and he immersed himself in the year 1901 using the annual versions of such publications as *The Illustrated London News*, *Tatler*, *The Sphere*, among others, to get timing and content right.

## 2004

**Suzie (née Vleck) Lee** (SF, EC05) recently earned a second master's degree in nutrition and functional medicine and is a clinical nutritionist and chiropractic physician in private practice in Alameda, Calif.

**Angus MacCaull** (SF) managed to combine his two passions, food and writing. His new picture book for kids, *Lawntee! at the Store*, is the story about a young lentil that faces a tough financial question: What to buy with your only leaf?

**David Penn** (SF) and **Britt Hofer** (SF) announce the release of their first wines, under the label Krater. Inspired by former Santa Fe tutor John Cornell and many notable alumni winemakers, they are thrilled to have wines of their own to offer to the fray—and be part of St. John's' rich and long connection with wine. Learn more at [kratercellars.com](http://kratercellars.com).

After working in the industry for five years, **Eric Schaefer** (SF) seized an opportunity to open up his own sightseeing company in San Francisco. SF Adventure Tours is a one-man operation that offers unique city tours, Marin County and Muir Woods tours, and beer tasting trips. He invites alumni in the area to come by to say hello.

## 2006

**Norman Allen's** (AGI) play *The House Halfway* was named a finalist for the Eugene O'Neill Theatre Center's prestigious National Playwrights Conference, and his children's play *A Lump of Coal for Christmas* opened at Adventure Theatre in Maryland to rave reviews. In addition, his essay "Finding a House that Fits," which features his time at St. John's, was published in *Yes! Magazine*.

**Constantino Diaz-Duran** (A) writes, "I'm getting married in May to David Khalaf, an author based in Portland, Oregon, where I also

live these days. We met two years ago through the Gay Christian Network, and I'm grateful to be able to do life with someone who shares my faith. We've launched a blog (<http://daveandtino.com>) discussing the sometimes complicated issues surrounding Christianity, sexuality, and marriage."

## 2007

**Charles Kitchen** (A) is the Nevada deputy operations director for the Bernie Sanders Presidential Campaign.

**James Wrigley** (A) lives in North Conway, N.H. and works for the Appalachian Mountain Club. On New Year's Eve, he and his wife Courtney celebrated the birth of their baby, Evelyn Jean Wrigley.

## 2008

After graduation, **Jack Brown** (A) lived and taught in Lebanon for six months, and then joined the Peace Corps. While serving

in Senegal, West Africa, he met Emily, the love of his life. They moved to Seattle in 2013 and were married on August 29, 2015 in a delightful affair, with many Johnnies in attendance. Brown is a software engineer and looks forward to buying a house, acquiring pets, and eventually starting a family.

**Kayla Gamin** (A) got married in 2014. Later this year, she will graduate from the University of Chicago Law School and begin work at a D.C. government agency.

## 2009

**Marcello Kilani** (SF) is the current Macricostas Professor of Hellenic Studies at Western Connecticut State University. This one-year visiting professorship, endowed by the Macricostas family, supports courses in ancient Greek philosophy and culture. Kilani delivered a public lecture "Ethics and Identity in a World of Chance" on March 16 at the university.

*Left: David Penn (SF04) crushes the Cabernet Franc at Krater winery in Sonoma County.*



BRITT HOFER (SF04)

**Do you have news to share with *The College*? Send your note, along with your name, class year, and photo(s), to [thecollegemagazine@sjc.edu](mailto:thecollegemagazine@sjc.edu).**



2008

## Renaissance Woman



KATHI BAHR

**Laura (Waleryszak) Zak** (SF) co-wrote, co-produced, and stars in the new six-episode series *Her Story*. Featuring predominantly LGBTQ women, the first season, which premiered online on January 19, follows two transgender women in Los Angeles who had given up on love until chance encounters suddenly give them hope. Zak plays a reporter with a passion for social change and an endless curiosity for experiences that differ from her own. Watch the series and learn more at <http://herstoryshow.com>.

**Terrill Legueri** (SFGI) and **Kane Turner** (SFGI) were married on September 12 in Santa Fe at Church of the Holy Faith, with many Johnnies in attendance.



