

THE College

WINTER 2008

ST. JOHN'S COLLEGE • ANNAPOLIS • SANTA FE



Hegel

THE CLAIM TO KNOW

ON HEGEL

The first seminar I attended at St. John's, as a visitor to the Santa Fe campus, was on a section of Hegel's *Phenomenology of Spirit*, considered one of the most challenging works on the Program. I found a volume in the Meem Library and spent several unprofitable hours on the reading. In the seminar, I discovered that many of the students were puzzled by Hegel, but they were fearless in offering their ideas and asking questions. And after three years with Plato, Aristotle, Descartes, Kant, and other precursors of Hegel, they were well prepared to consider Hegel's ideas. I left with no greater insight into the *Phenomenology*, but with a deep appreciation for the seminar, for the Program, and for 18 young adults eager to take on such rigor.

Born in Stuttgart in 1770, Georg Wilhelm Friedrich Hegel benefited from an excellent early education. He enrolled at Tübingen University, where he studied philosophy and the classics before entering the theological course. (In spite of Hegel's fondness for cards and lively company, his fellow students called him "the old man.") By the time he finished his studies in 1793, he had no enthusiasm for the ministry and instead took a post in Berne as a private tutor. His father's death in 1799 left him with a modest inheritance, enough to allow Hegel to accept an unpaid position lecturing at the University of Jena. There, he wrote his first important work, *Phenomenology of Spirit*, sending off a manuscript to his publishing house a few days before French troops entered the town in 1806. His thoughts on watching Napoleon ride out of town hint at the quixotic in Hegel: "It is indeed a wonderful sensation to see such an individual, who, concentrated here at a single point, astride a horse, reaches out over the world and masters it." (*Hegel: The Letters*)

With the university closed and his finances severely strained, Hegel took a job as a newspaper editor in Bamberg. He spent a year there before becoming the administrator at the *Gymnasium* in Nuremberg. At age 41, he married for the first time, to Marie von Tucher. He shared his ideas on philosophy with his young students and published his second major work, the *Science of Logic*. In 1818 he became chair of philosophy at the University of Berlin, where his reputation and following grew with the publication of the *Philosophy of Right* (1821) and his lectures. Shortly before his death, in 1831, he was at work on a second edition of the *Phenomenology*.

In this issue of *The College*, tutor Peter Kalkavage makes a case for why it's important to read the *Phenomenology*, which he considers one of the most important works on the Program. Also in this issue, we look back at the founding of the Graduate Institute more than four decades ago. Since that first summer, the graduate program has allowed 4,000 adults to experience sitting down at a seminar table with others at St. John's, looking to the text and each other for a greater understanding of great works and great ideas.

—RH



ST JOHN'S College

ANNAPOLIS • SANTA FE

THE COLLEGE (USPS 018-750)
is published quarterly by
St. John's College, Annapolis, MD,
and Santa Fe, NM

Known office of publication:
Communications Office
St. John's College
Box 2800
Annapolis, MD 21404-2800

Periodicals postage paid
at Annapolis, MD

POSTMASTER: Send address
changes to *The College*
Magazine, Communications
Office, St. John's College,
Box 2800, Annapolis, MD
21404-2800.

Rosemary Harty, *editor*
Patricia Dempsey,
managing editor
Jenny Hannifin,
Santa Fe editor
Jennifer Behrens, *art director*

Annapolis
410-626-2539

Santa Fe
505-984-6104

Contributors

Ann Deger (SF10)
Daniel Lewkow (A10)
Ann Kirkland
Anna Perleberg (SF02)
Andrew Ranson (AG101)
Anna Stubna (AO2)

Magazine design by
Claude Skelton Design

THE College

THE MAGAZINE FOR ALUMNI OF ST. JOHN'S COLLEGE

ANNAPOLIS • SANTA FE

WINTER 2008
VOLUME 4, ISSUE 1

{ CONTENTS }

PAGE 10

"WITH A CLEAR AND SINGLE PURPOSE"

Combine a larger endowment with strong alumni giving, and the result is a financially sound college with a bright future.

PAGE 14

HEGEL AND KNOWING

Tutor Peter Kalkavage offers insight into the shapes and images of the *Phenomenology of Spirit*.

PAGE 18

GREEN-COLLAR JOHNNIES

Environmentally-minded alumni launch sustainable careers in public service, building, and conservation.

PAGE 24

FOUR DECADES OF GRADUATE EDUCATION

A bold experiment in Santa Fe one summer opened the door to graduate study at St. John's.



PAGE 10



PAGE 16



PAGE 24

DEPARTMENTS

2 FROM THE BELL TOWERS

- Grateful alumni help build Santa Fe dorm.
- A Johnnie at the Peace Talks
- "To Strike the World"
- Santa Fe's ultimate team
- A tribute to a fallen officer
- "On Choices": Santa Fe Convocation
- Celeste DiNucci (A87) wins it all.

32 BIBLIOFILE

Andrew Krivak (A86) recounts a month of silence in *The Long Retreat*.

33 PARENTS' VOICES

A Johnnie parent carves a mid-life career out of reading great books with others.

34 ALUMNI

PROFILES

34 Pedro Martinez-Fraga (A84) takes on those who abuse their power.

39 Rave reviews for Sara Barker (A98).

41 Blake Sitney (SF91) opens a window to the world for refugees in Thailand.

42 IN MEMORIUM/OBITUARIES

44 ALUMNI VOICES

Peace Corps volunteer Anna Stubna (A02) finds friends and a purpose in Niger.

46 ALUMNI ASSOCIATION NEWS

48 ST. JOHN'S FOREVER

ON THE COVER

Georg Friedrich Wilhelm Hegel
Illustration by David Johnson

A LASTING EXPRESSION OF GRATITUDE

Generous Gift Supports Santa Fe Dorm

Warren and Barbara Winiarski (class of 1952 and class of 1955), who founded the Stag's Leap Wine Cellars in Napa Valley, have made a \$5 million gift to the college's capital campaign. The gift will help fund the construction of a new dormitory on the Santa Fe campus.

The Winiarskis said their gift was prompted by an enduring love for the St. John's Program, a desire to support the community of learning and a special interest in enhancing the campus their two daughters (Kasia, SF83, and Julia, SF92) attended. Their gift was announced at the January meeting of the college's Board of Visitors and Governors, of which Mr. Winiarski is a long-serving member. The new Winiarski residence center will allow the college to house an additional 60 students on campus, boosting the college's housing capacity to 80 percent of its undergraduate students. In addition to student rooms and common rooms, the facility will add new seminar rooms and faculty offices.

In describing their decision, Mrs. Winiarski spoke of how she enrolled in St. John's, joining the first class of women, although her parents wanted her to attend college elsewhere. It was a decision she's never regretted. When a Santa Fe reporter asked her what prompted the gift, she answered: "The Program, of course. There's no way I can tell you what this college means to me."

Barbara Dvorak Winiarski was a talented artist who was on track to study the fine arts. "My parents expected me to go and study painting, and just as school was ending, a girl in my art class told me about St. John's," she recalls. "I came down for one weekend and I thought, of course, this is where I'm going to learn the truth about everything. It was beyond my expectations."

Warren Winiarski began his college education studying forestry at the Colorado School of Mines, and soon discovered that he needed to pursue a different kind of education. "I read *How to Read a Book*, by Mortimer Adler," he says. "It talked a lot about St. John's, and I realized that's where I needed to be."

The couple first met when Mr. Winiarski was serving on a student court, where his future wife turned up. "He was on that court because they regarded him as responsible, and I was absent without leave," she explains. Fortunately, "they didn't expel me."

After St. John's, the Winiarskis met again and married. Mr. Winiarski pursued an academic career, studying for a PhD and lecturing at the University of Chicago. Along the way, he became keenly interested in viticulture, and his hobby became his career. He started out as an apprentice to other vintners before buying property and establishing Stag's Leap. "My St. John's education enabled me to



SANTA FE NEW MEXICAN

SANTA FE PRESIDENT MICHAEL PETERS (L.) SAID WARREN AND BARBARA WINIARSKI'S CAPITAL CAMPAIGN GIFT WILL STRENGTHEN COMMUNITY IN SANTA FE.

acquire the proficiency and the skills I needed in a scientific field," he says. "I was an apprentice who asked very good questions." At the famous 1973 blind tasting in Paris, Mr. Winiarski's 1973 Stag's Leap Wine Cellars S.L.V. Cabernet Sauvignon—his first vintage produced with grapes from vines a mere three years old—emerged victorious among red wines, putting California wines on the map.

The capital campaign, now in its final months, has sought funding for many critical needs at the campus, from financial aid to science laboratories. The dormitory project appealed to the Winiarskis because the college culture encourages learning outside the classroom. When students are excited about an idea in seminar or puzzled by a reading or a proof, they can always find someone to talk with about it. "The St. John's program is founded on the idea of community," says Mrs. Winiarski. "The tutors are in the Coffee Shop, in the dining hall, interacting with students. That's one of the big differences between St. John's and other colleges."

As a member of the board and a long-time visiting tutor for Santa Fe's Summer Classics program, Mr. Winiarski is attuned to the needs of the college's Santa Fe campus and knew that the dormitory project would mean a great difference to the community. When he and his wife were students in Annapolis, there were fewer than 300 students. Most lived in the dormitories, but those students who chose to live off campus could find affordable housing nearby. Today, it's more difficult for both Annapolis and Santa Fe students to afford rentals. More student housing, Mr. Winiarski says, makes for a more "intimate, cohesive St. John's community."

Their gift allowed them to express in a concrete and lasting way their gratitude for the college, adds Mrs. Winiarski. She hadn't realized how much she missed St. John's until she was reading some of Julia's essays. "Many St. John's alumni feel [that the college] profoundly changed the rest of their lives," she says. "We're not alone in that." ❀

— ROSEMARY HARTY

WAITING FOR CONDI

*The world came to Annapolis last November, when the Annapolis Peace Talks took place next door to St. John's at the U.S. Naval Academy. Among the journalists who spent the day covering the conference was **Daniel Lewkow** (A10), who represented the St. John's news magazine, The Epoch Journal.*

On the eve of the Annapolis Peace Conference, I was standing in line with impatient reporters in the cavernous Navy-Marine Corps Stadium,

waiting to get press credentials. Every press representative needed to have his or her picture taken, and there was one camera. So we waited in line. And waited.

The White House Press Corps had permission to cut ahead of the other reporters. We were irritated by this, but most of us kept quiet, except for a French journalist from *Le Monde*, a short man with a bad temper. "How are we supposed to find ze truth, if we are not all treated as equals?" he shouted, storming around. The Americans smirked and the Brits rolled their eyes. Two and a half hours later, I got my credentials and walked back to

campus.

At nine in the morning, I walked back to the stadium to board a shuttle carrying journalists to the Naval Academy. I joined the hundreds of reporters who crowded into the academy's Alumni Hall. I looked up to see President Bush, who was delivering opening remarks from another room, broadcast for us on a giant screen. Journalists from *The New York Times*, *The Washington Post*, and National

Public Radio were cranking out stories. Camera crews rushed about. And there I was: a 20-year-old student with a tape recorder and no idea what to do. No microphone, no producer, no network logo—just a press badge and a confused look on my face.

A bright light flashed from a camera, and I squinted to see a journalist interviewing a spokesman for the Israeli delegation. When the interview ended, I mustered my courage and made my move. Tapping the man on his shoulder, I politely asked, "Sir, could I please have a word with you? I'm from my publication, *The Epoch Journal*." I flashed my press badge and prepared for rejection. But the man nodded his head and answered the questions that I managed to sputter out. "What are your hopes for the conference today?" "Would you be willing to talk to Hamas?" As he walked away, I was amazed that he had been so receptive.

My confidence bolstered, I sought out more interviews. I joined a crowd of reporters clustered in a corner and was whisked along into a small room. Standing behind a table



DANIEL LEWKOW JOINED HUNDREDS OF JOURNALISTS COVERING THE ANNAPOLIS PEACE TALKS LAST NOVEMBER.

ABOUT THE CLASS OF 2007

Every year, the college's Career Services offices interview as many seniors as they can round up, asking about their college experience and their plans after graduation. A few facts about the graduates:

Annapolis (100 seniors interviewed)

Youngest and oldest students to graduate: 21, 33

Percentage who took time off: 13

Interesting things they did: Traveled in New Zealand, tutored in Telluride, harvested grapes in Italy and Argentina, took part in outdoor leadership school in Patagonia

Percentage who held internships while in school: 26

Percentage with firm work plans: 26, in jobs including Latin instructor, legislative assistant, astronomer, and teacher

Percentage with firm graduate school or post-baccalaureate program plans: 10

Most frequently named disciplines for graduate study:

Medicine, law, philosophy, education

Santa Fe (103 seniors interviewed)

Youngest and oldest students to graduate: 20, 48

Percentage who took time off: 16.5

Interesting things they did: Worked on a goat farm, as a ranch hand, for a Napa Valley winery, in a bookstore; studied Buddhist philosophy, art, and Greek; traveled

Percentage with firm work plans: 14.5, including publishing assistant, midwife apprentice, wilderness educator, consultant

Percentage who held internships while in school: 26

Percentage with firm graduate school or post-bac plans: 9.8

Most frequently named disciplines for graduate study: Law, psychology, literature, philosophy, medicine, education

was a soft-spoken man, the ambassador from Saudi Arabia. He made a brief statement and proceeded to take questions. I stretched my tape recorder as close to him as possible, hoping that it would pick up some of his words. Before long, a bodyguard pushed me back, and the diplomat swept out of the room.

Then came a lull. Three hours passed. I read my seminar reading from Augustine and staked out a good seat in the front. Another journalist, an older woman, leaned over. "What's your name?" she asked. "Daniel," I said, "what's yours?" "I'm busy," she snapped, and went back to her notes. A spokesperson for the State Department stood up and announced that Secretary of State Condoleezza Rice would soon make closing remarks. She was scheduled to arrive at 5:30, but came at 6:45, an attractive, dignified woman standing 15 feet in front of me. She made a few comments to close the conference, thanked us, and turned to head back to Washington. The conference was over. ✨

—DANIEL LEWKOW

“TO STRIKE THE WORLD”

In early December 2007, the Santa Fe community combined a considerable number of students, faculty, and talents to stage a unique performance of orchestral music and spoken word.

“To Strike the World,” a performance piece for 12 voices and 12 instruments, was a dynamic production that offers uniquely personal insights into the conduct and consequences of nuclear war. The words were written and arranged by tutor Phil LeCuyer, and music was composed by tutor John Cornell. LeCuyer conceived the piece about five years ago after reading letters by Harry S. Truman and Toyofumi Ogura in the books *Dear Bess* and *Letters from the End of the World*. LeCuyer convinced Cornell to compose the accompanying music, a process that began about two years ago, and was moved forward with the help of tutors David Bolotin, Christine Chen, and Peter Pesic, among others.

The piece juxtaposed the letters and creative musings of President Truman against the remembrances of historian and author Ogura, before and after the dropping of the bomb on Hiroshima. The portraits of Truman and Ogura were composites of their own words as found in their letters to their respective wives. Truman wrote

to his wife, Bess, throughout their life together. Since Bess did not reside at the White House, these letters became an important record of Harry’s thoughts and beliefs during that critical time. Ogura did not begin writing to his wife, Fumiyo, until after the bomb was dropped. She succumbed to radiation poisoning two weeks later. Ogura’s experience was the first survivor’s account to be published after the war.

“Interspersed with Truman’s and Ogura’s words are the intimate voices of 10 private individuals, bringing into language particular experiences that have changed their consciousness,” says LeCuyer.

The music helped the audience navigate the rather far-flung moral latitudes covered in the text. Over the course of the almost two-hour piece, the music took the audience from the American heartland to the devastated city of Hiroshima, and back and forth from the historical voices of Truman, Ogura, and the 10 lyrical characters. “The musical sign for the piece is the ostinato accompaniment—rhythmic figures struck regularly in the bass—which in turns sounds tender, sinister, pastoral or urban,” says Cornell. The music draws on surprising affinities between American Blues modes



“TO STRIKE THE WORLD” WAS A SHOWCASE OF TALENT ON THE SANTA FE CAMPUS: ABOVE, TUTOR GREG SCHNEIDER PORTRAYED HARRY S. TRUMAN; BOTTOM LEFT, DAVID BEST (SF10) PLAYED VIOLA IN THE ORCHESTRA, CONDUCTED BY PAUL FRANZ (SF08), BOTTOM RIGHT.

and the scales of classical Japanese melody.” Similar musical motifs in widely changing contexts created thematic echoes that help the audience sense the eerie juxtapositions of poems and narratives, and intuit the mysterious connections of parallel lives,” adds Cornell.

The production was performed entirely by members of the St. John’s community. Conceived from the start by LeCuyer as a community production, the piece involved about three dozen students, tutors, staff, alumni, and several friends of the college. “To Strike the World” was student-conducted (Paul Franz, SF08), student-directed (Jacob Gibson, SF09), and student-produced (lighting by Patrick Macala, SF10; sound by Jonathan Palmer, SF09).

Dean Victoria Mora brought her daughter to see the piece and was thrilled by the production. “I think it is extraordinary that a liberal education like St. John’s, which does not specialize

in musical training, acting, or stagecraft, can prepare people for roles in a complex, provocative, and challenging piece like “To Strike the World.”

The college hopes that the piece will live on beyond its December performance dates. Audiovisual recordings of two performances are being edited into one final production DVD, which may be used in education efforts in high schools. ✻

— JENNY HANNIFIN



A TRIBUTE TO A FALLEN OFFICER

Naval Academy Honors Erik Kristensen (AGI01)

By ANDREW RANSON (AGI01)

On a bright, brisk Saturday morning last November, nearly 400 people gathered at the U.S. Naval Academy Boathouse for a ceremony to dedicate a rowing shell in the memory of Erik Samsel Kristensen, who was a student at the Graduate Institute in 2001, where he and I met. Erik was a Naval Academy graduate and a very close friend of mine.

Erik was killed on June 28, 2005, in the Hindu Kush mountain range in Afghanistan. He was leading a mission to rescue four members of his Navy SEAL team that had been overrun by Taliban fighters. The helicopter transporting Erik and his team was hit by a rocket, killing him and 18 other SEALs and Army Rangers. He was laid to rest in the cemetery

on the Naval Academy grounds, overlooking College Creek.

When Erik was a midshipman, he rowed for the Navy crew team. Brooks McFeely, one of Erik's boat-mates, organized the fundraising effort to donate and dedicate the rowing shell. Among the 400 attendees were Erik's close friends and family, his former classmates and fellow rowers, his fellow sailors and Navy SEALs, and commanding officers, including Admiral Mike Mullen, the Chairman of the Joint Chiefs, and current midshipmen, including all members of the current crew team.

Vice Admiral Joseph Maguire, an aide to U.S. Congressman Joe Sestak, read a resolution honoring Erik that was presented to the U.S. House of Representatives. Rick Clothier, Erik's crew coach, said that the shell with Erik's name would serve as a living memory of the qualities that Erik embodied: teamwork, honor, dedication to

service, and leadership. He said that crew members at the Naval Academy row for the honor of those who came before them, and that some of the lessons of the academy are only really learned when engaging in a team activity such as crew. Rowers understand the traditions of the academy and strive to emulate those who have gained honor for their actions. In this sense, Mr. Clothier pledged, Erik will live on in spirit in the boathouse.