From the left: **Ross Hunt** (A05, SFGI10); **Clara Terrell** (SFGI10); **Ian Dag** (SFGI); **Terrill Legueri** (SFGI); **Stacia Denhart** (SFGI); **Kanishka Marasinghe** (SFGI10); tutor Matthew Davis; Lisa Marasinghe (Johnnie by association); **Kane Turner** (SFGI); **Allison Roper** (SFGI10); **John Hobson** (SFGI); and tutor Natalie Elliot.

**Kea Wilson's** (SF) first novel is scheduled for release on August 23 from Simon and Schuster/Scribner. *We Eat Our Own* is about the production of an Italian horror film in the Amazon rain forest in 1979, based loosely on true events. He says Euripedes, Aristotle, Dante, and Rousseau were key touchstones for him as he wrote the book.

2010

**Marianna Brotherton** (A) and **Jake Crabbs** (A09) were married in Killington, Vt. on June 20. The couple currently resides in Chicago.

**JR Johnstone** (SF) recently accepted a position as a research coordinator at the Johns Hopkins Berman Institute of Bioethics.

2011

**Brittany (Olson) Johnstone** (SF) will graduate in June from the University of Denver with an education specialist degree in child, family and school psychology.

2013

**Michael Fogleman** (A) writes, "I am currently a resident at the Center for Mindful Learning, where I work, live, and meditate full time. I began practicing meditation while at St. John's, something that was born out of my relationship to the books I was reading. After graduating, it seemed fruitful to spend even more time dedicating myself to that practice. Moreover, the Center is a very interesting organization. Not only are we what we call a 'modern monastery,' but we are also a nonprofit, and one that is run like a start-up organization. I am heavily involved in the process of seeking a new business model and putting the skills I learned at St. John's to good use."



ST. JOHN'S COLLEGE, GREENFIELD LIBRARY

## Nancy Lewis (H01)

December 7, 2015

Registrar, Annapolis

Nancy Rawlings Lewis (1933-2015), who served for 20 years as the registrar at St. John's, Annapolis, died peacefully at her home, surrounded by family. Born in Washington, D.C. to Nellie Morton Rawlings and Herbert Lee Rawlings, she spent her childhood in Forest Glen Park, Maryland and attended the University of Maryland. There she met and married artist Eric Winter and traveled with him to Juneau, Alaska, where the first of their four children was born. Two years later they moved to St. Thomas, U.S. Virgin Islands, where they raised their children in a home they built out of ruins of the Christensen farm in Estate Tutu. In St. Thomas, Lewis managed the A. H. Riise art gallery and the Sheltered Workshop for disabled adults. After the marriage ended, Lewis moved with the children to Barcelona, Spain, where they settled for five years in the seaside town of Sitges. There she became part of a creative international expatriate community.

In 1976, she relocated to Annapolis and joined the staff at St. John's, where she worked until her retirement in 1998. She was on the board of the Friends of St. John's and a member of the Caritas Society. In 1984 she married an old college friend

Nancy Lewis (H01) in 1992, working with student Devin Rushing-Schurr (A93)

*“Nancy conducted all duties of [the Registrar’s Office] with astute attention to detail and calm organization. Her natural grace and her care for others, especially students, permeated every part of her responsibilities.”*

—Annapolis Dean Pamela Kraus

Fred Lewis; the couple remained together for 31 years. At a celebration of life service held in McDowell Hall, Lewis was remembered for her warmth, kindness, humor, and grace. She is survived by her husband, Fred; two daughters Page Winter and Leslie Winter Mills; two sons Eric Winter and Cy Winter; stepson, Freddie Lewis; brother, Herbert Rawlings; eight grandchildren; and four step-grandchildren.



## Matthew Frame (A73)

July 24, 2015

Known for his sharp wit and gentle nature, Matthew Albritton Frame (1951-2015) passed away peacefully at home in Raleigh, North Carolina. After a rewarding 30-year career as a software engineer and systems architect with IBM, Frame retired in 2008, and began his second career as a full-time bridge professional. His natural ability to understand and process complex information, and his extremely logical mind, fueled his success in both careers; his generosity was evident in his volunteer work and mentorship to aspiring bridge players. Two maxims that Frame lived by throughout his last year were: "It's never too late to do the right thing" and "Relish every moment left on this earth." In this spirit, he devoted his abbreviated time to the people and passions he cherished most, including his four children Laura Knox, Mark, Rebecca, and Susannah; his granddaughter, Allie Knox; six surviving siblings David, James, Jr., Margaret Lipton, Martha, Ruth, and Shannah Frame Whitney; and numerous other relatives.

## Jeremy Tarcher

Class of 1953

September 20, 2015

Jeremy Phillip Tarcher (1932-2015), who founded the publishing house that bears his name, died at his home in Los Angeles. Considered a maverick in the industry, in the early 1960s Tarcher packaged book deals for celebrities, including Phyllis

Diller's *Housekeeping Hints* and Johnny Carson's *Happiness Is a Dry Martini*. Later inspired by New Age thinking about human potential, he brought California's counterculture to the mainstream with such works as *Drawing on the Right Side of the Brain* by Betty Edwards and *The Aquarian Conspiracy* by Marilyn Ferguson. "I published books I cared about rather than books people thought would sell," he told *Publishers Weekly* in 2013. "But it turned out that there were thousands of readers out there like me." In the early 1970s, Tarcher founded the house, known first as J.P. Tarcher, specializing in nonfiction books on health, psychology, and New Age spirituality. Today it is part of the Tarcher Perigee imprint of Penguin Random House, the company where Tarcher remained until 1996. He published numerous bestsellers, including *Women Who Love Too Much* by Robin Norwood, *The Faith of George W. Bush* by Stephen Mansfield, *Bikram's Beginning Yoga Class* by Bikram Choudhury, and *The United States of Wal-Mart* by John Dicker, among others. He married the television puppeteer and children's author Shari Lewis in 1958 and went on to produce her Saturday morning TV show for several years and publish some of her books, including *The Kids-Only Club Book*. The couple also collaborated on a script for an episode of *Star Trek*. Tarcher grew up in a prosperous family of readers, with him as the exception. After he was rejected by nearly every other college he applied to, Tarcher found a home at St. John's. In a 1982 interview

with the *Los Angeles Times* he recalled, "I would not be what I am now, where I am now, had it not been for St. John's."

## Ernest Heinmuller

Class of 1942

December 5, 2015

Ernest Jean Heinmuller (1921-2015) was a member of the first class to graduate from the New Program at St. John's College. Born in Baltimore to Ernest Richard and Angeline Magne Heinmuller, he grew up in Easton, Maryland. In 1943, he married Donna Hoyt, his high school sweetheart, and later joined the U.S. Coast Guard. He served in three theaters of WWII as a submarine hunter off the U.S. coast, troop rescue in the English Channel during the invasion of Normandy, and other assignments in the South Pacific. His ship was awarded the Coast Guard Outstanding Service medal with star and the Defense medal with star. At the end of WWII, he and his wife returned to Easton, where he opened an office for Monroe Systems for Business



A portrait of Ernest Heinmuller, Class of 1942, as a senior

and served as manager and head of sales for the next 28 years. Heinmuller is survived by his son H. Hoyt of Alamo, Texas; his daughter Jodie Peirce of Chapel Hill, North Carolina; four granddaughters Dee, Lynn Heinmuller Fisher, Shayn Peirce Cottler, and Leyf Peirce Starling; eight great-grandchildren; and two great-great-grandchildren. Heinmuller was preceded in death by his wife, and his daughter Frances.