The ceremony ended emotionally as Erik's parents and his young nieces and nephews christened the shell, as is the custom, with finish-line water, and the current crew team took the *Erik Kristensen* out for its inaugural row on College Creek.

Erik loved being on the water, and so I suppose there is great synchronicity in the symbol of his name gracing the side of a new rowing shell. It also makes sense that the rowers in his boat would be learning what he embodied so well in his life—living for others. ✦



ANDREW RANSON'S CLASSMATE AND FRIEND ERIK KRISTENSEN (AGI01) WILL BE REMEMBERED AS SOMEONE WHO LIVED HIS LIFE FOR OTHERS.

BOOKS, BALANCE AND A FRISBEE

There are more than 600 Ultimate college teams in North America, among them "The Books," a group of Santa Fe Johnnies devoted to the game that combines elements of football and rugby with the fine art of flinging a Frisbee. The Santa Fe team takes Ultimate seriously. They practice indoors and outdoors with Frisbees customized with the St. John's insignia. They run drills and fine-tune their

forehand and backhand techniques. "I love when the game is played really well—it's graceful and beautiful," says Alexander Kriz (SF09). "At St. John's we find beauty in philosophy, art, and literature, why not in Frisbee?"

Each year the team, currently led by captains Nicholas Christou, Arik Doak, and Jessica Perry (all SF08), competes in several intercollegiate tournaments. Last fall the team took part in

a two-day tournament in Albuquerque, with scrimmages on the first day followed by formal matches against competitors including Colorado College, the U.S. Air Force Academy, the University of North Carolina, and the University of New Mexico. The Johnnies beat Colorado College. "All the games were close," says Kriz. "It's remarkable when you consider how much larger their programs are and how many more players they have to draw from. We have a real dedication." ✦



NATE MURRAY (SF09) TOSSES A DISC ON THE SOCCER FIELD.

NEWS & ANNOUNCEMENTS

HODSON GRANT FUNDS SCHOLARSHIPS

A \$3.5 million grant from The Hodson Trust to the Annapolis campus will fund additional student internships, support information technology improvements, and fund a comprehensive master landscaping and facilities use plan for the campus. In addition, this year's grant will establish a need-based scholarship in memory of Jeffrey A. Bishop (HA96), a long-serving vice president at the college, who died in July 2007. The grant sets aside \$1.5 million to go to The Hodson Trust Bishop Scholarship Endowment.

In addition to the annual grants, The Hodson Trust has established a scholarship program for men and women who have served in the military in Iraq and Afghanistan. The awards fully fund tuition, room and board, books, and other mandatory fees that are not otherwise met by federal, state, and other private sources. The scholarships are available to undergraduate and graduate students at the four colleges that The Hodson Trust supports in Annapolis: St. John's, Johns Hopkins University, Hood College, and Washington College.

Many significant improvements to the campus were funded or partially funded by The Hodson Trust, including Gilliam Hall, improvements to the Greenfield Library, wiring the campus for the Internet, renovating and expanding Mellon Hall, and renovating the college boathouse.

HONORS FOR SANTA FE DEAN MORA

Victoria Mora, dean of the Santa Fe campus, was a finalist for the 2007 Santa Fe Capital City Business and Professional Woman of the Year. The award honors women of distinction for

their contributions to the city of Santa Fe. Mora was nominated for her work in the city's nonprofit sector. When she was appointed dean of the college in 2006, she became the first native New Mexican and the first female to serve in that position.

The award honors professional women who have distinguished themselves in their careers and in the Santa Fe community. Criteria considered in choosing finalists for the award included education, career achievements, and efforts

on behalf of the CCBPW's mission of building powerful women personally, professionally, and politically.

MEDAL OF ARTS WINNER

Last November, N. Scott Momaday, noted poet, playwright, painter, photographer and storyteller, received the National Medal of Arts, the nation's highest honor for artistic excellence. Momaday was among nine recipients who will receive medals from President George W. Bush in a ceremony at the White House; Annapolis tutor Eva Brann received the same honor in 2004. The

National Medal of Arts, established by Congress in 1984, is awarded by the President and managed by the National Endowment for the Arts.

Momaday, a former member of St. John's College Board of Visitors and Governors, is a long-time friend of the college. His novel *House Made of Dawn* was awarded the Pulitzer Prize for Fiction in 1969. Last year, Momaday delivered the commencement address in Santa Fe.

NEW TUTOR

Duane J. Lacey has joined the Annapolis faculty. Lacey earned his bachelor's in liberal studies and philosophy from Eugene Lang College of New School University, and master's and doctoral degrees in philosophy from the university's Graduate Faculty of Political and Social Science. Prior to coming to St. John's, he was an adjunct professor at Georgian Court University, a visiting scholar at the University of Notre Dame, and a postdoctoral fellow and visiting instructor at Bifröst University in Iceland.

SANTA FE HOMECOMING

A group of Santa Fe alumni, concerned about the scheduling of Homecoming in Santa Fe in early fall instead of July, conducted an online survey of alumni registered on the college's Online Community. The survey results show that of those who attend Homecoming, a preference prevails for summer reunions. Other questions asked why alumni don't attend Homecoming at all (cost, travel expenses, and lack of time topped the list), and sought suggestions on what would make the event more enjoyable for attendees and their families. The survey drew responses from 582 alumni. A full report can be found at <http://sjcsf-homecoming-survey.com>. ❖

A PORTRAIT AND AN ARTIST



ARTIST SIMMIE KNOX, KNOWN FOR HIS PORTRAITS OF BILL AND HILLARY CLINTON, ENTERTAINER BILL COSBY, BOXER MUHAMMAD ALI, AND MANY OTHER PROMINENT AMERICANS, PRESENTED THIS PORTRAIT OF JAMES H. GILLIAM, JR. TO THE COLLEGE IN DECEMBER. KNOX WAS CHOSEN TO PAINT THE PORTRAIT OF GILLIAM, A FRIEND OF THE COLLEGE AND A TRUSTEE OF THE HODSON TRUST, WHO DIED IN 2003 AT THE AGE OF 58. A GRANT FROM THE HODSON TRUST MADE IT POSSIBLE FOR THE COLLEGE TO BUILD GILLIAM HALL, ONE OF TWO NEW DORMITORIES ON THE ANNAPOLIS CAMPUS. THE PORTRAIT WILL BE DISPLAYED IN THE BUILDING.

ANNAPOLIS PRESIDENT CHRISTOPHER NELSON (SF70) KNEW GILLIAM AS A COLLEAGUE AND A FRIEND. "HE WAS A MAN WHO REPRESENTED THE VIRTUES WE HOPE TO CULTIVATE IN OUR STUDENTS," HE SAID. "WE ARE TRULY HONORED TO RECEIVE THIS PORTRAIT."

WORDS AND MUSIC

St. John's brought gospel music to Annapolis for a free concert in January, a week before the observance of Martin Luther King, Jr. Day. The brainchild of Annapolis treasurer Bronté Jones, the event featured eight gospel choirs and singing groups from the area and concluded with a dramatic reading of King's "I Have a Dream" speech by students, tutors, staff, and community leaders. About 600 people attended the concert, many of whom were visiting the college for the first time. "The Civil Rights movement was grounded in faith and gospel songs. We wanted to develop a program to bring together old and new friends of St. John's College," says Jones, who hopes to make the concert an annual event. ❀



PHOTOS BY GARY PIERPOINT

AT LEFT, TUTOR TOM MAY RECITES FROM KING'S "I HAVE A DREAM" SPEECH; ABOVE, DESHAY REDD DELIVERS A POWERFUL SOLO.

CHAMPION OF CHAMPIONS

Last fall, Celeste DiNucci (A87) joined an elite few by making it to the *Jeopardy!* Tournament of Champions, having won more than \$50,000 on the show during the previous year. In what even the laconic Alex Trebek called one of the most exciting tournaments in recent memory, DiNucci emerged the victor and the winner of a \$250,000 cash prize.

Correct answers combined with savvy wagering in two quarterfinal rounds won her a spot in the semifinals, which went to a nail-biting, one-question playoff when DiNucci and her opponent tied after Final Jeopardy. The playoff question

was literature: "A Longfellow poem and a Lillian Hellman play about a girls' boarding school share this timely title." DiNucci rang in first with "What is *The Children's Hour*?" and won a spot in the final.

Next, taped all in one day, came the three final rounds. The tournament champion would be the one with the highest three-day total winnings. DiNucci and her opponent were about \$800 apart at Final Jeopardy. DiNucci got the answer wrong, but so did her opponent, and with \$401 more in winnings, she emerged the champion.

Back in Philadelphia, where she is completing a doctoral program at the University of Pennsylvania, DiNucci resumed work on her dissertation on Shakespeare and performance theory. She's been recognized a few times by *Jeopardy!* fans and finds it fun to have achieved a small measure of fame. While her earnings will fund another trip to Italy (where part of her original spoils were spent), she's most pleased to have a cushion to support her job search. "I should graduate in May, and then I need to figure out what I want to do when I grow up," she says. ❀



FOR CELESTE DINUCCI (A87) KNOWLEDGE PAYS.

ON CHOICES

Santa Fe President **Michael Peters** greeted 33 January Freshmen and 8 graduate students in Santa Fe by linking the wisdom they will find in the great books with the issues and choices of a modern democracy. (The full text of his Convocation speech is available on the college Web site: www.stjohnscollege.edu.)

"A St. John's education is intended to extend, not limit, your horizons, your opportunities and your choices."

MICHAEL PETERS, PRESIDENT, SANTA FE

Most of you had many other options to pursue your education, but you chose to come to St. John's. Why?

I hope it is because you understand and appreciate the distinctiveness of our undergraduate and graduate programs. I hope it is because you love to read, think and explore with others. I hope it is because you value our commitment to liberal education and life-long learning. I hope it is because you want to be part of a community of learning. But most importantly, I hope it is because you have thought deeply about your education.

Between now and the elections in November both you freshmen and graduate students will have many opportunities in your semi-

nars and other classes to read, discuss and think about the meaning of character, leadership and citizenship—and you will see examples both positive and negative.

These examples begin with the *Iliad* and Agamemnon, perhaps the first leader of a coalition of the willing in recorded history. And from there to the travels and perils

of Odysseus, whose choices both saved and sacrificed the lives of his men and threatened his rule. And Odysseus' wife, Penelope, a woman whose incredible devotion, wisdom, strength and craftiness ensured that Odysseus would have a kingdom to return to after his wanderings. Herodotus, the first historian, introduces you to the tyrannical Persian emperor Xerxes and to the Athenian hero Themistocles, whose strength of character and bold decisions saved Greece.

Plato's *Republic* extends the conversation on governance and the responsibilities of citizenship. Thucydides in *The Peloponnesian Wars* illustrates the range of Athenian leadership and character from Pericles to Alcibiades and the implications of their choices. Pericles asks the Athenians to abandon the countryside in the face of the Spartan invasion and to gather in the city, and then watches helplessly as a plague devastates the population; Alcibiades' reaction to the Athenian citizens' personal affront leads him to betray his city and aid her enemies.

In the fall before the elections, you'll read and discuss the challenges and choices of ancient Hebrew leaders like Moses and David. You'll study Plutarch's descriptions of the character and decisions of Roman leaders such as Cato and Caesar as well as Virgil's description of Aeneas' sojourn from Troy to Italy. . . .

While you are engaged with the Greeks this spring, the juniors will study Machiavelli's *The Prince*, with its prescriptions on morality and rule. They will also be reading the founding documents of our republic—the Declaration of Independence and the Constitution—along with the Federalist papers which outline the difficult choices faced by our Founding Fathers. The seniors will discuss key Supreme Court decisions, and next fall, just prior to the elections, they will examine Tocqueville's *Democracy in America*. . . .

So as this nation makes choices that will determine its direction for the next four years and beyond, you and your fellow students will be reading, discussing and thinking about the choices that nations and their leaders have made in the past and the implications of those choices on the lives of individuals and the course of history.

continued on next page



ST. JOHN'S STUDENTS READ, DISCUSS AND THINK ABOUT CITIZENSHIP AND LEADERSHIP, SAYS SANTA FE PRESIDENT MICHAEL PETERS.

ENVISIONING A GRADUATE INSTITUTE CENTER

The Texas architecture firm of Lake/Flato presented its concept of the Norman and Betty Levan Hall, a new home for the Graduate Institute in Santa Fe, to the college's Board of Visitors and Governors in January. The building is designed to be environmentally friendly and to blend in with the Territorial Revival architecture of the campus, as well as the beauty of the natural landscape.

A gift of \$5 million from Dr. Norman Levan (SFGI73) to the college's Capital Campaign has made it possible for the college to build the long-needed center, which will house seminar rooms, common rooms, and faculty offices.

In the spirit of sustainable architecture, the architects have trimmed the size of the building from a projected 11,500 square feet to 9,200 square feet without sacrificing any of the building's functionality, said project architect Steve Rake.

The design is "respectful of" the Territorial Revival architecture style of John Gaw Meem, without imitating it, he added. Open space and soaring windows will fill the center with natural light.

The building will be designed to earn Leadership in Energy and Environmental Design (LEED) Silver certification. The design next goes through extensive review by the City of Santa Fe; the college hopes to begin construction next fall. ❀



A RENDERING OF LEVAN HALL SHOWS HOW THE NEW GRADUATE CENTER WILL BLEND WITH THE NATURAL LANDSCAPE AND WITH MEEM'S TERRITORIAL REVIVAL STYLE.

LAKE/FLATO

continued

But, of course, during your time at St. John's you won't be reading, thinking about and discussing only works on politics. You will also read widely and deeply in literature including Dante's *Divine Comedy*; immerse yourself in language—translating Racine or Molière and reading Shakespeare's plays; study science with Darwin's *Origin of the Species* and Einstein's *Theory of Special Relativity*; and mathematics with Euclid's *Elements* and Newton's *Principia*; and philosophy—Plato and Aristotle; and music—Monteverdi and Bach; and possibly art, in a preceptorial.

We read these and other great books precisely because they explore the most fundamental, important and eternal questions. Questions, and the choices they raise, that are as alive today as they were centuries ago. Questions of character and virtue, right and wrong; of human relations; of beauty and creativity; of power and politics; of war and peace; of the divine. We grapple with these questions, these choices, for insights to guide us today in our personal lives and in our lives as citizens and members of society. We grapple with these questions, because, ultimately, they inform our choices. . . .

We believe that liberal education is dedicated to the "pursuit of fundamental knowledge" and the "search for unifying ideas". . . . We don't aim to be relevant or current, reacting to the latest whims in education or anticipating the priorities of the future. A St. John's education is intended to extend, not limit, your hori-

zons, your opportunities and your choices.

In addition, you have chosen to engage in a lifetime of learning. If there is one thing that defines alumni and friends of St. John's College, it is a commitment to lifelong learning. This commitment is equally shared by our alumni and friends whether they are investment bankers in New York, cancer researchers in Los Angeles, pottery artists in Northern New Mexico or restaurateurs in Paris. . . .

In choosing St. John's you have also elected to join other men and women who desire to be intelligently and critically appreciative of their common heritage. The programs you are embarking upon are based on Great Books in the Western tradition. We study these books in relatively chronological order, because the books build on one another and in their totality give us an appreciation of the ideas that shape our lives. They allow us, as David Brooks of the *New York Times* wrote, "to step outside [our] own immediate experience into the past, to learn about the problems that never change and bring back some of that inheritance. . . ."

I am confident that when you graduate, you will have the means to become free and responsible members of society, a society that is hungry for your contribution. Only you can determine whether you have the will. It is and will be your choice, but I speak for the entire college when I say we stand ready to help you make that choice. ❀

“WITH A CLEAR AND SINGLE PURPOSE”

What the Annual Fund Means to St. John's

Last November, St. John's tapped a powerful fundraising force to help with a phonathon for the 2007-08 Annual Fund: crew team members eager for a chance to add to their boat fund. Gathered around a phone bank assembled in the Annapolis Conversation Room, 15 students tackled the phones with the same discipline they bring to 6 a.m. practices, the same competitive zeal they muster for regattas.

Crew co-captain Hayley Thompson (A08) chatted with alumni from prior years about what students are like today, changes on the campus, and the needs of the college. “St. John's was really good to me,” one donor told Thompson. Not only did he make a pledge, but he also offered Thompson advice on her essay on Plutarch.

Over two nights, the crew team earned \$1,000 for their boat fund and \$41,283 in pledges and secured gifts to the college. “We got a lot of answering machines,” says co-captain Sandra Quintana (A08). “When alumni did pick up, they knew what was coming, but they seemed glad to hear from us. They were cooperative, they were friendly”—and most important—“they said ‘yes.’”

In addition to persuasive students, St. John's had another tool in its Annual Fund efforts this year: the Fielding Challenge. Ronald Fielding (A70), chair of the college's Capital Campaign, pledged to match every gift to the campaign that met one of three criteria: a first-time gift, an increased gift, or a multi-year pledge. Fielding, who has already given a \$10 million gift to fund need-based financial aid at St. John's, will match qualifying gifts up to a total of \$2.5 million—a goal the college was very close to reaching in January.

The Fielding Challenge piqued the interest of the alumni Quintana called. “They may not have known much about Mr. Fielding, but the challenge grant was very persuasive,” she says. “They wanted the college to get his money.”

As of Feb. 1, 2008, the college had met its initial target of \$125 million for The Campaign for St. John's College. A remarkable 61 percent of the total raised to date has come from alumni. “This campaign has really cemented the culture of giving among our alumni,” says Fielding. “In many ways, this is just as important as the amount raised in the campaign itself.”

The Annual Fund is the cornerstone of the college's ability to operate each day, from providing financial aid and

supporting faculty salaries, to turning the lights on in the classrooms, replacing laboratory equipment, and paying staff members who keep the libraries open late at night. Tuition covers about 70 percent of what it costs to run the college. The rest of the money comes from interest on the endowment, federal and state programs, and the Annual Fund. This year, the college's goal is \$3.02 million, says Stefanie Takacs (A89), director of Annual Giving. The goal isn't arbitrary, she explains. It represents the amount the college needs to make its annual operating budget after other revenue sources are tallied. This year, the goal represents 6 percent of the collegewide budget.

As the goal is set higher each year, alumni continue to meet it. Philanthropia chair Brett Heavner (A89) believes that the



ANTHONY RUSSO

increase in alumni giving stems from two significant changes: the college has improved the way it explains its needs, and alumni have become more receptive to the message.

Heavner was one of the first members of a national alumni development council that evolved into Philanthropia, which is co-chaired by Sanjay Poovadan (SF83). "There was some momentum coming

off the campaign at the time, and Jeff Bishop came up with the idea to develop an alumni group focused on fundraising," Heavner says. Bishop, who died last July, was the vice president for Advancement in Annapolis at the time. His efforts to reach out directly to alumni to help carry the college's message were instrumental in improving the college's financial health.