## Amy Kass

August 19, 2015

Tutor, Annapolis

Amy Apfel Kass (1940-2015), who taught at St. John's in the early 1970s, died in Washington, D.C. She grew up in New York City and earned degrees at the University of Chicago, Brandeis, and Johns Hopkins, where she wrote a history of the great books movement and founding of the New Program at St. John's College. In 1976 she returned to the University of Chicago, where she taught humanities and great books classes for 34 years. Classes on works by Homer, Shakespeare, Tolstoy, Melville, and G. Eliot were among the most popular. She co-founded the "Human Being and Citizen" course, and taught in the "Fundamentals: Issues and Texts" program. During her teaching career, she organized the "Toqueville Seminars on Civic Leadership," and "Dialogues on Civic Philanthropy," and edited anthologies of readings on American autobiography, philanthropy, courtship and marriage, American identity, and American national holidays, all widely used in high school and college classes, workshops

and seminars, and by independent readers. She served on the Council on Humanities for the National Endowment for the Humanities, and was a fellow at the Hudson Institute in Washington.

Kass lectured at St. John's and was a familiar visitor at Friday Night Lectures and the question periods that follow. Whenever she met students she thought would thrive at St. John's she urged them to consider attending. Many St. John's alumni met her in graduate school at Chicago; some of them and others have returned as tutors in Annapolis or Santa Fe. Kass was the living proof of how very important like-minded friends are to St. John's College as an institution, to its students, and to the faculty that make this their primary home. She is survived by her husband, Leon R. Kass, of Washington; two daughters; four granddaughters; and hundreds of students whose lives she helped to shape.

## Larry Dutton (SF74) July 14, 2015

Maria Kwong (SF73) shares the following remembrance about her friend Larry Roscoe Dutton (1950-2015): Larry's life spanned many realms, from his beginnings in the heart of the Midwest to his years at St. John's College, where I and many others forged a lifelong bond with him; to his more than 10 years in Los Angeles, where he lived with my family, began his practice in Tibetan Buddhism, and met his life partner and wife, Sharon McMillan. Returning to Santa Fe, they continued to practice Tibetan Buddhism and furthered the teachings of Chögyam Trungpa Rinpoche. Those who loved him remember a man of many passions, particularly music, and whose sense of the absurd informed his wit. A spiritual, intelligent, kind, caring, and fiercely loyal friend, he will be deeply missed by those who knew him.

## Terry McGuire (H12) March 6, 2016

Theresia "Terry" J. McGuire (1947-2016), assistant to eight deans on the Annapolis campus, passed away from cancer. Terry joined St. John's in 1969 as secretary to the assistant dean. Her extraordinary talent was noticed quickly, and she was singled out to be the dean's assistant, beginning with the deanship of Curtis Wilson, in 1976. She retired in May 2015 after 46 years at the college. Her powers of organization, prodigious memory, and gracious professionalism informed

and fortified the deans in their duties, from their initiation in the office to completion of their terms. Her natural good cheer, forgiving nature, courtesy, and uncomplaining fortitude enriched the spirits of all in countless ways. She was a force of benevolent togetherness, for us as members not only of the St. John's community but that of all living things.

Terry McGuire (H12) with various deans with whom she had worked. From left: George Doskow, Eva Brann (H89), Terry McGuire, Michael Dink (A75), Pamela Kraus, Sam Kutler (Class of 1954), and Harvey Flaumenhaft.



## Also Deceased:

Anne M. Ahern, A69  
June 26, 2015

Joseph L. Berkman,  
Class of 1951  
April 8, 2014

Frederick James Blachly,  
Class of 1966  
November 21, 2015

Jeffrey Frost Burnham, A01  
August 2, 2015

William F. Church III,  
Class of 1967  
September 1, 2015

Paul Ringgold Comegys, Sr.,  
Class of 1941  
January 13, 2016

Elisabeth Funnell, Class of 1966  
October 24, 2015

John R. Garland, Class of 1950  
October 23, 2015

Christopher Gillen, A90  
August 24, 2015

George Gilbert Graham, SF73  
December 18, 2015

Caryl Actis-Grande, SFGI09  
November 28, 2015

Ernest C. Hammond, Jr.,  
Class of 1962  
September 13, 2015

Amy (Carle) Jobs, Class of 1959  
August 23, 2015

Michael C. Jordan, A74  
January 24, 2016

Susanne Elizabeth Martin, A68  
August 14, 2015

Gerald (Jerry) Milhollan,  
Class of 1958  
September 26, 2015

Edward W. Mullinix,  
Class of 1945  
December 9, 2015

Jonathon Josiah Orbeton, SF00  
November 12, 2015

Maryrose Vigna Patrone,  
SFGI80  
November 2, 2015

Royal Parker Pollokoff,  
Class of 1947  
January 8, 2016

Robert (Bo) H. Reynolds,  
Class of 1940  
November 27, 2015

Eric Daniel Rosenberg, A01  
October 14, 2015

William Randall Salisbury,  
Class of 1962  
November 14, 2015

Jon Sanford, SFGI79  
October 20, 2015

William Westerman Simmons,  
Class of 1948  
January 18, 2016

Helen Roelker (Sparrow) Sisk,  
SF85  
October 1, 2015

Rina Swentzell, SFGI70  
October 30, 2015

Susan Tixier, SFGI03  
October 8, 2015

Suzy Ellin Van Massenhove,  
Class of 1962  
September 7, 2015

Nathan James Walker, A86  
January 3, 2014



## A Lasting Tribute

Donald Esselborn (A80) (1951-1991) died too young. Twenty-five years after his death on October 30, his classmates, led by Charlotte Murphy (A80) and with help from Steve Edwards (A80), Rebecca Krafft (A80), Kate McCullough (A80), Annapolis Director of Alumni Relations Leo Pickens (A78), and members of the college's grounds crew, planted a tree in Esselborn's memory on the front campus in Annapolis. The linden basswood, native to North America, with beautiful, heart-shaped leaves, stands along the brick walkway that stretches from Prince George Street to McDowell Hall. Years previous at a Homecoming celebration in Annapolis, Murphy joined with Dante Beretta (A80) and Josh Kates (A80), and held a wine tasting in honor of Esselborn. There they heard stories, often filled with humor, from fellow classmates and alumni

from other class years. "He had made a lot of friends through singing and acting on campus and hanging out at the Coffee Shop," says Murphy. "Many students found comfort in talking with him and listening to his take on being a Johnnie—he loved it."

During the planting ceremony, the group buried a sugar bowl in the tree roots, filled with ashes of classmates' written notes about Esselborn, photos, his favorite play titles, and sheet music of beloved songs. Following a rendition of "People Get Ready" by Curtis Mayfield, the intimate ceremony concluded with a moment of silence. "I loved Donald, and the tragedy of his death has not left me," says Murphy. "I had to plant this tree, and I feel lucky that circumstances conspired so I could. Trees capture the abiding strength of love like few other tributes can."



## Great Gift

Edmond Freeman first set eyes on Santa Fe in the early 1980s, when he and his wife June stopped there on the way to a Southern Newspaper Publishers Association meeting in Colorado Springs. A graduate of the U.S. Naval Academy in Annapolis, Freeman knew that St. John's had a campus in Santa Fe and made a point to visit. He and June fell in

love with the city—the Spanish-Native influences in the architecture, the jogging and hiking trails, the majestic mountain backdrop. It was the start of a relationship that culminated in 2015, when June gave \$25,000 to establish the Edmond Wroe Freeman III Scholarship Fund to honor her husband's lifelong love of learning and teaching.

Graduating from high school in Pine Bluff, Arkansas during WWII, Freeman always straddled two worlds; while serving as an Ensign on an aircraft carrier, he was reading Plato and Hume for a correspondence course in philosophy from the University of Chicago. He left the Navy in 1949 to study philosophy and English at Chicago. After he and June got married the following year, Freeman joined his family's newspaper, the *Pine Bluff Commercial*. "At that time I wasn't sure whether I was going to make that my life's work," says Freeman. "But as it turned out, that was." He served as editor and eventually succeeded his father as publisher, where

he was known for his curiosity, thirst for knowledge, and great eye for talent. One of the paper's editorial page editors, Paul Greenberg, won the Pulitzer Prize in 1969 under Freeman's editorial direction. "He made people better writers," says Freeman's daughter, Gretchen.

Edmond recently made a second gift of \$25,000 to the fund, and both of their children have also given to the fund. The family says that the scholarship criteria will be set by St. John's, but Edmond has a clear vision of the kind of student it will encourage: "Curious. Open-minded. Interested in reading. Having a thirst for knowledge."