CAMPAIGN PROGRESS

"With a Clear and Single Purpose": The Campaign for St. John's College covers fundraising from 2002 through June 2008. As of December 31, 2007, the campaign had raised \$125 million in gifts and pledges.

Financial Aid—Goal: \$33 million; Raised: \$39.9 million (120 percent of goal)
 Faculty Salaries and Development—Goal: \$34 million; Raised: \$28.9 million (85 percent of goal)
 Student Support (internships, libraries, student services, IT)—Goal: \$8.5 million; Raised: \$9 million (106 percent of goal)
 Buildings—Goal: \$49.5 million; Raised: \$40.4 million (82 percent of goal)
 Undesignated—Raised: \$7.1 million
 Total: \$125 million

Although the campaign target of \$125 million has been reached, the campaign continues. Originally, \$162.8 million in needs were identified by the college's strategic plan. Important priorities remain: an addition to the Evans Science Lab in Santa Fe, renovations to the older dormitories in Annapolis, more support for faculty salaries; increased financial aid.

Every year, the college must raise Annual Fund dollars to provide for the difference in the budget that tuition does not cover. So far, gifts and pledges to the college endowment total \$44.6 million—a significant increase over the 2002 starting figure. But St. John's still has a low endowment per student compared to peer institutions. We are moving ahead, but so is everyone else.

Campaign chair Ron Fielding, A70, says: "While we have made significant progress with the campaign, let's see how much more we can raise. The needs of the college are still clear and important."



CLARKE SAYLOR

“The college has done a good job of keeping alumni informed, explaining its needs, and keeping the line open,” he says. “Alumni have gotten into the habit of making an annual gift. What that means for the college is a stable and solid source of support.”

Heavner makes his Annual Fund gift for the simple reason that he’s a “believer” in the Program. Like many Johnnies, he supports other causes and has an affiliation with another educational institution. “The uniqueness of St. John’s really makes it a priority recipient of my charitable giving,” he says. “My law school was good, but St. John’s is not like any other place. It shapes people’s lives.”

The college has sought to be clear, straightforward, and persuasive in its Annual Fund efforts, says Stefanie Takacs (A89), who directs the fund for both campuses. As a busy young professional in New York, she sometimes set aside the college’s Annual Fund mailers with good intentions, only to overlook them later. An “accidental fundraiser” who was working for a nonprofit in the South Bronx, Takacs volunteered to

THE ANNAPOLIS CREW TEAM SPENT TWO NIGHTS IN NOVEMBER CALLING ALUMNI TO ASK FOR AN ANNUAL FUND GIFT. STUDENT ACTIVITIES ARE SUPPORTED BY GIFTS TO THE ANNUAL FUND.

help with Philanthropia, talking with other alumni and attending networking events.

Her efforts led to her recruitment as the college’s Annual Fund director—a job many of her friends warned her would be difficult, in part because of a perception that Johnnies don’t like being asked to make gifts to the college. However, Takacs believes it wasn’t reluctance, but a simple lack of information, that hampered alumni giving. The percentage of alumni giving had hovered at about 20 percent for many years, but in the past three years, Takacs observes, it’s jumped to 36 percent. “If alumni know what the Annual Fund provides—funds for student financial aid, supporting the library, for example—they do believe it’s worth supporting,” she says.

Giles Anderson (A95), a literary agent in New York City, supports the Annual Fund both because of his fondness for

PERCENTAGE OF ALUMNI GIVING AT PEER COLLEGES

| | |
|-------------------|-----|
| Amherst | 60% |
| Bowdoin | 60% |
| Davidson | 60% |
| Swarthmore | 59% |
| Middlebury | 58% |
| Carleton | 56% |
| Haverford | 53% |
| Claremont McKenna | 48% |
| Macalester | 44% |
| Oberlin | 41% |
| Grinnell | 37% |
| St. John’s | 36% |
| Colorado College | 35% |
| Reed | 28% |

St. John's and his desire to see the college endure. In the lean years right after graduation, before he was established in his publishing career, Anderson began giving small gifts regularly to the Annual Fund. "Over time, as I've been able to give more, I have," he says. "I've also realized how little money the college had when I was there and how great it is that someone like [Annapolis President] Chris Nelson (SF70) is willing to take on this challenge of reaching out to alumni."

The college's deliberately small enrollment and low student-to-tutor ratio can't be sacrificed without harm to the Program, Anderson says. "The stronger the college is financially, the better it will be at doing the things that drew me to St. John's," he says.

Along with alumni and parents, friends of the college are important and generous supporters of the Annual Fund. David Walker and his wife, Belinda, make a gift each year in appreciation of the college and the Program. For about 12 years, they have joined others who travel out to Santa Fe for a long weekend of seminars led by St. John's tutors. Last fall, the group—now with 50 participants—read Joyce's *Ulysses*. "It was tough going, but we sure had fun," he says.

Over the years, Walker has become very impressed by the St. John's approach to education. "It builds in these young kids their ability to think, to be aware, to have judgment rather than driving them into a specialty at such a young

age," he says. "There is a tremendous skill that is the primary outcome of these seminars: you really learn how to listen to people, how to have a conversation about challenging ideas without injecting your ego or trying to win. There is a real partnership in terms of understanding a work and complex ideas—and that's very rare in this world."

Walker has been persuading his fellow seminar participants from the West Coast to support the college as well. "The college has good leadership," he says. "And it deserves our support."

Sanjay Poovadan (SF83) has some concerns that without the urgency of a capital campaign, the Annual Fund may not be able to sustain the growth that has made such a difference to the college in the past few years. As an alumnus who could not have attended his "dream college" without financial aid, he always keeps his own experience at St. John's at the front of his mind, both in his annual giving and his volunteer work for Philanthropia. "We're not just sustaining a community by paying back, we're paying forward as well," he says. "As an institution, St. John's is doing well, compared to where it has been." But to be truly healthy, long-term, he adds, the college will continue to rely on the Annual Fund. ❀

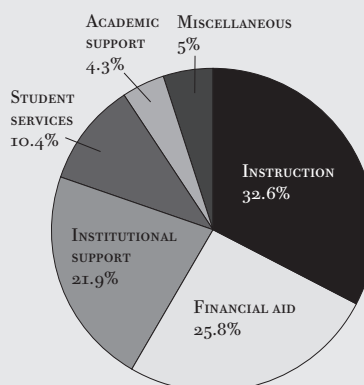
ABOUT THE ANNUAL FUND

St. John's College can sustain the Program only because of the success of the Annual Fund and the participation in it by alumni, parents, and friends.

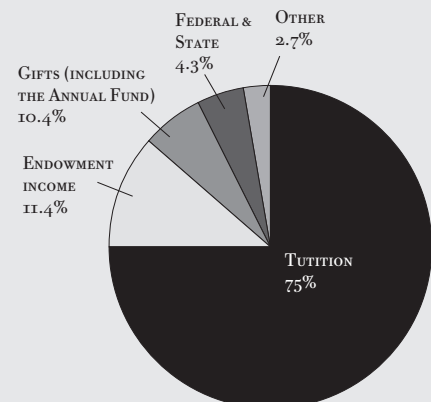
Here's how an Annual Fund dollar supports the Program:

- The Program of Instruction (including tutor salaries): 32 cents
- Need-based financial aid: 24 cents
- Institutional support (IT, staff salaries, campus maintenance): 20 cents
- Student Services (counseling, athletics, security): 11 cents
- Academic support (libraries and labs): 5 cents
- Other: 8 cents

Annual Fund Spending



Sources of Revenue



HEGEL'S PICTURE GALLERY

BY PETER KALKAVAGE, TUTOR

"To help bring philosophy closer to the form of Science, to the goal where it can lay aside the title 'love of knowing' and be actual knowing—that is what I have set before myself."

PREFACE, *PHENOMENOLOGY OF SPIRIT*

Hegel's *Phenomenology of Spirit* belongs to the quartet of greatest works on education. The others are Plato's *Republic*, Dante's *Divine Comedy*, and Rousseau's *Emile*. Despite their differences, these works have important similarities. Each reflects on education through a story. In the *Republic*, this is the myth of founding the best city in speech, a large part of which is about educating the city's guardians; in the *Divine Comedy*, it is Dante's journey to God; in *Emile*, it is Rousseau's fiction of playing governor to a child not his own by nature. The *Phenomenology* too presents education dramatically. It is the tale of how, in the course of his violent history, man achieves self-knowledge in the form of philosophic Science.

Also, all are tales of liberation. They tell of how we are freed from bondage: from the cave of opinion (Plato), or the dark wood of spiritual amnesia (Dante), or the corrupting influence of society (Rousseau). In the *Phenomenology*, the obstacle to our freedom is *natural consciousness*. This is the realm of the *familiar*, with which philosophy inevitably begins. In the *Phenomenology*, human consciousness struggles to rise above the familiar. The power that accomplishes its release is *dialectic*. This is the logical process by which consciousness evolves by spontaneously generating the contradictions that sleep within it and propel it to its next stage.

Finally, each work in the quartet explores the bond between man as thinker and man as the being who acts and feels. Each is about the *totality* of human experience.

Hegel, like Plato, loves images. He calls the *Phenomenology* a *picture gallery*: a colorful display of human types or "shapes of consciousness." These are the phenomena for which the *Phenomenology* provides a *logos* or account. In the course of the book, we meet all sorts of characters, as we do when we read Plato's dialogues or Dante's *Comedy*. We meet the Scientist and the Warrior, the Stoic and the Skeptic, the God-haunted Unhappy Consciousness, and the self-deifying Beautiful Soul. Sometimes we meet characters lifted from the pages of fiction: Antigone, Faust, and Rameau's crazy nephew. All are stages on the way to our complete self-knowledge.

The human spirit, for Hegel, comes to know itself not through calm methodical inquiry, but through passionate self-assertion.

—PETER KALKAVAGE, TUTOR



DEMETRIOS FOTOS

Each of these shapes embodies a specific *claim to know* that has appeared on the stage of world-history. The shapes do not ask questions but assert and sometimes act. The human spirit, for Hegel, comes to know itself not through calm methodical inquiry but through passionate self-assertion. Spirit is spirited. This spiritedness is also spirit's folly: all its claims ultimately fall to the ground. They do so because they are finite or partial, because they fail to capture the *whole* truth.

Hegel's shapes of consciousness are the most revealing human types that history has produced. But they are also manifestations of the "universal individual." This is the universal self, *spirit*, which undergoes the historical process, dying in one age to be reborn in the next. Here, we see the most striking respect in which Hegel's book differs from other great works on education. The *Phenomenology* is not only the path by which man comes to know himself and God. It is also the path by which God, the divine Mind, comes to know himself *in and through man*. This points to Hegel's ultimate goal: to demonstrate the presence of divine Mind within human history, eternity within time, God within the human community.

Everything for Hegel is defined by its history. But the *Phenomenology* is neither the history of philosophy nor the history of the world simply. The book does not highlight the teachings of philosophers. Indeed, often action rather than theory occupies center stage. For Hegel, the social realm, in which human selves interact and communicate, is the soil from which knowledge springs and the medium in which it lives. In the *Phenomenology* we witness how this realm transcends itself and becomes the realm of theoretical knowing—how life becomes knowledge. It is also an account of how knowledge, as self-knowledge, comes to life in the context of human interaction and community.

The social world, no less than the inquiries of philosophers, is the work of spirit, which includes everything distinctly human. Spirit, the universal or communal self that both transcends and dwells among finite individuals, struggles in time in order to know itself. But before it can know itself conceptually, there must be a world that embodies knowing in a pre-conceptual or immediate form—a lived knowing. Spirit learns by making itself present to itself. It does this by generating *a world of knowing*. It must first generate this world, or rather series

of worlds, before it can know itself in and through that which it has generated, before it can "wake up" to itself. Antigone is not a philosopher, but she represents a world of knowing. This is the world of the ancient Greek city-state, in which Antigone knows and articulates her position regarding family, gods, and city. This world, together with all the other realms of social life in the *Phenomenology*, is essential to the perfection of philosophy in the form of Science.

The *Phenomenology* is a series of fascinating unmaskings. It is the logical revelation of the apparent as such. A given shape of consciousness undercuts itself in the very effort to make good on its claim to know: it turns into its opposite. No gadfly Socrates is needed here: refutation is generated *from within consciousness itself*. But within this tragic motion of self-defeating claims, there is also resurgence. Thanks to the positive, productive work of Hegel's dialectic, the death of one shape is the birth of another, higher shape. Spirit is like the legendary Phoenix, always rising up again out of the ashes of its past—or like the Son of Man, who breaks the bonds of the merely natural and rises from the dead. The series of shapes is finite. Eventually, the long arduous road, which Hegel calls a Way of Despair, reaches its destination, as the drama of unmasking gives rise, in the final chapter, to spirit's self-knowledge. At this point, all the finite claims to know, the heroic shapes that populate Hegel's picture gallery, are preserved as eternal moments in the philosopher's atemporal, purely logical grasp of the temporal whole.

The six main stages of the journey of consciousness in Hegel's *Phenomenology* are Consciousness, Self-Consciousness, Reason, Spirit, Religion, and Absolute Knowing. A figurative rendering of the story in terms of the wayfaring Self might go as follows.

As **Consciousness**, the Self (Man) is fascinated by the external world, by *nature* and by nature's promise of being the source and standard of truth. The Self at this stage is not interested in doing, making, or desiring anything. Its obsession with objectivity makes it a purely theoretical bystander, an accidental tourist in the world of *things*.

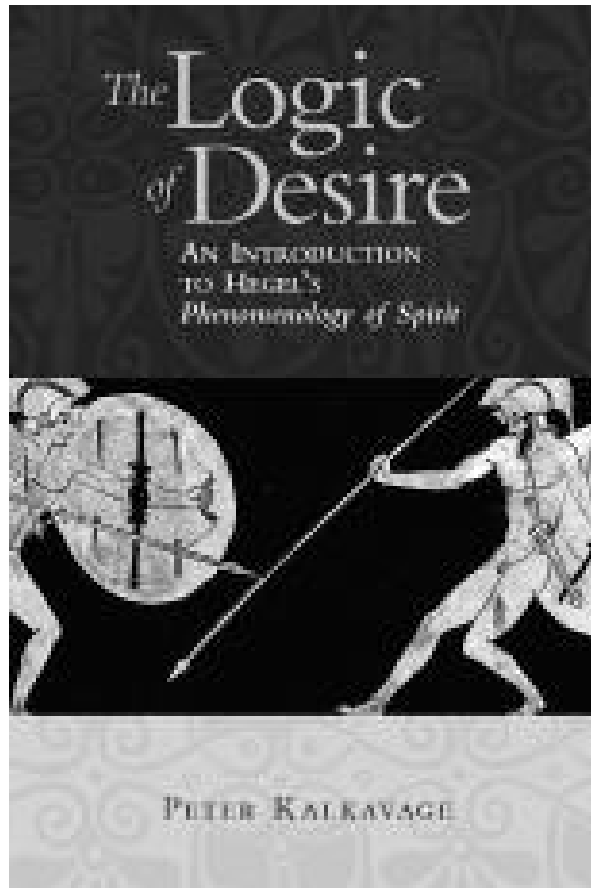
As **Self-Consciousness**, the Self goes to the other extreme. Obsessed with itself as this particular individual, and overwhelmed by a desire for self-assertiveness and freedom, it enters the realm of *action* with the famous "fight to the death" between proud warriors. But

saggressive egotism eventually dissolves into an infinite yearning for a pure unchangeable Self it can never reach. Now a medieval Unhappy Consciousness, the individual feels his pride humbled before this higher Self.

As **Reason**, the Self once more asserts its individuality. It glories in its sheer humanity (man without God), and seeks to master and possess the world through its own resources, to experience itself as the meaning, purpose, and essence of the world. Reason is a *modern*. But Reason's will to power is shown to be abstract, a mere dream. For all its exertions and idealistic projects, the Self fails to generate a stable world and remains trapped inside its individuality.

At the level of **Spirit**, the realm of external things, which has always opposed the Self, acquires selfhood and soul. It becomes a social world or concrete community: universality that is actual and alive. The Self is now fully conscious of itself as embodied and substantial. World acquires selfhood or inwardness, and selfhood has been made concrete and real as a collection of vibrant Greek city-states, the Roman Empire, modern French culture, and the dutiful German realm of Kantian morality. At this stage, man is aware of himself as the self and substance of the world, although he is not yet aware of *history* as the revelation of his human-divine nature.

At the stage of **Religion**, Spirit as the communal Self manifests itself in concrete teachings, stories, poetry, and art—all modes in which man contemplates God, and God, through man, contemplates himself. These modes capture



*The Phenomenology of Spirit
is the book in which
Hegel became Hegel.*

PETER KALKAVAGE

absolute, unconditioned truth, *but only in the guise of images and picture thinking.*

Absolute Knowing takes the pictorial content of Religion in its highest phase, Christianity, and gives it a purely conceptual form. It transforms image into logic, divine *pictures* into divine *concepts*. Selfhood or inwardness is now completely transparent to itself, knows itself, as philosophic Science. To use a Christian term central to Hegel's book, the Self experiences *reconciliation* with the external world. Spirit is revealed as the unity of self and world, inner and outer, subject and object, thought and action, meaning and life. In the condition of absolute knowing, Man knows that the external world, as the product of history, is the incarnation of his inwardness or "spirituality." He is reconciled to his mortality and no longer yearns for a transcendent Kingdom of Heaven. He is completely at home in the true Kingdom of the here and now.

The *Phenomenology* is not only the philosophic history of spirit. It is also what Hegel called his personal "voyage of discovery." The *Phenomenology of Spirit* is the book in which Hegel became Hegel, just as the *Divine Comedy* was the poem in which Dante became Dante. It is the result of Hegel's struggle to unify the conflicting influences of his intellectual life. In reading this astounding book, we are invited to share his personal journey—and to ask in what sense it is our journey as well. ❀

Peter Kalkavage is the author of The Logic of Desire: An Introduction to Hegel's Phenomenology of Spirit, published by Paul Dry Books.

GREEN-COLLAR JOHNNIES

Young Alumni Build Sustainable Careers

BY ANNA PERLEBERG (SF02)

*Numberless wonders
terrible wonders walk the world but none the
match for man—
... the oldest of the gods he wears away—
the Earth, the immortal, the inexhaustible—
as his plows go back and forth, year in, year out
with the breed of stallions turning up the furrows.*

*And the blithe, lightheaded race of birds he
snares,
the tribes of savage beasts, the life that swarms the
depths—with one fling of his nets
woven and coiled tight, he takes them all,
man the skilled, the brilliant!*

—*Antigone*, tr. Robert Fagles, 377-8, 382-90

In this era of disappearing habitats and global climate change, Earth seems ever more mortal and exhausted, and Sophocles' famous paean to "man the master" increasingly an indictment of our sometimes wasteful and destructive ways. Yet as the warnings become more dire, the response of committed, hard-working individuals to solving the problems facing the environment grows stronger. Here are four Santa Fe Johnnies who have chosen to make their life's work serve the life of the planet.