—Jan Schlain

## MY MOST VALUABLE INVESTMENT: A MASTER'S DEGREE IN GREAT BOOKS

By Russell Max Simon (SFGI06)

In April 2015, I made the final payment on my student loan. I borrowed nearly \$21,000—about half the amount it costs to get a master's degree from St. John's College.

Unless you obtain a professional degree in a field such as law or medicine, I believe graduate school to be generally a waste of time and money. Time should be spent learning what is needed to get the job you want by apprenticing or working to gain real-world experience—not to mention money.

Yet as I make my final payment eight years into a twenty-year loan for what many consider to be a glorified philosophy degree, I can say without hesitation that my graduate education is the most valuable thing I've ever bought.

The most obvious value comes from my first, most crucial jobs: rungs on the career ladder given to me by St. John's alumni or employers who sought St. John's graduate students. An editor who was sick of hiring journalism school students gave me my first job as a journalist. A St. John's alumnus gave me my first job as a marketing professional, and continues to recruit from St. John's. Both employers wanted a St. John's grad. Perhaps only one out of ten employers appreciates my degree, but they only want someone like me. It made getting those jobs extremely easy.

Jobs are just the beginning. Here's the long answer as to why my St. John's education is so valuable.

Americans collectively hold \$1.2 trillion in student loan debt. Most took on that debt because of a misconception about what has value. People think education is mainly about skills transference, yet our education system transfers skills that will soon be out of date, if they aren't already. Our

competitive economy moves too fast for an education based on skills transference.

Yet many people take massive time out from building their careers and pay tens of thousands of dollars—or go into debt—to learn skills that will soon be out of date, or were never useful in the first place.

Like them, with my undergraduate history degree in hand, I thought that I had the skills that would help me succeed in life. If someone had asked me what those skills were, I couldn't have identified them.

Soon after finishing undergraduate, I read Allan Bloom's *The Closing of the American Mind*, a scathing critique of what liberal education has become in the past forty years: not a tool to develop great thinkers, but a means of instilling openness, which Bloom calls the great American virtue.

At liberal arts institutions across America, Bloom observes, every culture is valid and every idea deserves respect. In classes such as "comparative politics" or "comparative religion," we compare and contrast republicanism to communism or Islam to Christianity in a non-judgmental manner. That is a mistake. In life, everything requires judgment. Some ideas are less valid than others. Such judgment is what helps people and companies succeed.

The most difficult question for most of us in our daily work is what do I do next? That's judgment. For menial jobs, including those occupied by over-educated graduate interns in the think tanks and nonprofits of Washington, D.C., where I live, judgment is not necessary. But as soon as you achieve a modicum of success in any industry, judgment becomes essential, including the ability to judge which ideas are valid, which are idiotic, and which ones require an honest discussion.

Nearly every creative pursuit, including starting or managing a business, requires incisive judgment. The typical liberal arts education, which emphasizes non-judgmental cultural understanding and openness to every idea, works against your chances of succeeding.

Judgment is the first thing that gets blown up at St. John's, so that it can be rebuilt from the ground up. Not all ideas are considered equally valid; some are just plain wrong. Not everyone is entitled to their own unique snowflake of an opinion.

Each great thinker in history became so in part by calling out some ideas as wrong, arguing for what they considered the correct idea. It started with Aristotle faulting Plato, and continued from there. A great, three-thousand-yearlong conversation about fundamental questions regarding the nature of humans, reality, knowledge, and more, has been ongoing since the time of the Greeks.

The higher one rises in any profession, the more one must make judgment calls with which people will disagree. At the highest levels, most people disagree with your judgments. Which brings me to the next skill that St. John's teaches: an assurance in your ability to learn new things, one of the most valuable skills for succeeding in the economy of the future.

No curriculum keeps up with the pace of change in today's world. The skills you learned in school will be obsolete by the time you leave. All that matters is your capacity to adapt.

St. John's students think they can learn anything, because of the difficulty of the readings and their source. Go ahead—try to read Heidegger. Then try to learn calculus from Newton's *Principia Mathematica*, widely understood as the most



difficult textbook ever.