THE TRIPLE BOTTOM LINE

As environmental concerns gain importance in the world economy, colleges and universities have realized the need to train future business leaders not just in traditional finance but also in concepts such as sustainability, in an effort to harmonize corporate goals with ecological needs. While many MBA programs offer relevant electives, few address all aspects of the degree from the green perspective. Michael Barber (SF05), at Presidio World College in San Francisco, and John Gorczynski (SF05), at Dominican University of California in San Rafael, have found graduate programs that integrate sustainable thinking across the board.

Barber grew up in Anchorage, Alaska, where the economy is fueled by heavy industry, mining, and fishing. "You were either for business—especially Big Oil, the energy sector—or you were some kind of tree-hugger who cared more about owls than community," he says. "Feeling that you had to pick one at the expense of the other—that dilemma had lived with me all my life." Presidio's Sustainable Management degree maintains this is a false choice.

Over the past year, Barber has flown to San Francisco once a month for four days of intensive study, living in Anchorage the rest of the time, where he is a resource efficiency specialist at the mayor's office, involved in a project that will convert all city lighting to earth-friendly bulbs within the year. Distance



AS A RESOURCE EFFICIENCY SPECIALIST FOR THE CITY OF ANCHORAGE, MICHAEL BARBER (SF05) IS HELPING THE CITY INSTALL ENVIRONMENTALLY FRIENDLY LIGHTING.

learning via the Internet and conference calls make up the remainder of the program, creating a very different learning community than he was a part of at St. John's. "Work groups cut across time zones: Paris, Puerto Rico, Zimbabwe," he says.

He describes the program as covering all the standard MBA classes, such as economics, accounting and finance, but always with an eye towards what he calls "the triple bottom line," not only profit but people and planet. "Presidio is unashamed about referring to their students as agents of change; their primary goals are poverty relief and environmental best practices that are also good business practices, making sure those line up," he says. While

studying economics, for instance, he considered not just human influences but ecosystem services, "things like photosynthesis, sunlight, water and snowpack that add value to the economy but that we can't control. How do we put a price tag on these? Should we?"

At Dominican University of California, John Gorczynski enrolled in the Green MBA program—the first of its kind in the U.S.—in the fall of 2006. He's currently on a break in his hometown of Houston, Texas, helping with his father's judicial re-election campaign and employed by the mayor's office in the Department of Public Safety and Homeland Security.

Dominican's program offers traditional MBA subjects framed in a message of environmental responsibility,



Gorczynski says, but it also emphasizes entrepreneurship. He characterizes the triple bottom line as “earth, social justice, and profitability.” A favorite subject so far? His introductory marketing class: “Someone drawn into an alternative business environment inherits a mistrust of marketing,” he explains. “It was interesting and refreshing to study marketing in a way that’s conducive to life.”

RESPONSIBLE SPACES

“Before I was into sustainable building, I was into building, and before building, I thought I wanted to study architecture,” explains Sarah Seitz (SF02). Soon after graduating from St. John’s, Seitz explored the latter at University of New Mexico and California Polytechnic State University, but it was soon clear that her passion was for practice rather than theory: “I wanted to have a space of my own, know how to do practical things,” she says. “I wanted to have a career that allowed me to

A DESIRE TO WORK WITH HER HANDS LED SARAH SEITZ (SF02, FRONT ROW, SECOND FROM RIGHT) TO A CAREER IN GREEN BUILDING.

be outside in the sun, provide for myself, work with beautiful things and have a positive impact on the environment.”

“Green building” can be defined many ways. Seitz cites criteria from Clarke Snell and Tim Callahan’s book *Building Green*, that the structure should have low construction impact (leaving trees and other vegetation intact, sourcing materials that are renewable or local); resource efficiency in water and energy use; durability, so the building continues to meet the needs of future generations; healthy, non-toxic materials, safe for construction workers and inhabitants; and the more nebulous concept of beauty, which “has to do with stewardship and making the most of the spaces around you, because moving around constantly will inevitably generate pollution. So it’s

not exclusively a beauty that is constructed, but an innate beauty that is revealed through nurturing and maintaining a space.” Thus, she summarizes, “a ‘green building’ project might focus on the use of low-VOC [Volatile Organic Compounds such as hydrocarbons, prone to vaporizing and entering the atmosphere] finishes, energy-efficient windows and appliances, using insulation with a high-R value, and possibly incorporating materials with recycled content. A ‘sustainable’ building might go further to incorporate site-harvested windfall lumber, locally sourced natural plasters, reclaimed flooring, off-grid renewable energy systems, and the integration of the building into the surrounding site and landscape.”

After taking carpentry courses at a community college in her hometown of Kingston, Ontario, Seitz enrolled in nearby Fleming College’s Sustainable Building Design and Construction program in April 2007. Over the course of 20 weeks, she and her classmates built the 1900-square-foot R.D. Lawrence Place museum from design to execution. The museum “is named after a local conservationist and author who established a wolf sanctuary, and the inside was designed to have an ‘out in the woods’ feel to it, with a log cabin at its center.” Seitz was responsible for the building’s fixtures, working with subcontractors, donors, suppliers, instructors, student teams and museum staff.

The museum incorporates many aspects of the green-building philosophy, employing alternative materials such as straw bales and slipstraw to insulate the outside walls, non-toxic milk and mineral paints on the walls and “soycrete” to stain and seal the floor. Some elements were salvaged—wood-frame windows that helped make up the permanent display cases—or donated, as in the case of several large pines donated by the local power company, which became exterior posts. Says Seitz, “I especially enjoyed using a solid cherry log to build a leg for a vanity, and using stained glass to cover the vanity and backslash.”

The museum ranks as Seitz’s favorite building project so far: “With the students having put in so much thought and so many hours of hard work, the finished building was well-received by the local community and we celebrated accord-

ingly,” she says. “It’s pretty rare to have the chance to build an entire building from the ground up, let alone to live and work with a group of so many like-minded people.” She’s also recently prepared displays for the Toronto Home Show and built a utility shed on a rural waterfront property, mostly by herself. “Five years after I first asked the question, I have now discovered that yes, if I lived in Santa Fe and could no longer afford the rent, I could indeed tack together a lovely little something to live in,” she says.

Seitz is currently working for a builder in Calgary and studying for LEED (Leadership in Energy and Environmental Design) certification. She appeared on an episode of HGTV’s *World’s Most Extreme Homes*, and continues to learn and experiment with earth-friendly materials and building techniques.

*“So it’s not exclusively a
beauty that is constructed,
but an innate beauty
that is revealed through
nurturing and
maintaining a space.”*

SARAH SEITZ (SF02)

BRIDGING CULTURE AND NATURE

Kina R. Murphy (SF95) holds an undergraduate degree from the College of Santa Fe in conservation science and a master’s from the University of New Mexico in planning and resource management, with an ecology minor. In 2003, she received a Fulbright scholarship that sent her to Linyanti, a remote swampland in the “four corners” region of Botswana. Working with the Centre for Conservation of African Resources: Animals, Communities and Land Use (CARACAL), Murphy

researched human/wildlife conflict in the area. She explains: “When the rains come, animals migrate into farms and villages. Lions eat cattle (or people); buffalo or elephants raid crops or water tanks. My objective was to map wildlife movement toward the wetland, to see what time of day animals moved toward the river, to give people something to go on.”

The project was life-changing for Murphy. “I did not know how to care about people until I went to Africa,” she asserts. Out in the middle of the bush, she and her two daughters, then 3 and 6, felt safer than in the U.S. because of the community that supported them. Her experience with tragedy as well as fellowship—“I probably lost half of my friends in Africa to AIDS or malaria or crocodiles”—led to action.

At first, she worked within existing conservation groups, but was frustrated by their methods: "They're often not effective because they're not invested in the community," she explains. "They'll go in to help elephants and not really deal with the people. The measures have to come from the community." She mentions one particular experience in the Okavango delta, working with a large conservation NGO: "They were trying to create community-based resource management, and the natives would smile and nod and show up for the meetings basically for the food. Maybe because I'm African-American myself, the natives started complaining to me about the conservationists' attitude. They'd ask me, 'Why do they think we want to live in a zoo?'"

Too often, Murphy thinks, representatives from industrialized nations sell Africans short. "People in non-industrialized nations know what to do—they just don't have the resources, the education," she explains. But when the impetus emerges from within a community, great things can be accomplished: Murphy gives the example of a group of Khwai, river Bushmen, who brought in consultants to learn methods for economic development. On their own, they designed and built hunting and wildlife safari lodges,



"I did not know how to care about people until I went to Africa."

KINA MURPHY (SF95)

AS PRESIDENT OF CONSERVATION ASSISTANCE INTERNATIONAL, KINA MURPHY (SF95) IS BUILDING AN INSTITUTE IN MALAWI TO TRAIN LOCAL RESIDENTS IN NATURAL RESOURCE AND LODGE MANAGEMENT.

and saw a 1.5 million pula (\$250,000) profit in their first year.

"They created a really viable business from their natural resources without help from large conservation groups," she says. "I wondered why. I felt I had to come up with a mechanism to help communities access resources in the United States."

With the aid of her father, Donald Murphy, former deputy director of the U.S. National Park Service, she created Global Conservation Assistance. GCA, of which Murphy is president, empowers communities by asking about their needs and helping to implement them—writing grant proposals, getting funding, training community

members in the skills they need. Recently, she was invited to Malawi by their Minister of Environment (now Foreign Minister), Davis Chester Katsonga, to brainstorm how to address problems faced by the country. Malawi is a densely populated, mostly agricultural nation in southeastern Africa; but its natural resources are not distributed well. Murphy marvels at the paradoxes created by inefficiency: "Coffee is grown throughout Africa, but you can't get a good

cup of coffee anywhere,” she says. “Rice is imported on a massive scale in Malawi, even though they grow several varieties locally.” Education is an important factor in resolving these issues. That’s one reason GCA is raising funds to build a Freedom

Center at Lake Malawi. This holistic institute will serve several purposes: first, training locals in natural resource and lodge management, and sustainable product development. The center will also provide a venue for these skills by serving as a high-end tourist lodge and a conference center for visiting organizations, “a space where they can hold conferences and actually support a community.”

GCA is also affiliated with other groups large and small, including Artists for Africa, Conservation SOS, the World Wildlife Fund’s One Europe More Nature program, and the Oprah Winfrey-founded National Underground Railroad Freedom Center, which works to end world slavery.

Murphy regularly travels to Africa from Santa Fe—she returned to Malawi in January 2008—and remains committed and passionate about her work: “It’s about figuring out how we in our everyday lives can help each other.”

SUSTAINING THE CONVERSATION

When asked how St. John’s prepared them for a sustainable career, these alumni responded with strikingly similar answers. They all say that the ability to dialogue, to both talk and listen, is vitally important in forging connections among the disparate communities who must all participate in the protection of the planet: corporations and environmentalists, philanthropists and non-industrialized nations. Seitz appreciates the analytical thinking skills required for “interpreting, challenging and navigating building code requirements, and in dialoguing with clients to determine their needs and design accordingly.” Barber credits seminar with giving him “a clear, competitive advantage over almost everyone I meet. A lot of people need to waste years in the boardroom to learn to listen to somebody and get to the heart of an issue quickly.”

“A lot of people need to waste years in the boardroom to learn to listen to somebody and get to the heart of an issue quickly.”

MICHAEL BARBER (SF05)

They also agree that in an emerging field like sustainability, it’s imperative to be able to work outside your comfort zone. “Whenever you’re doing something no one has done before,” says Gorczynski, “your technical expertise is not the most

important thing, but critical thinking, the willingness to learn and question conventional wisdom, understand many different viewpoints, understand science and keep current with that.”

“At St. John’s,” Barber adds, “you’re not just learning what you think you’re already good at. Sustainability is what human beings are not good at.”

Gorczynski feels now is a perfect time for Johnnies to get involved in green fields, since they’ll be at the forefront of what may prove to be the most profound shift in human thinking and behavior in this century.

“Someday, when these topics are part of every MBA, Johnnies may not have the advantage,” Gorczynski says, “but right now there’s real opportunity, while these programs are willing to accept that we come from an alternative educational path.” While the ultimate solutions to many environmental issues are not yet apparent, encouraging discussion is the first step toward changing the status quo—and St. John’s is joining the conversation. ✱

LEARN MORE:

Green MBA (Dominican University of California):
www.greenmba.com

Presidio MBA (Presidio World College): www.presidio-mba.org, or contact Michael Barber directly at alaska-grown@gmail.com

Fleming College and the R.D. Lawrence Place Museum:
www.sustainablebuilding2007.ca

Global Conservation Assistance: www.gcainfo.org;
Conservation SOS: www.conservationsos.org

“WHY DIDN’T WE KNOW ABOUT THESE BOOKS?”

Four Decades of Graduate Education at St. John’s

BY LAURENCE BERNS, TUTOR EMERITUS

During the summer of 1965, St. John’s President Richard D. Weigle, on his own, applied to a grant program he ran across in the *Chronicle of Higher Education*, and St. John’s received a grant of \$75,000 to produce a summer graduate program in liberal arts. At the first faculty meeting that September, Weigle announced his success.

A number of senior faculty members, bothered by what appeared to be a violation of the principle of complete control of curriculum matters by the faculty, reacted angrily: I remember phrases like “watering down the Program” and “cheap publicity gimmick.” Weigle was taken aback by the reaction. After some minutes of this I spoke up, arguing that it was certainly possible to work out a shorter, appropriate curriculum that did not fall short of or violate St. John’s standards, and that we could ensure

faculty control by not allowing any curriculum or program to go through without faculty approval. I probably referred to my pre-St. John’s experience teaching in the University of Chicago’s “Basic Program of Liberal Education for Adults.” In the Basic Program we would also sometimes seek advice, especially for leading seminars, from Robert Goldwin (class of 1950).

The following morning, a Sunday, I received a phone call from Dick Weigle. “Would you be interested in

drawing up a curriculum for the program we talked about yesterday?” I said, “Sure.” Since we were planning for a summer program in Santa Fe, we agreed later that the planning was to take place there the next summer. Robert Goldwin was chosen to work out the structural and administrative matters, and the following summer, Goldwin became the first Director of the Graduate Institute.

I had been commissioned officially only to draw up the first summer’s program on Politics and Society. But I felt, and knew that many of my colleagues would feel, that we would want to see how what we were offering would fit into some unified overall program, so I worked out tentative curricula for Literature, Philosophy and Theology, and Mathematics and Natural Sciences segments. After working out my first plans, I tried to consult with any faculty member who would meet with me. That turned out to be most of the faculty at Santa Fe that



GRADUATE INSTITUTE STUDENTS AT THE COFFEE SHOP IN SANTA FE, 1971.

summer, including a few outspokenly against the idea. It was for me a pleasant illustration of the objectivity and open-mindedness of my colleagues: everyone I showed my lists and schedules to said something like, “Oh that’s nice,” or “Pretty good list,” and almost everyone suggested one or two changes to get in favorite books of their own. One of my most pleasant meetings, was with (then dean) Bob Neidorf, concerning the Philosophy and Theology curriculum.

“Larry,” he said, “you’re going to think I’m crazy. I think Plato’s *Theaetetus* should follow Hume and Kant. The *Theaetetus* is the answer to Hume and Kant.” I broke into a big grin and said, “I guess we’re both crazy. I reached the same conclusion last night.”

Michael Ossorgin, tutor, ordained Russian Orthodox priest, Dostoyevsky expert, and musician, was perhaps the most sweetly intelligent man I have ever known. Some days after I had shown him

my Literature selections, he called to invite me to lunch. He had developed a better idea for that sequence, but he would never say that. As soon as we were seated for lunch he turned to me and said, “Larry, I think all of human life can be understood in terms of the *Iliad* and the *Odyssey*.” And then for about two hours he led me in a wonderful discussion about how the *Iliad* and the *Odyssey* clarified the foundations of human life, at the end of which I asked him if he would redraw the literature sequence to extend the time for the *Iliad* and the *Odyssey*. The long study of the *Iliad* and the *Odyssey* is still the core of the Graduate Institute’s very successful literature sequence. Michael finally did produce a list of selections, but not without the prodding and help of Elliott Zuckerman, director of the GI in its second and third summers.

The Graduate Institute was primarily conceived as a program for anyone who had received a bachelor’s degree from another institution, to give them first-hand experience in the St. John’s way of educating. But we expected that it might be especially attractive to teachers. Toward the end of that summer of planning, Bob Goldwin was preparing to meet with the New Mexico authorities for teachers’ accreditation. He asked me to write a short paper about why our program was especially appropriate for teachers. We did get the accreditation and that first summer of 1967 the program attracted a large number of teachers, especially high school teachers.

The students turned out to be quite good, enthusiastic and serious. They appreciated how starting classes with opening questions promoted discussion, how tutors developed an art of questions, both for seminars and tutorials. But the one thing I heard most from students, especially the first month, was, “Why didn’t we know about these *books*?”

The Graduate Institute has always attracted a variety of interesting students, more than I can talk about here.

I remember a Santa Fe physician who had scheduled a paper conference with me one afternoon. After about 30 minutes my phone rang; they wanted the doctor. A quick medical conversation went on. I remember him ordering some treatment instructions, then he hung up, turned to me and said sadly, “I never have time to contemplate.” His paper was for a preceptorial I called Practical Politics, using Books 3 and 4 of Aristotle’s *Politics*. The final papers were to be about some contemporary political problem addressed with principles we had learned from Aristotle. Earlier that year serious rioting had broken out in Detroit. The doctor had written a very interesting nocturnal dialogue between Aristotle and the Mayor of Detroit about avoiding and controlling riots.

The first year in Santa Fe, we had a small number of inner-city teachers from Baltimore on Hoffberger grants. One of them came up to me after the first few classes. We had been reading Plato and Aristotle. “You know, Mr. Berns,” he said, “that idea of the rational life—boy, that sure clears up a lot of things.” His language was simple, just as his thought

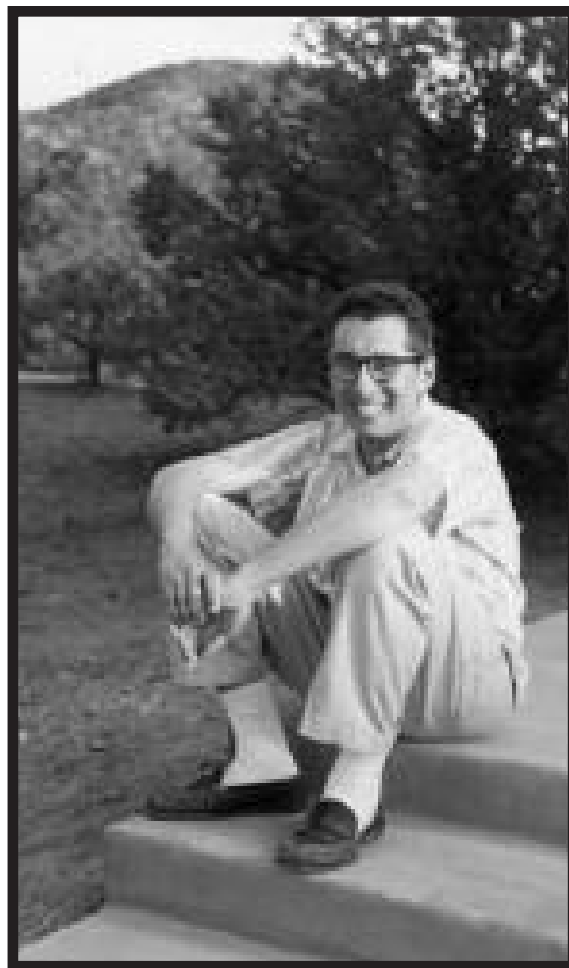
was clear and deep. It was a beautiful thing to see how the vocabulary of the classics began to infuse itself into his own speech.

After a month or so we were reading Hobbes. There was a lady in that class whom Hobbes had moved to speak: “Hobbes is the first author we have read who has written about things as they really are. Nobody does anything for anybody else unless there is some reward in it for themselves!” The student I spoke of before was on the opposite side of the table. In his usual quiet and calm manner, he replied: “You know, you’ve been talking about rewards, internal rewards and external rewards, you’ve only been talking about external rewards.”

I still remember how at the end of that first summer of operation, Bob Goldwin and I were saying good-bye, and one of us, probably Bob, said, “We’ve done a good thing here.”

Author’s Postscript:

Goldwin offered a few additional thoughts: “You say that in the first summer we attracted ‘a large number of teachers.’ As a matter of fact, we failed to attract a large number of any category. The budget drawn up, on which the grant was based, was for a much larger enrollment, but we only enrolled 35 students that first summer of 1967. It



ANNAPOLIS TUTOR LAURENCE BERNs SPENT THE SUMMER OF 1966 PLANNING FOR THE FIRST GRADUATE SEGMENT, POLITICS AND SOCIETY, ON THE NEW SANTA FE CAMPUS.

turned out to be lucky that we had enough for two seminars and not more, because the grant was just enough for a small operation. The business office budget had been wildly off target and we squeaked through only because we didn’t attract more students that year. It was my first lesson in academic economics: Since you lose money on every student you enroll, you have to keep enrollment small or raise more money.”

“I WAS JUST DETERMINED”

By Geoff Comber (HA95), Tutor Emeritus

Somewhere around 1975 I began thinking: why haven't we got a graduate program here in Annapolis? I started talking with other tutors and got various reactions, some positive, some negative. As soon as I came back from a sabbatical in late 1975, I began promoting it seriously. The reasons people gave for opposing the program were: 1) it would drain students from Santa Fe and 2) the faculty in Annapolis would be too stretched out because of the Febbie class in the summer. I just kept pushing because I thought the Graduate Institute was one of the best programs that the college offered. It was exactly in line with Scott Buchanan and Stringfellow Barr's vision for the college, of opening the great books and seminar discussions to working people.

I went about developing answers for the objections. Would faculty be strained? It turned out there was actually quite a good deal of support for summer work in Annapolis. Faculty members needed extra income doing interesting work. Then I found a way around the other objective, that it would take away students from Santa Fe. I thought the answer was to offer a fifth segment, one not offered in Santa Fe. I was talking with tutor Harry Golding in the office next to me, who suggested History, and he, Larry Berns, and Bob Goldwin worked with me to develop a reading list. But we still had a fair amount of resistance among faculty. When things were looking bleak, Eva Brann spoke up in support of the program at a faculty meeting. That began to turn the tide.

Somewhere around the middle of 1976, the faculty agreed to it. Somehow, I became the director. I was operating out of

my small office and I did it all on top of teaching, with no time off. I was just determined to do it.

Funding was the immediate priority. Burch Ault, the vice president in Santa Fe, was a great help in leading me to money. We secured a grant from the Cafritz Foundation and from three additional sources in Philadelphia, including grants for teachers from the Philadelphia city schools. By the third year of the program, 1979, we won a grant to have 25 students from the Middle East attend.

That first summer we had four faculty members, Malcolm Wyatt, Howard Fisher, Michael Littleton, and me. The next year we had six tutors and 34 students. Within a couple of years, we had 80 to 100 students, and by the time I returned to serve a three-year team as the director in the 1980s, the program was year-round.

The program was a great success, right from that first summer. From the faculty point of view, there was an opportunity for faculty to get new readings in books that they liked a lot. And of course, the students liked it. I remember one man, in his 40s, who told me: “I've made a success of myself, I was trained very well, I went to a fine university—and now I'm ready for an education.” That was the typical attitude of the students who came to us. They had careers, so we made a point of starting classes late in the afternoon.

In those days, most of the students were in their 30s and 40s. I believe the average age for the first three years was 38. The second year was particularly interesting because we had two students at opposite extremes: one 74 years old, one 16. I was nervous about that young man, but his mother pleaded for him. He was obviously bright, and he really wanted to come, so I cut a deal—that's the advantage of having no one over you! He could do the work, but not for graduate credit, and I would write a comprehensive report on what he had accomplished at the end of the session that he could use in any way he wished. I ran into him several years later in a supermarket. He was successful, and he was so grateful for the experience he had at St. John's that summer.

I think it was in the third year of the program when someone came up to tell me about the “old man sleeping in his car.” An 84-year-old man who had been wandering around Mexico heard of the program and drove up to enroll. He had no money, so he was living out of his car. We got him a grant, put him in a room, and he was the oldest student I know of who studied in the program. ❀



FOR THE JOY OF LEARNING

by Cary Stickney (A75)

Sometime in the early 90s, the idea came about that maybe we could come up with an actual curriculum to study Eastern texts. The people who were most interested got together and proposed a pilot program. The faculty agreed to try it out.

There were doubters on both campuses. I was something of a doubter. The rhetoric that I thought I detected that troubled me—and it may have been as much in my imagination as anywhere—was that one good of such a program would be that it would renew the zest for learning of the tutors who might be a little weary of the books of the undergraduate program and existing GI program. It would be a rejuvenation of their thinking and learning. And I had my doubts about that because I thought if you can't find anything more in the books we are already reading, then you should go teach somewhere else.

But what I think now is a little different. I think it did bring new excitement, especially for [tutor] Ralph Swentzell (HA95) and maybe for some of the other tutors who were promoting it. It seems to me that what they enjoyed most was that it was being done for the joy of the learning. At first we [the tutors] weren't promising even so much as a degree, and we were finding our way in much the same way that we ask of our students all the time.

As I worry a bit about the college becoming a little too regular, a little too much like other colleges, it looks to me that maybe what drew those pioneers in the Eastern Classics

*We consider certain
Western books to be
“great” for different
reasons, and I think
that’s true with
Eastern books
as well.*

CARY STICKNEY (A75)

program as much as anything was a return to the aspect of the college that had to do with learning for its own sake. The pilot program had a fairly high proportion of recently graduated Johnnies in it, and they just loved it. And the people teaching in it loved it.

It wasn't hard to find tutors to teach even at the beginning. There were people who wanted to do it. There were a couple of years when we'd barely have enough students to move forward, and would find the last few students we needed at the last minute.

There did come a moment, at the end of my term as GI director, that I was asked to give a report, and I said “It worked, we've done it, but the main problem was funding and recruiting.” My report also said it wouldn't be a defeat for us if we decided to discontinue it and take it up another time. But no one took that seriously! No one was thinking of discontinuing it at that time. The program grew under the next director, and it continues to grow.

LANGUAGE AND THE EASTERN CLASSICS

by James Carey (class of 1967)

One of the objections to studying Eastern Classics at the college was that we didn't know the languages of these works. We had a faculty seminar on the *Bhagavad Gita* and discovered that a word translated as “grace” in one of the editions was translated as “force” in another. We realized that we needed to get closer to the texts. So those of us who were interested in the program set out, in our own St. John's way, to learn the languages.

In the early years there were about six of us studying Sanskrit together. Several more were studying Chinese. Bruce Perry came out here around that time, with a really impressive knowledge of Sanskrit. And Ralph Swentzell threw himself into putting together a Chinese program. We tried to get an understanding of these languages that would be roughly comparable to what most tutors have in Greek, another demanding language.

Over the years we've found that the students, at least, think the language requirement contributes to making the Eastern Classics program respectable. It's astonishing what the students put into their preparation for the language tutorial. Some students who have studied a year of Sanskrit at St. John's have been able to move directly into third-year Sanskrit elsewhere.

A difficulty for us in organizing the curriculum was what to do with the big epics of India. One way to read the *Mahabharata* is through retellings of it, which is how we did it the first year. We read retellings of the *Mahabharata* and the *Ramayana* in maybe two or



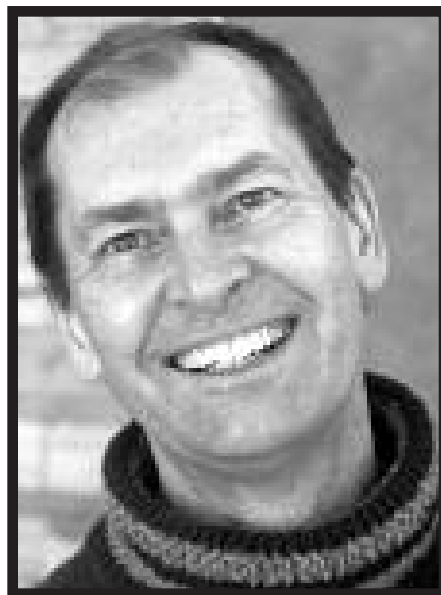
ALISTAIR HAKE (ECo8) PRACTICES THE ART OF CHINESE CALLIGRAPHY, WHICH CONVEYS THOUGHT AS WELL AS SHOWING THE ABSTRACT BEAUTY OF THE LINE.

three seminars apiece, as though they were novels. The seminars were enjoyable, but we were not dealing with the actual texts. It was someone's inspired idea—not mine—to make the *Mahabharata* a mandatory preceptorial topic. That was a good decision. The *Mahabharata* has turned out to be a favorite text, even for undergraduates who also do the Eastern Classics program. It vies for the most popular text read on this campus.

We consider certain Western books to be “great” for different reasons, and I think that’s true with Eastern books as well. The texts of the different schools of Indian thought are great like the *Summa Theologiae* of Aquinas or the *Critique of Pure Reason*; they are intrinsically interesting but are also technically demanding. Certainly the *Mahabharata* is a great epic; that’s incontestable as far as I can see. The *Kumarasambhava* is a wonderful play. Goethe had read it and was very taken with it. It’s quite beautiful, and it’s hard not to realize that you are in the presence of greatness when you read it.

A GENUINE LOVE OF LEARNING

Since the Graduate Institute began on the college's Western campus in 1967, 3,595 people have attended: 1,249 in Annapolis; 2,346 in both the Liberal Arts and Eastern Classics programs in Santa Fe. The graduate programs have attracted people in all walks of life, from younger students who have just finished a bachelor's degree to octogenarians who want to devote time to reading great books with others. These three recent or soon-to-be graduates—a medical doctor, a teacher, and a marine—illustrate some of the motives that draw adults to St. John's College.



PATRICK HUDSON (SGIo8) ADMITS THAT HIS FIRST TERM AT ST. JOHN'S WAS FRIGHTENING—HE HADN'T WRITTEN AN ESSAY FOR 33 YEARS.

MAJOR KEVIN BROOKS (AGIo8)

After he graduated from the Naval Academy in 1988, Major Kevin Brooks earned a master's in English at the University of Maryland, then began active service in the United States Marine Corps. He expected to return to teach English at the Naval Academy within five or six years of commissioning. Then, the Marine Corps put him in a jet. "I was having too much fun flying F-18s to go back to a classroom," he says. He spent 15 years as a pilot and was deployed to hot spots and war zones five times, including

most recently, a stint with Operation Iraqi Freedom combat forces based in Kuwait.

When flying assignments began to drop off, Brooks knew it was time to head to the classroom. And although his master's qualified him for a teaching stint at the Academy, he still wanted to enroll in the Graduate Institute. With his job and a young son at home, he knew that embarking on a PhD would be "too big a hurdle for now," he says. "With a little bit of cajoling, I convinced my wife that I should do the graduate program at St. John's. I've been thinking that I'd

love to teach at an independent school, and many use the classically-based model of St. John's: great books, critical thinking, an emphasis on writing, appreciation of literature, discussions of issues like ethics and justice."

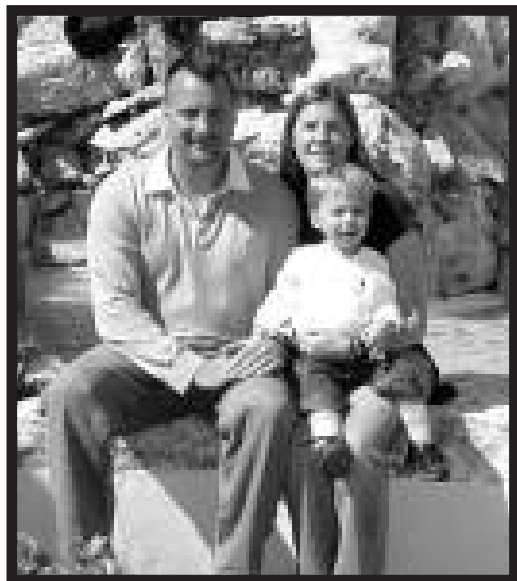
His career goals account for just a part of his motive. "It was refreshing to be in a class with such a diverse population of students, not only by age range, but economic background, polit-

ical views, and education," he says. "What brought everyone together was a genuine love of learning and sharing ideas. It helped me break out of the conservative military mode and really listen to wildly different opinions. And part of being an adult is that while you don't have to agree with others' opinions, you need to really listen to them and respect their point of view."

After finishing the Math and Natural Science segment last December, Brooks will march with his fellow graduates at Commencement in May, about the same time he retires from military service. And whatever he does in the next stage of his career, his experience at St. John's will be valuable. "It enriches your life," he says.

PATRICK HUDSON (SFGIo8)

After completing studies in London to become a surgeon, Patrick Hudson began a planned one-year surgical residency at the University of New Mexico in 1974—and has remained in



AFTER RETIRING FROM THE MARINES, MAJOR KEVIN BROOKS (AGIo8) HOPES TO BE A SECONDARY SCHOOL TEACHER.

Albuquerque ever since. After more than 30 years as a successful plastic surgeon, Hudson enrolled in the liberal arts master's program at St. John's. "I wanted to open my mind, to broaden my perspective, and to hone in on my value system," he says.

After completing his degree last December, he embarked on a master's program in counseling at Webster University. He plans to do yet another graduate program in medical ethics. His ultimate goal is to offer counseling within the field of medical ethics, combining his expertise as surgeon, the background in values and ethics gleaned from St. John's, and his degrees in counseling and ethics. With the increased complications of access to medical care and health insurance, and ethical issues related to prolonging life, Hudson feels that he can contribute to medicine in a new way as he enters the next phase of his life.

"Plastic surgery requires a high degree of dexterity and stamina, and I'll be 60 next year," says Hudson. "I don't want to give up my contact with patients." Being a "full-service ethicist," he jokes, is a way to combine everything he has learned and studied to make a meaningful contribution in the world. He plans to provide counseling services specifically related to body image, life transitions, and men's issues.

Coming to St. John's had been in the back of his mind for 15 years before he finally enrolled. What drew him was the depth and breadth of the reading list, and the chance to read great books within a program that emphasized education. "I am a better person for doing the Graduate Institute," he says. "But more importantly, I am equipped with

"I am a better person for doing the Graduate Institute," he says. "But more importantly, I am equipped with valuable knowledge about the world and myself."

PATRICK HUDSON, SFGIO8

valuable knowledge about the world and myself."

CAROLYN THOMAS (SFGIO2, ECO7)

Wherever she teaches next, Carolyn Thomas will be an inspiring role model—a zealous lifelong learner—for her students. Thomas first came to St. John's in 1998 to take part in a Summer Classics seminar with readings from Augustine. The educational philosophy she encountered in that brief summer session closely matched what she had been doing in her classroom at the Burroughs Academy in

St. Louis, where she had taught English for 16 years. "I always wanted a pure liberal arts education," she says. Believing the Graduate Institute would enhance her work as a teacher, she decided to use her sabbatical to study at St. John's.

"With half my forks and half my spoons, I moved to Santa Fe," she jokes. Her plan was to devote a year to the program, return to teach at Burroughs, and complete the program during subsequent summers. But during her summer in Santa Fe, she grew enchanted with the college and the books read here. She decided to complete her graduate degree in four straight semesters and made Santa Fe her home. In addition to her graduate courses, she audited several undergraduate classes including sophomore music, freshman chorus, and senior seminar. Like many Graduate Institute students, she completed a fifth segment when only four are needed for the degree. Then, with the desire to extend her journey to include books of India, China, and Japan, she enrolled in the Eastern Classics program.

That degree took several years to complete, while Thomas continued her work as an educator. She taught, directed college counseling and served as assistant head at the New Mexico Academy for Art. She also enrolled in a doctoral program in philosophy at the University of New Mexico. With her coursework for the PhD complete, she will focus next on her dissertation and seeking a college-level teaching position. ❖



PERI THOMSON RANDALL

CAROLYN THOMAS (SGIO2, ECO7), AT COMMENCEMENT IN MAY 2002, EARNED HER TWO DEGREES WHILE TEACHING AND RESTORING ANTIQUE CARS.

A LONG RETREAT: IN SEARCH OF A RELIGIOUS LIFE

by Andrew Krivak (A86)
Farrar, Straus & Giroux, 2007

In his memoir *A Long Retreat: In Search of a Religious Life*, Andrew Krivak shares his achingly human journey, in which he embarks on an eight-year period of Jesuit religious formation and then chooses another path for his life. The “long retreat” of his title refers to the 30-day period of prayer and silence when novices encounter the *Spiritual Exercises* of St. Ignatius Loyola. Although Jesuits are well known for living active, contemporary lives in universities and communities around the world, during the Long Retreat, modern life comes to a halt. The experience shapes a Jesuit’s spirituality, teaching him the type of imaginative and meditative prayer he will practice on a daily basis “and giving him the skills,” Krivak says, “to discern the will of God in his life.” That discernment is at the heart of Krivak’s story.

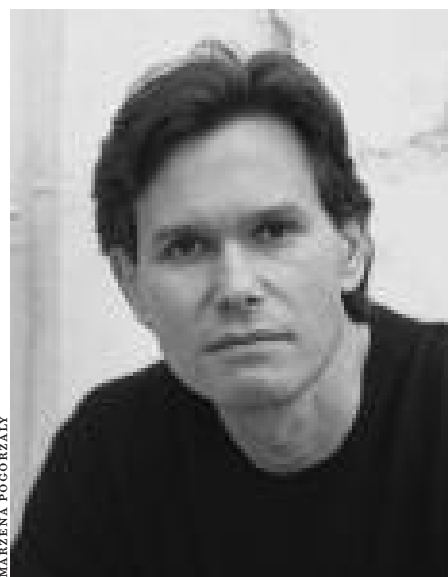
Krivak entered the Society of Jesus in August 1990 and began his 30-day retreat as a novice in January 1991 at a Pennsylvania retreat house. He and his fellow novitiates, about a dozen altogether, walked the same stone paths that hundreds of novices had for nearly a century, moving soundlessly down long, drafty corridors and praying in solitude in rooms no larger than a cell. The only conversation Krivak was allowed—for 45 minutes once a day—was with his spiritual director. “We were just a bunch of regular guys. We didn’t look like monks; no religious garb, no monk’s robes or cassocks. I prayed in a pair of jeans and a Patagonia fleece,” Krivak says. “In the silence, you stop, begin listening, and ask: ‘What am I doing with my life?’