St. John's students learn through the eyes of the first mover, the first discoverer, the first thinker. Renaissance artists' experiments in color inform a painting class. The replication of experiments by Niels Bohr are among the foundations for learning the principles of physics. Geometry is taught by working through Euclid's *Elements*; every St. John's student can recite the definition of a point from memory: "That which has no part." It's no wonder that St. John's students are perfectly comfortable swinging between abstract philosophy and hardcore math and science. They understand how one discipline relies upon and interweaves with the other.

It's no wonder that we think we can learn anything. We experience the same process as those who first learned the greatest things, from a phenomenology of the spirit to the theory of relativity. We receive road maps to the thinking of the greatest minds in history. We are helped to find our way through to the end, and are then asked to make a major judgment call: is it true?

Those with pre-existing bias are told to *address the argument*. Those who rely on flimsy logic are swiftly taken down by the Socratic method, through withering questioning from wicked-smart professors called "tutors," none of whom accepts the fallacy that all opinions are equally valid.

The confidence I gained by communing, grappling with, and defending (or attacking) the great thinkers led me to launch into careers in which I had no formal training—and succeed. I have embarked on crash-course self-training regimens in evolving industries that advanced my career and earnings potential, inventing new ways of doing things and new processes. In investment-speak, dividends will continue for decades to come.

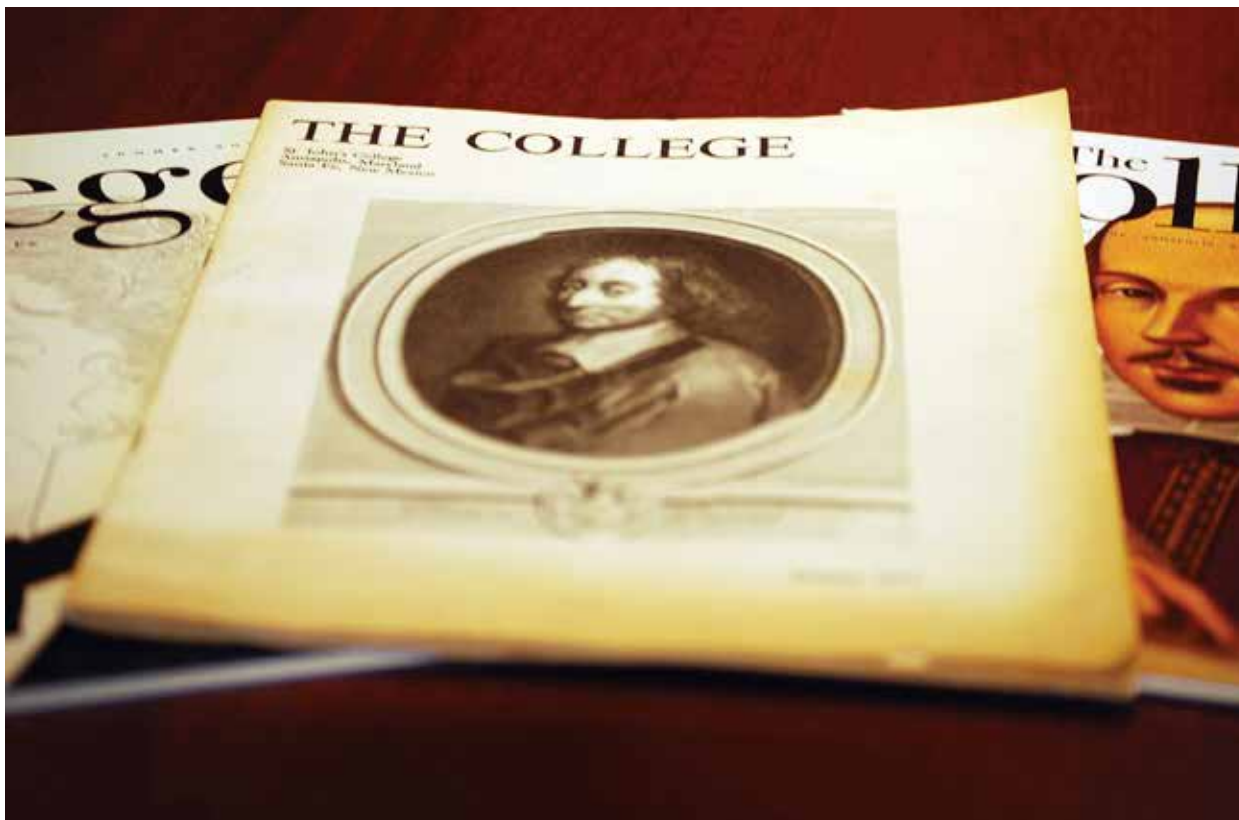
If you require conventional measures of success in order to accept the value I'm describing, consider that I am director of marketing for a \$60-plus million