What do I want to do with my life?’ And most importantly: ‘Where is God in all of this?’ There’s an element of Augustine’s *Confessions* at work. That’s what the retreat’s about.” That discernment he says, “has become the task of a lifetime.

Loss is a theme that runs throughout Krivak’s memoir—he feels loneliness, even boredom at times, but also a stripping away of roles and expectations. “There are certainly things one gains by entering religious life,” Krivak suggests. “The satisfaction of serving others, the emotional support of living in strong faith communities, and the consolation that can come with a life of prayer.” But one also gives up a great deal, Krivak says, “such as those cultural expectations of love, respect, and professional success. It was St. Paul who said that faith is the substance of things hoped for. When you realize that you’ve pinned your life on a hope that you’re not supposed to achieve in this world, you feel the things you’ve lost with a tangible pain. It can chip away at your identity. The faith, the hope, even the love—it’s hard work.”

During his eight years with the Jesuits, Krivak lived and worked around the world in Jesuit communities from the South Bronx and Syracuse to Bratislava and Moscow. In 1998 he was sent to Cambridge to study theology for the last stage of his formation before being ordained a priest. He made the decision to leave. “I was called to be a Jesuit, and I was also called to leave; through this process of eight years there was an examination of my conscience. There was not an ‘ah-ha’ moment.”

Today Krivak, who lives in London with his wife and two children, says he reserves his solitude for writing—he has an MFA from Columbia and a PhD in literature from Rutgers.



ANDREW KRIVAK’S MEMOIR ABOUT HIS EIGHT YEARS OF JESUIT RELIGIOUS FORMATION IS PART TRAVELOGUE, PART THEOLOGICAL INQUIRY.

Krivak finds a symbol for his spiritual journey in the Susquehanna River, a familiar landmark from his travels and his childhood. The river follows a meandering path through New York and Pennsylvania before it meets the Chesapeake Bay at the same longitude where it begins. “People who say they want to become a priest or a monk and then leave the seminary or monastery seem like sad and fallen souls to more traditional Catholics. You know, God is at the top of the mountain. You’re either up or down—a spiritual success or a lost failure,” says Krivak. “I don’t think it’s like that. Our paths take radical and disorienting turns without becoming different rivers altogether. That’s what I’ve found in my faith search: long retreats and great bends.” ❀

—PATRICIA DEMPSEY

EXCERPT:

... The purpose of the First Week. . . is to face the reality of sin. From his own experience, Ignatius knew that this initial state of recognition was the darkest and most painful room to enter. . .

... In our rooms we were instructed to close the windows, pull the blinds, and be careful at all times for a period of two days to avoid distractions and not to make any unnecessary noise. The effect was truly

some kind of paradise lost, “The seat of desolation, void of light, / Save what the glimmering of these vivid flames / Cast pale and dreadful. . .”

I conjured a Hell that roared through my senses with synaesthetic overload. Rancid, aching shouts that approached in terrifying increments, like the New York City subway in August, deafening and piss-smelling, a humid waft crawling beneath clothes and onto every inch of body, to settle there like a second skin. The

No Exit terror of a homeless shelter, with its fetid stillness, disembodied shrieks, and tense boredom. Then, bodies around me became the body of a drowned black man I had seen once, skin emptied of pigment, the stomach bloated and pushing out vomit, eyes rolled back and staring at none of us who stood over him. Go on, Ignatius seems to say, think of what you know of as misery, and know that this is unimaginably worse.

INSPIRED BY THE PROGRAM

A Santa Fe Parent Pursues the Classics

BY ANN KIRKLAND

I am, no doubt, like many St. John's parents—adults who nudge their children toward the education they wish they had had. I went to a large Ivy League university where I sat at the back of cavernous lecture halls, sometimes scribbling down what the professor was saying and sometimes doodling and daydreaming. By the time my own first born was in her last years of high school in Toronto, I was a member of a great books group and had heard about St. John's College. I encouraged her to consider opting for a very different experience from my own. She interviewed in Annapolis but chose the Santa Fe campus. Her experience was tremendous, but St. John's also changed my life.

At my first Parents' Weekend in the fall of 1994, both students and parents were assigned to small seminars to discuss Sophocles' *Antigone*. I was hooked. That one guided discussion made me sad about what might have been way back when, but thrilled that through the Summer Classics program in Santa Fe, this opportunity was open to me again and again. I became a devotee, returning each summer to renew and sharpen my curiosity and ability to listen to others with an open mind. I fell in love—with literature, with learning, and with good conversation.

Alas, the unfavorable exchange rate between the U.S. and Canada curtailed my annual trips to Santa Fe, but in a flash of blind inspiration, I got the idea to bring the concept to Toronto. And that is how I began to turn this avocation, for which I never had enough time, into my vocation. I use the word "vocation" in both of its meanings: the more pedestrian "employment" and the loftier "call"—or as Fredrick Buechner says, "where your deep gladness meets the world's deep need."

I abandoned a 30-year career in health administration, and based on my own happy experiences at Summer Classics and with the support of the Great Books Foundation in Chicago, I created a program at the University of Toronto's St. Michael's College called Classical Pursuits. I wanted



SANTA FE TUTOR HANS VON BRIESEN (HA03) TOOK PART IN A CLASSICAL PURSUITS SEMINAR.

to create opportunities for others to experience what I had come to cherish: coming together with adults from far and wide to read, discuss and reflect on the enduring ideas in great works of literature, music, and art. The program started with four seminar options in 1999: Plato's *Republic*, Dante's *Inferno*, Dostoyevsky's *Crime and Punishment*, and Wagner's *Tristan und Isolde*. Today, the summer program has expanded to attract more than 150 people to participate in one of 12 seminar options.

This coming summer marks the 10th anniversary, which will be devoted to celebrating crowning achievements created late in life. To this, I have added a spring program for Toronto locals (this year six Sunday afternoons on "Reading *Ulysses*"). In 2002, I launched Travel Pursuits, escorting a group to Italy to discuss Umberto Eco's *The Name of the Rose* and to explore aspects of Medieval Italian life, arts and thought. Tutor Jim Carey (class of 1967), from the Santa Fe campus, was on sabbatical in Italy that year and joined us as a discussion leader. The travel program has proven so successful, it has grown to six or seven annual trips, ranging this year from "To Hell and Back with Dante" in Florence to "Mystery and Manners in Savannah," Flannery O'Connor's short stories and prose. The highlight for me, though, was "The Power of Place" in Santa Fe this past September in which retired St. John's tutor

Hans Von Briesen (HA03) led our discussions of Wallace Stegner's *Angle of Repose*.

Whether it is Odysseus trying to get home to his high-roofed house in Ithaca; Aeneas dutifully pursuing a quest that was not initially his own; or Dante trying to save himself, literature reminds us that we are creatures whose natures cause us to long and to seek. Unlike many others setting out on a quest, I was no youth, but in the second half of life. Like the archetype, however, I had become disenchanted with earlier successes, conscious of failures, and increasingly aware of the finiteness of life.

What seemed to me at first a straightforward and fail-safe plan turned out to be fraught with all kinds of unanticipated obstacles. There still are times like that, moments when I have been tempted to abandon this mission and more than a few dark nights of fear, especially after I burned all my previous professional bridges and realized I could not turn back.

There have been many successes and much encouragement along the way, all from eager supporters. These often come just when I have felt ready to throw in the towel. The reward has been the creation of a growing enterprise that is enriching those associated with it, but there has been a price for my chosen path. I did not anticipate that, instead of having more time to read deeply and leisurely, I have less.

Without question, I would do it again. I retain the zeal of the missionary, believing that what I am doing—in the St. John's model—is contributing in a small way to improving the quality of reflective thinking and public discourse—essential ingredients for both meaningful lives and a civilized society. ✿

Ann Kirkland's daughter, Gillian, is a member of the Santa Fe Class of 1998.

THE SPIRIT OF THE LAW

Pedro Martinez-Fraga (A84) Pursues Justice

BY ROSEMARY HARTY

When Augusto Pinochet died in a military hospital in Santiago, Chile, on Dec. 11, 2006, Pedro Martinez-Fraga (A84) saw one of the most important cases in his legal career come to a definitive, though not altogether satisfying conclusion.

Then a partner with Greenberg-Taurig in Miami, Martinez-Fraga was the lead U.S. counsel in the Republic of Chile's case against the former dictator, accused of murdering and torturing thousands in the wake of the 1973 junta that brought him to power. Well known in the field of international litigation, Martinez-Fraga was retained first to help the Chilean Ministry of Industry recover \$200 million stolen from the Central Bank of Chile. His success in that case led the Chilean government to hire him to prosecute Pinochet for tax evasion and theft from the national treasury. Drawing on obscure legal precedents that allowed him to pursue the case in the United States, Martinez-Fraga helped secure thousands of documents from banks in Miami and Washington, D.C. The evidence he uncovered allowed the Chilean government to file criminal charges against Pinochet in Chile.

Though he never got Pinochet into a courtroom, Martinez-Fraga gained some satisfaction from the attention the case received in Chile. "Pinochet couldn't go out as a hero who had saved the country from the grips of pernicious left-wingers," he says. "He had taken credit for having brought Chile out of poverty, and the Chilean people were very much divided—a lot of people admired him. It became very clear that he was a thief, and they couldn't forgive him for that."

Abuse of power and authority have always brought out the fighter in Martinez-Fraga. As a young associate just starting out with Greenberg-Taurig, he worked as an unpaid, specially appointed public

defender to gain trial experience. One of his cases involved defending a Cuban immigrant charged with using deadly force against a police officer during a protest rally. After seeing a TV broadcast of the incident, Martinez-Fraga went to the TV station to ask for another look at the footage. "They allowed me to see the unedited version that showed exactly what really happened," he recalls. "The police officer was trying to wrest away a bullhorn from my client, who was always behind the line designated for the official protest."

"When you have experiences at an early age that are truly meaningful, that touch the soul, that touch the heart, they become indelible."

PEDRO MARTINEZ-FRAGA (A84)

Confronted with the tape, the prosecutors sought a plea bargain, but Martinez-Fraga went to court and won his client's acquittal.

Martinez-Fraga's strong views on justice and injustice were shaped by two formative experiences: growing up as the son of a man imprisoned by the Castro regime for his political activity, and later, studying great books at St. John's. His father, Pedro Martinez-Fraga Sr., also a lawyer, spoke out against Castro soon after the Cuban dictator took power. He went to jail in 1961 and was not released until 1980. "Though I met him only once [during his captivity], when I was 5 years old, my mother would always talk to me about my father," says Martinez-Fraga. "He underwent every conceivable violation of human rights,

physical abuse, and interrogation, but he never lost his dignity or convictions." Martinez-Fraga and his father were later reunited while he was studying at St. John's.

At the college, reading Plato, Aristotle, and the Bible also led Martinez-Fraga to contemplate how those in power seek to silence others. He remembers a sophomore seminar on a New Testament reading, led by tutor Nick Maistrellis, in which Jesus is rebuked by teachers of the law (Mark 3). "We came across the passage in which the sin against the Holy Spirit is the only one that was not forgivable," recalls Martinez-Fraga. "For me, I think that sin is abuse of power, abuse of authority, and that takes many forms." Pinochet abused the trust of his people. In the case of the jailed protestor, "the police officer in that case knew he had everything in his favor. He had tried to silence a man who had every right to speak in what is purportedly a free country. The same thing happens in the political arena."

When his mother brought Pedro and his two sisters to Florida in 1966, they settled in the poorest part of Miami's Little Havana. "For the longest time, all four of us and one dog lived in a one-room apartment. We had two cots we would put away every morning," he says. His mother was "tough, but never bitter," Martinez-Fraga recalls, though their new life in the United States was a far cry from the prestigious, comfortable life the family had known before Castro. "I remember her saying, 'look how lucky we are, to have each other.' She didn't look at how much we had lost, but all that we still had," he says. "When you have experiences at an early age that are truly meaningful, that touch the soul, that touch the heart, they become indelible."

Many of the young men Martinez-Fraga grew up with died violent deaths on the streets of Little Havana or went to prison. In his home, prayer and education were most important. His mother found money

to buy books and pay for private school. After scoring high on a national exam, he gained admission to Belen Jesuit Preparatory, where he thrived in a strict but stimulating academic environment. "It was there that names like Thomas Aquinas and Aristotle first touched my ears," Martinez-Fraga recalls. A counselor who knew of his interest in both mathematics and the classics told him about St. John's, and even though Martinez-Fraga was more interested in Stanford or the University of Chicago, he followed his instincts and went to Annapolis.

"St. John's deeply influenced my life," he says. "The readings created the conviction that an examined life based on introspection and constant inquiry is the only life worth living."

After graduation from St. John's in 1984, Mr. Martinez-Fraga earned his law degree at Columbia University, where he was a Harlan Fiske Stone Scholar. He joined Greenberg-Traurig right after graduation from Columbia in 1987 and decided to carve out a career in international litigation and arbitration. With today's globalization, international law is a thriving area of practice, but 20 years ago, Martinez-Fraga says, "it was virtually unheard of, abstract and distant."

Martinez-Fraga's task was to establish a national practice group in the field of international litigation, an area of the law that encompasses everything from real estate litigation and standard breach-of-contract cases to complicated criminal cases, such as securities fraud. Most of his cases have involved resolving high-profile and complex disputes. For example, he represented Unión Naval de Levante, a major shipyard in Spain that was sued for \$160 million on grounds of racketeering. "We reached a settlement that was far below what it would have cost to bring the case to trial. That's the type of case that is typical of what I do everyday," he says.

International law never fails to provide Martinez-Fraga with the intellectual



challenge he seeks in his professional career. "It's like playing chess or working a math equation," he says. "Surely there is frustration when you don't get to where you want to go, or when you get there in a way that is less elegant than in the way you're capable of executing."

Most important and more difficult to acquire is "an understanding of cultural nuances; at the deepest possible level," he says. "Legal traditions and juridic cultures can be learned, but there really is such a thing as the spirit of the law. At the end of the day, the law is but a reflection of a people's values."

In September 2007, Martinez-Fraga left Greenberg-Traurig to become a partner at Squire Sanders and Dempsey in Miami, where he will coordinate the firm's international dispute resolution practice in Florida and Latin America, and co-chair that position for Europe and Asia.

A more significant milestone in his life occurred in June 2007. Martinez-Fraga became a father when he and his wife, Liza,

NOW A PARTNER IN A MIAMI LAW FIRM, PEDRO MARTINEZ-FRAGA GREW UP IN LITTLE HAVANA; HIS MOTHER RAISED HIM AND HIS TWO SISTERS WHILE HIS FATHER LANGUISHED AS A POLITICAL PRISONER IN CUBA FOR 18 YEARS.

welcomed their first child, Alejandra Sofia. Martinez-Fraga has pledged to slow down—perhaps give fewer lectures at the University of Navarre, where he is a full visiting professor, or at the University of Miami School of Law, where he is an adjunct professor—and make more time for his family. He wants to share that experience of learning, growing and discovering the world with his daughter, who, as her father did, will grow up in a home filled with books and lively conversation. ✱

1935

RICHARD S. WOODMAN is “still working, though part time and traveling a bit—would like to hear from others from class of 1935.”

1948

Last January, **JULES PAGANO** was elected as a member of the Economic Policy Institute’s (EPI) Board of Directors. Pagano is Vice President of the American Income Life Insurance Company. The Economic Policy Institute is a nonprofit, nonpartisan think tank that seeks to broaden the public debate about strategies to achieve a prosperous and fair economy.

1954

ERIC CROOKE and **SARAH COVINGTON CROOKE** (class of 1955) have spent a half-century living in the same house in Silver Spring, Md. Sarah sent *The College* an update on the people and books in their lives: “Two handsome sons, both married, and two lovely little grandchildren. Eric’s got a ton of books in our basement. Over a decade since the cleanout of 2 Cumberland Court—Eric’s uncle, [former St. John’s President] John Kiefer, and his wife, Roxana, lived there many years—Eric has finally gotten the Kiefer books out of boxes and into some kind of order. The sheer weight of the books challenged our shelving. A five-volume set of *Summa Theologiae*—all in Latin—weighed in at 13 pounds. And a two-volume set of Calvin’s *Institutes of the Christian Religion* came to more than four pounds.

The real classical stuff now covers a whole wall; Plato alone takes several shelves. (One commentary on Plato is entirely in German.) The rest of the books have settled themselves in various

nooks and crannies. Shakespeare has his own shelf just beneath our electrical entrance panel. Poetry—including Dante’s *Inferno*—lies against a wall as close to the furnace as the fire code allows. Religious books are to be found just outside the toilet door. On free-standing shelves in the center may be found T. S. Eliot cheek-by-jowl with H. L. Mencken, and the complete works of A. E. Houseman next to O. Henry.”

1959

DICK and **MARY CAHALL** are already looking forward to the 50th reunion of their class next year. Dick writes: “I went on to graduate school at the University of North Carolina and Mary at the University of Maryland. I then joined the IBM Corp and had a 30-year career there as a software systems architect. My wife taught humanities at the University of Maryland Open University Division for 15 years. I retired from the IBM Corp in 1992 and we moved to Central Oregon in 1996 to be grandparents. During my junior year at St. John’s, I began learning the five-string banjo and the music that is generally associated with it. Since retirement I have intensified that study and have expanded the repertoire from its origins in the southern mountains to the swing era and even to certain examples from the bossa nova. Whenever I get back to Annapolis, which seems to be every couple of years, I always get together with Neil Harpe. Neil and I go back a very long time, like the early ’60s. Neil is a master guitarist and bluesman and began his guitar studies about the same time as I began my association with the five-string banjo. My son lives in Annapolis so we always have a place to stay. 2009 will be our 50th homecoming and we both are looking forward to getting together with our classmates and

SERIOUS STUFF

HAROLD MORGAN (SF68) is co-founder of *Capitol Report New Mexico*, which has completed its first year of operation. “Serious stuff for serious people” is how Harold describes the magazine’s reporting of public policy. The Web site is www.capitolreportnm.com. The blog is <http://capitolreportnm.blogspot.com>. The magazine is made possible by the Internet; the administrative office is in Roswell, N.M., and the production director is in Austin, Tex., while Harold is in Albuquerque. ❖

particularly those who don’t make it back to Naptown as often as we do. Throughout my life, I thank my lucky stars that I went to St. John’s College, and that feeling has intensified over the years.”

1966

CONNIE LINDGREEN has moved to France. “We’re living in a small village, Montigny sur Loing, which is about 55 kilometers from Paris, more or less directly south of Fontainebleau, and we are but steps away from the forest of the same name, with its wonderful trails, moss-covered rock-formations, valleys and plains and ever-changing light. It’s no wonder the impressionists were so enchanted with the area. There are wild boar and stags and hawks and hares in the forest, too, and we’ve seen some of them on our walks. Don’t get that much chance to walk, though...many days are devoted to establishing ourselves in the French system, which is complicated by the fact that I’m a U.S. citizen and therefore have to have all kinds of permits which Peter, being Danish and member of the EU, doesn’t have to have. After nearly nine months, thanks to persistence, a sense of humor and a lot of being-nice-to-bureaucrats, I now have a Titre de Sejour! So I’m ‘legal’ for 10 years. A big relief and something we celebrated with champagne, I can tell you!

Now to get started on the renovations. The applications for permits are in, and if we’re lucky work will start in May. We still have our house in Denmark, but it’s on the market. Things in real estate are slow here, too; it doesn’t really bother us at the moment, however, since it’s a handy place to store our furniture—and especially the piano—away from the impending dust and disruption here. So life is pretty good. There’s a wonderful local market, a fantastic bakery, and a Saturday market with all kinds of local products. We’re also enjoying that side of just plain living here. Tennis and working on the house are keeping us fit. Actually, the house is the most vertical place I’ve ever lived in and inevitably, being on the top floor, you want something on the bottom floor, so there’s lots of stair-climbing in the course of a day. It may seem illogical to be moving into verticality when we’re probably at the age where we should be considering ranch-style floor plans, but rationality is not really part of this move. It’s an old dream—now coming, bit by bit, to life.

Here’s our new address: 35 rue du Trou de la Vente, Montigny sur Loing, F-77690 France.”

1969

News from **TOM DOURMASHKIN** (A): “I have been practicing emergency medicine now for 26 years in Western Massachusetts. I have three children: Jordan, a

physician assistant in Harlem Hospital Emergency Department and father of our two grandchildren, Chloe and Lea (and third expected January 2008); Caitlin, a budding urban planner, an area director of a New York State "Empire Development Zone" in Brooklyn, N.Y.; and Susannah, currently enrolled at the Maryland Institute College of Art and spending a semester in India. I have written the application for a Rural Health Care Grant which brought \$900,000 to Franklin County, Mass., for development of EMS services. I am currently engaged in studying certain areas of astronomy, which I hope to publish some day. I spend much of my free time bicycling and have ridden 18,900 miles, well on my way to my goal of cycling the circumference of the Earth at 24,902 miles. **CINDY** (Stratton, class of 1972), and I have now been married for 36 years."

1971

JOHN STARK BELLAMY II (A) recently published *Vintage Vermont Villainies: True Tales of Murder and Mystery from the 19th and 20th Centuries*. The book is available from Countryman Press.

1972

PATRICIA RUMORE (A) just purchased her first home: "I'm living in Albany, N.Y., and work for the New York State Department of Transportation with the state's Capital Program. I also teach ballroom dance at Hudson Valley Community College in Troy, N.Y., and have continued with my love of dancing, from the time of our St. John's waltz and polka parties. Just like 'Dancing with the Stars!' I'd like to hear from fellow alumni."

1977

ED KAITZ (A) is working with and teaching Special Needs students, playing harmonica music for senior citizens, and editing/publishing a small Maryland journal that integrates mental health awareness, the arts and advocacy. "I hope to be doing some volunteer work with the Maryland Disability Law Center in early 2008," he writes.

1980

News from **MARIA "GINA" C. IRONSIDE** (SF) and **BENJAMIN D. GOLDSTEIN** (SF79): "Ben's Web engineering company, End Point Corporation, is going great guns after a long 12 years. Gina is with Fair Winds Trading, Inc. Ben is almost 13 and Ben (dad) coached their travel team to an undefeated

season this fall. Also, hi to Dan & Theresa Raizen, whose son Nat called to canvas our donation to the Annual Fund. Warm wishes to all."

1982

TRUDY KOCH (AGI) has retired from 31 years of teaching and opened a quilting and fine arts studio/gallery on the shores of the wide Rappahannock River in the sleepy little town of Tappahannock. She makes quilts and her daughter, Alice French, designs stained glass windows. So drop in! The name of the shop is Water and Queen Studio, after the two oldest streets in town. Postscript from Trudy: "And I want to know where Yani Papidpoulis is!"

1983

LESLIE KAY (A) writes: "I am happy to report that I have been promoted to associate professor with tenure in the Department of Psychology at The University of Chicago. My laboratory studies the neurophysiology of olfaction and the mechanisms for the influence of cognitive context on sensory processing (<http://kaylab.uchicago.edu>). Maryellen and I live on campus in an old row house with our two daughters (7 and 8 years old) and our 2-year-old Golden Retriever. The minivan is parked outside. We welcome hearing from old friends, and I'm looking forward to the 25-year reunion!"

1986

STEPHANIE RICO (A) and **TODD PETERSON** (A87) report that Todd's back in San Diego now after a year spent as a "geographical bachelor" out in the desert. Steph is directing a small grant to create a science teacher community to improve teacher retention. They write: "We had a great time at reunion last year, and we're looking forward to 2011!"

1988

SHIRLEY BANKS (SF) was credentialed last fall as a Certified Sexuality Counselor by the American Association of Sexuality Educators, Counselors, and Therapists: "I counsel Emory University students on any sexuality issue, including relationships, pregnancy prevention, STIs, HIV, sexual identity, unplanned pregnancy, pleasure, etc.," she writes. "In addition to individual and couple consultations, my job also includes health education and promotion for groups of students. I love what I

MOSCOW IN WINTER

LES MARGULIS (A70) writes from Down Under: "I have spent my business career in advertising, and I just returned from three years overseas, split between Kiev and Moscow. I live in Sydney, Australia, which is definitely my preferred watering hole. Kiev was lovely with lots of parks and clean streets. Moscow is the bottom pit of the earth and even if I stretched the truth it would be difficult to say a nice thing about it. Don't get me wrong, everyone should spend three days there and see Red Square, Pushkin Museum, and the Faberge eggs. The best time to see Red Square is deep in the winter when it is minus 20 and the snow is falling. It is truly a Dr. Zhivago moment. However, living there is another story. The infrastructure has not been updated since Stalin died, the metro cars are falling off the rails and streets have holes big enough to swallow a Chevrolet. But the good news is that local vodka was as cheap as Pepsi Cola and probably better for you. I am happy to say that nearly 40 years out of St. John's, I am only two kilos heavier." ❀



WELCOMING IRENE

HANNAH GILLELAN GOLDSTEIN (A96) and her husband, Stephen, had a busy summer: moving to the water in the Annapolis area and traveling to Ethiopia to bring home their new daughter, Irene Sintayehu. Now 10 months old, Irene loves books, swimming, cruising around the house, and waxing eloquent on “Da Da.” This photo was taken in Addis



Ababa in the orphanage where Hannah and Stephen picked up Irene Sintayehu, 5 1/2 months old. They had been parents for “all of 45 minutes.” Joshua Gillelan (A68) and Dorcey Wend Rose (A68) are now grandparents, and George Wend (class of 1951) is now a great-uncle.

Exhausted and eternally amused by her new life, Hannah welcomes contact at hannahgillelan@yahoo.com. ❀

do! I also volunteer for American Hiking Society and the Benton MacKaye Train Association as a Trail Crew Leader.”

JOHN SELLERS (AGI) writes: “Becky gave birth to Micah James in April 2006. I am teaching math and science at the Forest Grove Community School in Forest Grove, Oregon.”

1990

VIRGINIA BEHREND (AGI90) writes: “Well, we took in two high school graduations in June, one in Seoul, Korea (our third visit), and the other in San Diego, Calif.—both grandsons. Son #1 teaches for DOD, thus three trips to Korea, a gem of a spot. Now he is in transit to Ramstein, Germany, so we are looking forward to exploring Germany.”

1992

HALLIE LEIGHTON (SF) invites all Johnnies to join her popular (and free) Rhyme a Day e-mail list, which sends subscribers a word, a brief definition, and short, funny

mnemonic rhyme early every weekday morning. All the words and rhymes are from her upcoming book, *Rare Words II and Ways to Master Their Meanings: 500 More Unusual Selections, Some with Poetic Confections for Gleaning Their Meanings*, out in March from Levenger Press (www.levengerpress.com). Join the Rhyme a Day e-mail list by sending a blank email to rhymeday-subscribe@yahoo.com OR join at <http://groups.yahoo.com/group/rhymeday> and start your morning with a chuckle.

1994

KATE ROONEY (A) writes: “On May 23, I arrived in Tuscany for some long deserved R&R. The plan was to sit on a hillside, drink red wine, and catch up on my reading. But, about 5:30 that evening **IAN SMITH** (A03*, see classnote) walked into my life. We were married on October 20 and are living in New York City. Hope to see all our friends at croquet.” Postscript: “I didn’t rob a cradle, he started SJC nine years too late and should have been in our class to begin with!”

1996

CHRISTINE COALWELL McDONALD (AGI) and her husband, Robert, announce the birth of their second child, Grace Murdock McDonald, September 7, 2007. Christine, Rob, and their first child, Jefferson Coalwell McDonald, reside in Cornwall-on-Hudson, N.Y.

1997

MICHAEL CHIANTELLA (A) and his wife, Karen, welcomed Dylan John-Noel Chiantella on November 27, 2007. He was 8 lbs. 7 oz., and almost 21 inches.

“I am working in a full-time job I love, as a web Creative Director at Weight Watchers in New York City, managing the Copywriting and Information Architecture teams,” writes **JENN COONCE** (A). “I’m also smack dab in the middle of earning my master’s degree in Modern Psychoanalysis, at the Boston Graduate School for Psychoanalysis—New York. I just finished a year and a half of fieldwork with schizophrenic and psychotic patients. Anyone interested in either field should feel free to contact me at jenn@panix.com. I’m very dedicated to both.”

DOMINIC CRAPUCHETTES (A) has two great pieces of news to share: “First off, I am engaged to be married to a wonderful woman named Karen Litsinger! We are both very excited about making plans for the future. Secondly, my risky entrepreneurial venture is starting to pay off. Our latest party game, Wits and Wagers, has won 11 industry awards and is now carried at every Target nationwide.”

MELANIE KIRBY (SF) co-owns and operates two small-scale beekeeping enterprises: Zia Queenbee Co., located in northern

New Mexico, and Superior Honey Farms, based in Marquette, Mich. “Specializing in queen honeybee breeding and rearing, I have utilized my Peace Corps Beekeeping Extensionist experience and queen-rearing training in Hawaii to develop a sustainable cooperative,” she writes. Visit www.ziaqueenbees.com.

INYA LASKOWSKI (SFGI97) had a successful year showing her art in two major shows: at the Healdsburg Public Library, Calif. (Sculptures) with Chiyomi Taneiki Long and at the Sebastopol Center for the Arts, Calif. (Poetic Realities) with Andrei Wilenius. She is also presenting arts-integrated workshops for children at the Wells Fargo Center for the Arts in Santa Rosa, Calif.

REBECCA E. MICHAEL-GAFFNEY (A) writes: “My professional play keeps me on my toes and continuously inspired. My company, Red Letter Days Events, LLC, (www.redletterdays.biz), is privileged to create celebrations for outstanding clients in home-base San Diego, as well as produce events across the country. I take in dance, theater, and a good book when I have a moment and always love to see old friends. Give a shout

WHAT’S UP?

The College wants to hear from you. Call us, write us, e-mail us. Let your classmates know what you’re doing. The next issue will be published in May; deadline for the alumni notes section is April 15.

IN ANNAPOLIS:

The College Magazine
St. John’s College, P.O. Box 2800
Annapolis, MD 21404;
rosemary.harty@sjca.edu

IN SANTA FE:

The College Magazine
St. John’s College
1160 Camino Cruz Blanca
Santa Fe, NM 87505-4599;
alumni@sjcsf.edu

BLACK COMEDY BECOMES HER

Sara Barker (A98) Shines in Regional Theater

BY PATRICIA DEMPSEY

As an actor, Sara Barker (A98) has made a career out of exploring the drama of the dysfunctional family. In a production of the offbeat play *Independence*, written by Lee Blessing, Barker played a daughter who copes with a maniacal “mommy dearest” by creating obscene sculptures in the backyard and coloring her hair pink. This winter, Barker continued to tighten the twisted family ties in the black comedy, *The House of Yes*, written by Wendy MacLeod and staged at the Washington Shakespeare Company in Crystal City, Va. In the production, she played a pill-popping, couture-conscious twin nicknamed “Jackie-O”—a nod to her obsession with the former first lady.

Set in McClean, Va., 20 years after the assassination of president John F. Kennedy, *The House of Yes* unfolds during the neurotic Pascal family’s Thanksgiving dinner. “Jackie-O is a nutcase,” says Barker. “She’s horribly spoiled, hence the play’s title—she was always told ‘yes’ for her every want. She’s also horribly jealous.” In her portrayal of the troubled 30-year-old, Barker embraced the lighter side of Jackie-O’s spoiled nature. “Being spoiled gives her a zest for life. It allows one to be spontaneous. When parents are strict, a person holds back,” she says. Her inventive interpretation of the role did not go unnoticed—a recent review in the *Washington Post* described Barker’s Jackie-O

as “convincingly vulnerable, eccentric, arrogant—and crazy as a loon.”

Shortly before auditioning for *The House of Yes*, however, Barker, who has a daytime career as a tech writer and editor, decided to stop acting. She moved back to Washington, D.C. this summer from New York City, where she spent the past three years acting in a wide range of productions, including several for an avant garde theater troupe, the International WOW Company. “In one show, the director wanted to find out if human joy was possible,” says Barker. “We lined up, had a partner and grabbed a tomato, danced with the partner and bit into our tomatoes and

smearing them on each other.” Her extensive repertoire also includes study at The Actors Center in New York, and the full gamut of film, contemporary and traditional theater, including Shakespeare—she was first seen as Isabelle in a St. John’s production of *Measure for Measure*, and she would later play King Lear. “Like Jackie-O, Lear was also spoiled kid,” she says.

“It was all wonderful, but I was ready to leave theater. It can get really insular, especially in New York. I have always been interested in foreign policy and economics,” she says and upon moving to Washington, D.C., Barker landed a position as communications development coordinator with the Women’s Foreign Policy Group. But after urging from a friend over a 2 a.m. glass of wine, Barker decided to crash the audition for *The House of Yes*. “I was uninvited, [but I turned out to be] the person the director was looking for. I have a bit of Parker Posey in me,” she says, remarking on her quirky similarity with the actress who played Jackie-O in the film version of *The House of Yes*.

As for her plans to stop acting, Barker says, she’s content with both her day job and the theater. “I’m passionate,” she says. “I like to be all-consuming with my work; it’s a matter of quality of life.” ❖



WASHINGTON SHAKESPEARE COMPANY

SARA BARKER’S RECENT THEATRICAL PERFORMANCE RECEIVED CRITICAL ACCLAIM.

at rebeccagaffney@cox.net if you’re visiting southern California.”

readings and open mic nights. The café has been featured in the *Washington Post*.

1998

STU DAVENPORT (SF) and Lana Labermeier have opened Big Bear Café at 1st and R Streets NW, in Washington, D.C. They created a farmers’ market and a holiday art market, and also host poetry

1999

SARA J.E. PRIOLA (SF) writes: “Last summer, we welcomed our son, Lucas, into the world. Since then, we have moved back to Santa Fe to return to nature, the big sky and the seasons. So far, we are truly enjoying ourselves!”

2000

ALAN RUBENSTEIN (A) writes: “Heidi and I are moving from Washington, D.C., to Northfield, Minn. We’ll be writing, quilting, and sledding—so look us up if you’re passing through the land of 10,000 lakes.”

ERIKA J. (CARLSON) WARZEL (SF) recently took a new job as Historic Preservation Coordinator at Historic Denver, Inc., a

nonprofit organization in Denver, Colo., dedicated to preserving the city’s architecturally and historically significant buildings and neighborhoods. She is running the organization’s Sacred Landmark’s program, assisting owners of historic religious structures obtain funding for restoration/preservation projects, and managing the projects through completion.

CELEBRATING SANTA FE'S PIONEERS

Members of the first four Santa Fe classes (1968-71) are planning a reunion week from July 13-20 in Santa Fe, gathering members of these classes together after nearly 40 years. Although planning is still in progress, anticipated activities include a seminar on the *Odyssey* and two seminars on *Billy Budd*, one on the novella and one on the opera, which will be performed that

week by the Santa Fe Opera. Additional activities include a tour of Los Alamos Scientific Laboratories, a historical tour of northern New Mexico, a hike up Mt. Atalaya, and a Festschrift in honor of Ken Kronberg (SF68), who died in 2007.

The extended reunion, says Carl Bostek (SF68), is intended to celebrate the pioneers who, along with the

first tutors and staff members, helped establish the Santa Fe campus. The event commemorates the 40th anniversary of the graduation of the class of 1968. Organizers have arranged for discounted lodging during reunion week. Information on the entire event is available online at: <http://prosphorai.com/reunion/index.html> ❀

and instructor in Art History at George Washington University in D.C., was one of her bridesmaids.

2003

ANN KATHRYN CARRUTHERS and **STEPHEN MICHAEL ORSINGER** (both SF) were married on October 27, 2007, in San Antonio, Texas. Stephen graduated from University of Texas Law School in May 2007 and is now practicing family law in Dallas. Ann is working on her PhD in Political Philosophy at UT. Since she has finished her course work and "only" has to take her comprehensive exams and write her dissertation, she can continue her work from Dallas. They write: "We are both looking forward to seeing everyone in Santa Fe for our five-year class reunion, fall 2008!"

IAN SMITH (A) writes: "I went to Tuscany to sit on my ass, drink lots of wine, and read, but instead met a girl. Who is a Johnnie. Who stole my heart from the first day we met. I've moved to New York, and on October 20th, **KATE ROONEY** (A94) became my wife." ❀

2001

ALEK CHANCE (A) and **IVA ZIZA** (A00) have recently welcomed their second child, son Luka Marko Chance. Luka was born at Mount Auburn Hospital in Cambridge, Mass., on August 30, 2007. He thus joins an older sister, Emma, who recently turned four. Both Alek and Iva are still graduate students, working on their political science doctorate and a law degree, respectively.

REBEKKA SHUGARS (SF) has news: "October 1 made a year that Matt Strader and I have been married. It seems impossible I'm that grown up. We are living in Berkeley. I am still working with developmentally disabled adults, teaching independent living skills. I love my clients; they make my work fun. Matt is getting his PhD in chemistry in May 2008. Provided that a work trial period in February 2008 goes well, Matt will officially be offered a post-doc with the Max Planck Institute in Stuttgart, Germany. I'm learning German with the hopes I'll need it."

2002

JUSTIN NAYLOR (A) and his wife, **DILLON** (Wright-FitzGerald, A05), welcomed their first child, Peter Wade Naylor, on July 17. Peter was 8 pounds, 9 ounces and 21 inches long, delivered by a midwife in Wilmington, Del. They write: "We live now in a northeastern Pennsylvania farmhouse. We are involved with Wyoming Seminary College Preparatory School and raise vegetables for sale in the summers."