*"Perhaps only one out of ten employers appreciates my degree, but they only want someone like me."*

company; that I do most of my work from the comfort of my home in Silver Spring, Maryland, which I own with my partner; that we have three amazing kids; that I follow my passions of travel, writing, filmmaking, and adventuring as passionately as I do my career; and that I consider myself rich in material wealth, meaningful relationships with family and friends, and creative fulfillment.

My education led me to think in the grandest terms possible, and to expect great things from myself. When you shoot for the stars, every once in a while you are able to reach the moon. I would say you can't teach that kind of thing. But evidently, you can. ☐



JENNIFER BEHRENS

## THE COLLEGE 1.0

A previous incarnation of *The College* appeared in the mailboxes of alumni in the 1960s and early 1970s. “Our aim is to indicate . . . why, in our opinion, St. John’s comes closer than any other college in the nation to being what a college should be. If ever well placed beacon lights were needed by American education it is now. By publishing articles about the work of the College, articles reflecting the distinctive life of the mind that is the College, we hope to add a watt or two to the beacon light that is St. John’s”—so went the editorial mission. *The College* contained news, lectures and talks, and alumni notes. Many of Jacob Klein’s writings first appeared in its pages.

In 1974 *The College* was discontinued and *The Reporter*, a tabloid format newsprint quarterly, launched. It contained St. John’s news and alumni notes, while a few years later the *St. John’s Review* was conceived to publish lectures, reviews, and thought pieces reflective of the St. John’s Program. The last issue of *The Reporter* appeared in fall 1999. The *St. John’s Review* continues to publish twice a year, and it can be found on the college website at [www.sjc.edu/blog/st-johns-review](http://www.sjc.edu/blog/st-johns-review).

*The College 2.0* was born in 2000. Reader, it’s in your hands.

—Barbara Goyette (A73)





I have been an art therapist for twenty-five years, beginning at a women's clinic for survivors of domestic violence, sexual assault, and childhood abuse, later developing an arts-in-healthcare program for a cancer hospital, and most recently providing therapy at an eating disorder treatment center and teaching within two art therapy graduate programs. My career requires I tend two identities: psychotherapist/clinician and artist. Because clinical work pays the bills, it is challenging to keep in focus my as-essential artist self. With patients, I use a variety of art modalities including visual art, creative writing, movement, storytelling, and music. My primary personal art practices are poetry, Celtic harp playing, and kinesthetic, process-focused drawing/painting/printmaking. I have published three books of poetry and one nonfiction book on environmental stewardship through the arts.

One word that best sums up the work of art therapy is the ancient Greek *poiesis*, meaning "to make." *Poiesis* is a creating

that reconciles mind, body, and spirit, and unites the person to the world. I experience *poiesis* within each art therapy session as an improvised collaboration between three partners: myself; another person who is suffering emotionally, spiritually, and physically; and the universal field of imagination/soul.

—Liza Hyatt (SF85)

Learn more about Liza Hyatt (SF85) at [lizahyatt.com](http://lizahyatt.com).



Liza Hyatt,  
*Grief Angel*,  
1995,  
monotype.



Communications Office  
60 College Avenue  
Annapolis, MD 21401

*Address Service Requested*

Non-Profit Org.  
U.S. Postage  
PAID  
Annapolis, MD  
Permit NO. 120