LAUREN SHOFR (A) was named a recent winner of McDonogh School's Dunloggin Scholarship to graduates of medical schools based on her 2006 graduation from the National University of Health Sciences in Lombard, Illinois, and her submission of an essay describing her educational program and interning to obtain her degree. She is currently a practicing chiropractic physician in Belgium. Lauren married Dr. Baldwyn Bourgeois on September 29, 2007, at her parent's home on the Severn River. **RACHEL POLLACK**, class of 2002,

PRIZE-WINNING PIE

JOHN "TOM" OSBORNE (A02), was awarded the prestigious Blue Ribbon in the fruit pie category of the Cape Fear Fair and Expo held annually in Wilmington, N.C. The ribbon, along with the hard cash prize of \$11, was awarded for his blueberry pie. This is the second Blue Ribbon awarded to Osborne; he was also the first-place pie baker in the 2003 Fair and Expo.

Osborne was also kind enough to share his prize-winning recipe:

- 2 tablespoons cornstarch
- 1/2 cup water
- 2 tablespoons water
- 4 cups blueberries
- 1/2 cup sugar
- 1 teaspoon lemon juice
- 1 pinch salt
- 1 precooked pie shell

Boil 1/2 cup of water and 1 cup of berries.

The berries will begin to burst and the water will start to turn purple.

After this, simmer for 3-4 minutes to thicken the juice.

While still stirring, add the 1/2 cup of sugar, pinch of salt, tsp. of lemon juice.

Mix 2 tbsp of cornstarch with 2 tbsp of water; add this to the mixture.

Stir in mixture until the berry mixture thickens. It will get very thick and become "translucent."

The color will change from light purple to almost black/purple.

After it has become thick, remove from the heat and fold in the other 3 cups of blueberries.

Spoon this mixture into a prebaked pie shell.

Let the pie cool for two hours. A refrigerator may reduce this time. ❀

OPENING A WINDOW TO THE WORLD

Blake Sitney (SF91) Brings Technology to Refugees

Though the Mae La Refugee Camp on the Thai-Burmese border has been home to Burmese refugees for more than 30 years, it's still considered a "temporary" refuge, and as such, life is difficult for about 50,000 people who live in crowded conditions, without running water, electricity or telephone connections. But thanks to Blake Sitney (SF91), who spent two months developing software and a database to make the vast Internet encyclopedia, Wikipedia available in a place where Web access is impossible, the window to the outside world opened a bit wider for the refugees.

Between his sophomore and junior years, Sitney had taken a year off to travel through Southeast Asia, supporting himself by teaching when he could find work and falling in love with the people and culture of the region. After he graduated, Sitney pursued a career in information technology, working in telecommunications sales for WorldComm before launching his own company, Marigold Technologies. The Seattle-based company offers business-to-business marketing intelligence to telecommunications companies.

In 2006, Sitney decided to go back to Asia, not as a tourist, but as a volunteer with the Border Green Energy Team (www.bget.org). Sitney signed on to help build a micro-hydro system in Mor Ti Ta, a small Karen village on Thailand's border with Burma. The system tapped the power of a small creek to spin a two-kilowatt turbine to provide electricity to the village's one school, which serves about 300 children. The project provided just enough power to provide light and run a television, DVD player, and other small

appliances such as a rice cooker. "We lived with the villagers, they fed us, and we worked hard alongside them," he said. "They put on a big celebration when the project was finally finished."

Working with the BGET volunteers were 10 students from the nearby Mae La refugee camp, all students in the camp's Engineering Studies Program. Mae La is the largest of seven refugee camps along the Thai-Burmese border; it houses members of the Karen ethnic minority who fled violence in Burma. The students described how the Burmese military burned down their villages, forcing them to flee into the jungle, where they trekked for weeks to find refuge in the camps on the Thai border. When the students from Mae La journeyed to Mor Ti Ta to work on the micro-hydro system, it was the first time they had ever left the camp.

Villagers live in bamboo huts with roofs made of leaves and mud. Humanitarian organizations support them with basic medical and educational needs, Sitney says, but otherwise, life is bleak. "There's one little ray of light in this camp, and that's the ESP school, and a man named Loh Doh, who has dedicated his life to educating his people," says Sitney. "The brightest and most promising kids go the ESP, and their opportunities to learn are so limited. BGET had previously set up a 1-kilowatt solar system with enough power for 20 computers. I bought them several new computers, built up a network for them, and thought that the Wikipedia would be a great addition to the Internet-less network."

Sitney and his colleague, Mark Abene, downloaded all the text from Wikipedia in English and Thai, then devised a database

program and software to create a searchable, static version of the online encyclopedia. The server setup is wireless, allowing multiple connections to access the stored data. Several teachers and students can access the vast Wikipedia archives at the same time, granting access to adults and children who are hungry for a glimpse of the world beyond their camp. The system Sitney developed provides access to information within seconds—almost as good as surfing the Web.

"It's an enormous resource for the students," says Sitney. "They can look up everything from aerodynamics to zoology." A brief sampling of the first search terms students entered: Myanmar, the Bermuda Triangle, Britney Spears, the periodic table of elements, architecture, Ubuntu, Chairman Mao, aerodynamics, solar power, Rinaldo, America, Bon Jovi, and differential calculus.

Sitney and Abene have taken the concept to Brazil, at the invitation of Cesar, one of the largest IT firms in Brazil. They brought with them a Portuguese and English version of the Wikipedia server and described how schools that are too remote for Internet access can still tap Wikipedia as a resource.

His next goal is to try to find a way to bring free online courses—now being offered by the Massachusetts Institute of Technology, among others—to places like Mae La. He plans to go back in March to check on the ESP school and his friends in the camp. He also recently helped one of the former refugees get settled in Syracuse, N.Y., where he'll be continuing his engineering studies.

The success of his projects just feeds Sitney's desire to do more to improve the lives of people through technology and a little ingenuity: "It's gratifying to have accomplished a good thing, but I can't help but think of what's next? What else can I do? ❖"



BLAKE SITNEY AND STUDENTS IN THE MAE LA REFUGEE CAMP IN THAILAND.

REMEMBERING AL STAFFORD

BY JACOB H. DE RAAT, CLASS OF 1958
AMSTERDAM

H.A. Stafford (class of 1957), died of cancer in 2003; Jacob de Raat wanted to make sure Johnnies knew about this decorated Naval officer and Vietnam War veteran who spent seven years in a POW camp. Commander Stafford had retired and was living in Florida with his wife, Sheryl, at the time of his death.

My classmate Bill Kingsley mentioned in an e-mail that he had read in *The College* the notice of the death of H.A. Stafford, class of 1957. I received my copy a few days later and saw that nothing had been written about Al except his name and date of his death. There ought to be more.

I matriculated in September 1954, five years after graduating high school, most of the intervening time taken up by a stint in the military. The dorm room assigned to me was on the second floor of West Pinkney. Al's room was a few doors down the hall. Al took the trouble to show me and a couple of other freshmen around the campus, telling us the names of the buildings and about campus lore and student life. He also led us to various places in town, including the Little Campus, La Rosa, the Little Tavern (which sold 10- and 25-cent hamburgers we called "death balls"), and a bakery where, after being up until 5 a.m., one could

buy glazed donuts, still warm from the oven. He told us where on the dial to tune in to the radio program "Music Till Dawn," which provided a soothing background accompaniment to late-night studying. Al gave us a helpful introduction to some aspects of college life, easing our way into a stressful first year.

On non-seminar weekday evenings, Al would have his door open and would heat water to make cups of bouillon. Two or three of us would drift in, drink a cup, chat for maybe 15 minutes, then go back to studying. Weekends Al would go home to the Eastern Shore where he played baritone sax in a local band. He had an excellent musical ear. My classmate Jim De Young once observed that when people were singing together in harmony, Al could always find another part for himself to blend in.

Al did not return to the college for his junior year, but instead joined the Navy with the intention of becoming an aviator. I recall seeing him on campus a year or so later, wearing his uniform with the dash and insouciance that could be expected of him.

A few years later, I was living in Washington. Al found my name in the phone book, called, and we arranged to meet. He had taken time off from the Navy to finish

college, this time at Washington College. We met at a place in downtown Washington where there was a piano player. We talked and drank beer. Al spoke in passing of the challenge of landing a jet fighter on the deck of an aircraft carrier at night, but little else about his life as a Naval officer.

When the piano player took a break, Al went over to the keyboard and started playing the first few bars of an old song that I recognized from a record Bing Crosby had made in the mid-1930s. Al didn't know the bridge, the eight-bar 'B' section of the AABA pattern of the standard 32-bar format, so I sang it. He picked it up immediately, playing it once to make certain that he had it, then again with harmony and chords.

That was the last time I saw Al. Some years later I learned—from a television news program, I think—that he had been shot down over North Vietnam and was a prisoner of war.

Towards the end of the 1970s, I moved myself and my family to Maine, where I worked for Marine Maritime Academy. A few years later, Commander Richard A. Stratton, former POW, came to the Academy and gave a talk to the students, faculty and staff assembled in the auditorium. He was immediately recognizable: tall, lanky, with a thick crop of straight black hair cut short, he had been pictured many times on television news programs. I asked if he had ever encountered a POW

named Al Stafford and Stratton's face lit up. "He was my cellmate for two years."

In 1990, I moved to Amsterdam. One evening I was clicking through the channels and came across a Dutch documentary about the Vietnam War. Included was a clip from a film made by the North Vietnamese. There, in black and white, were Al and Stratton, supposedly celebrating Christmas as POWs. I cannot think what was in the minds of their captors. Stratton kept his head down and did not look at the camera. Al did. His expression was grim and wary. Obviously, the two of them were under duress. Al looked pretty much the same as when I had last seen him in Washington, but drawn and a bit haggard.

After learning of Al's death, I did a search on the Internet and found much more information about Al's Navy experience and the last years of his life. You can see the entire account here: www.pownetwork.org/bios/s/s112.htm

Here you can find a picture of Al taken after he was out of the Navy, plus information about the injuries he sustained and about his capture: www.a4skyhawk.org/3e/var63/stafford.htm

I was opposed to the Vietnam War from the outset. However, that does not diminish my admiration and respect for Al. He chose his direction and followed it. He was a good man. ✱

THADDEUS PROUT, CLASS OF 1944

Dr. Thaddeus Edmund "Thad" Prout, a retired endocrinologist and first chief of medicine at Greater Baltimore Medical Center, died in December in Sykesville, Md., at the age of 83. During his medical career, he was responsible for helping to get

potentially dangerous diet drugs withdrawn from the market.

Dr. Prout, who received his early education in a one-room schoolhouse in rural Maryland, attended St. John's for three years before enlisting in the Navy's V-12 program in 1943. From 1944 to 1946, he was a medical corpsman and attended the Medical College of Rich-

mond. He later transferred to Harvard Medical School, from which he graduated in 1948.

He completed an internship and assistant residency at Boston City Hospital, and later was appointed an assistant in medicine at Harvard Medical School. During the Korean War, Dr. Prout was deployed as a physician aboard a troopship in the Pacific.

He returned to Boston in 1953 to serve as an assistant in medicine at Boston University School of Medicine while completing his residency at the Veterans Administration Hospital there. A year later, he joined Johns Hopkins Hospital, where he completed an endocrinology fellowship. By the

continued on next page

ROBERT MANSON BUNKER

Santa Fe Tutor Emeritus

Robert Bunker, who was a tutor at St. John's College in Santa Fe from 1966 to 1983, died in his home in Chacon, N.M., with his beloved wife of 65 years, Priscilla Fleitmann Bunker, at his side, surrounded by his children, grandchildren, and great grandchildren. He was preceded in death by his sons, Stephen and James, and his son-in-law, William.

Mr. Bunker grew up in Boston with his parents, Emily and Philip, and his brother, John. They had a summer home in Truro on Cape Cod. As a boy and a young man, Bob loved the freedom he found on the Cape, swimming, sailing, watching the hurricanes and walking the beaches. Shortly before his death he was heard to say that Dyers Hollow, an ocean-side beach,

continued to be one of his favorite places.

Mr. Bunker attended Roxbury Latin School in West Roxbury, Mass. After graduating with honors from Harvard in 1939, he left the East and traveled for the first time to the Southwest. When he first got off the train in Albuquerque, he wrote, "I've never seen land so flat or mountains so high." His first job was with the Indian Service (now the Bureau of Indian Affairs) and on an assignment in Mexico he discovered he wanted to work with people. His books *Other Men's Skies* and *The First Look at Strangers* are about his years with the Indian Service.

During World War II, Mr. Bunker served in the Navy. He wrote, "I was lucky in wartime. Quite apart from losing neither my life nor my health,

I wasn't even one of those for whom the years were lost. I met Priscilla; we were married and had our first two children."

"My wife and I came to St. John's in 1965," recalls Santa Fe Tutor Elliott Skinner. "The next year, three vital spirits arrived from Highlands University in Las Vegas, New Mexico: Bob Bunker, Stuart Boyd and Ralph Swentzell. How lucky we were! Bob had a great gift [as a tutor], leading, in his gentle way, the students into philosophy and literature. He held high standards for himself and others, but they were expressed with wry humor and a twinkle in his eye, always cast in the mode of delight in the vagaries of human experience."

Mr. Bunker received his PhD in American Studies (1956) from the University of New Mexico. He was a professor and head of the English and Philosophy departments at New Mexico Highlands University, Las Vegas (1956-



ROBERT BUNKER, SHOWN HERE IN 1983, WAS A TUTOR IN SANTA FE FROM 1966 TO 1983.

1966), and a tutor at St. John's from 1966 until he retired in 1983. Mr. Bunker inspired his students, helping them discover how to read philosophy and literature, to love dialogue, to listen to the voices of others and to find their own. ✱

Reprinted from the Las Vegas Daily Optic, August 27, 2007

continued

late 1950s, he was an assistant professor of medicine and director of postgraduate training at the Diabetes Endocrine Clinic at Hopkins Hospital. When two hospitals merged in the early 1960s to create GBMC, Dr. Prout became the new hospital's first chief of medicine.

ROSABELLE GOULD WYNN, CLASS OF 1957

Rosabelle Gould Wynn, who taught mathematics for 30 years in public schools in Arlington, Va., died October 27, 2007.

Born in Cambridge, Md., Ms. Wynn was among the first female students to attend St. John's. She later earned a master's in education from the University of Virginia. After retiring, Mrs. Wynn remained involved in education for an additional 10 years by supervising student

teachers across Northern Virginia for Marymount's Education Department.

Survivors include her husband of 47 years, Harvey W. Wynn of Falls Church; a son, Vincent Wynn of Killington, Vt.; a sister, Esther Jones of Cambridge; and a brother, William D. Gould of Ruxton, Md.

JUDITH TOLIVER NEELY, A97

Judith Toliver Neely, who came to St. John's College after raising four children and later embarked on a career as a community advocate, died in a car accident on Dec. 17, 2007, in Center Township, Penn. She was 58.

After graduating from St. John's, Ms. Neely earned a master of public policy degree at the University of Chicago in 2000. After a short time in New York City, where she worked for the Volunteers of America, she returned to her hometown,

Aliquippa, Penn., in 2002 with a mission to use her education, experience and energy to assist in revitalizing Western Pennsylvania. She served as seed director for Aliquippa Weed and Seed, a community-driven revitalization project, from 2002-2006.

At the time of her death, Ms. Neely was working as a family therapist in the Pressley Ridge family-based mental health program, which serves families with children who are in danger of being placed out of the home. She was involved in multiple ministries at Triumph Baptist Church in Sewickley, provided education advocacy for parents, and served on the Quaker Valley School Board. She also served on the board of directors for Habitat for Humanity.

ALSO NOTED:

NANCY CLARK ALBERT (class of 1962), Nov. 25, 2007

RAYMOND DROLET (class of 1969), Sept. 27, 2007.

COMMANDER WILLIAM W. GRANT (class of 1941), Jan. 4, 2008

EDWARD GRAY (class of 1934), May 4, 2007

REV. FRANK HOWDEN (class of 1962), Dec. 9, 2007

WILLIAM J. JENKINS (SFGI71), Dec. 10, 2007

SUSAN LARRISON (A75), Sept. 28, 2007

HERBERT MOFFITT (class of 1970), Nov. 11, 2007

N'OMI ORR (AGI90), April 19, 2006

DR. RICHARD H. PEMBROKE, JR. (class of 1932), Jan. 4, 2008

RALPH SCHLEY (class of 1936), Oct. 17, 2007

AN AMERICAN IN NIGER

BY ANNA STUBNA (AO2)

As a Peace Corps volunteer, Anna Stubna lived among the people of Baoure, a village in Niger, where her neighbors called her "Amina," a Muslim name given to her by a family she lived with during her training in Hamdallaye.

Hot. Hot. Hot. There aren't words for how hot I am. Impatiently I wring out the last sodden T-shirt and survey my yard critically. The sand is swept clean of leaves and twigs; the pattern of neat swirls left by the broom is only broken by the prints of my bare feet. Along the side of the yard, on a clothesline, my sun-bleached clothes drip dry. I hang up the last T-shirt, and fling the soapy water from my bucket in a swift arc. It splashes out and is gone, leaving only a dark residue of wet sand behind. Bucket and soap in hand, I stoop to enter my hut through the tiny door. Inside, the floor is concrete, a luxury that feels blessedly cool beneath my feet in this heat. The thick mud walls are whitewashed light blue, another luxury that took two days of intense labor to finish. My tiny gas stove

And there I was, a recent college grad, with dubious French, a questionable skill set, and homesickness following close upon my heels. It was going to be an adventure.

ANNA STUBNA (AO2)

sits in the corner, next to the water filter and my crusted oatmeal dish from breakfast. My foam mattress is propped in the corner, ready to be pulled outside at nightfall. I sleep under the stars and a mosquito net. Malaria is prevalent in this area.

"Amina!" I hear my name and stick my head outside. A few women neighbors have arrived, kids and work in tow. I step outside to greet them, and we sit under



the dappled shade of the largest tree in my yard. Zara, my closest neighbor and confidant, is pounding grain for dinner. She moves with a graceful, powerful motion, her body long and roped with muscle, her rich brown skin shining with sweat. She is wrapped in layers of bright cloth, her youngest son, Isafu, snuggled to the small of her back like a precious backpack. She is telling me the news of her eldest daughter, Hadiza, who married only six months ago. "She is coming to visit, maybe this week," she says. I am confused, and ask if she is happy with her new village and husband. "Yes, she is very happy," Zara replies. "She knows how to take care of her husband. She has no family in her new village, though."

After prodding, for they are reluctant to speak of such matters plainly, it becomes clear that Hadiza is pregnant and will stay with her family until the baby comes. I am concerned. Hadiza is very young, only 16 by her mother's closest guess.

ABOVE: DURING ANNA STUBNA'S TWO YEARS IN AFRICA, WOMEN LIKE ZARA HELPED HER SEE LIFE THROUGH THE EYES OF A NIGERIEN. ZARA TAUGHT HER TO COOK AND WASH CLOTHES, AND ALSO USED HER INFLUENCE TO GAIN SUPPORT FOR STUBNA'S WORK IN THE VILLAGE.

LEFT: ZARA'S SON ISAFU TODDLED AFTER STUBNA AS SHE WALKED THROUGH THE VILLAGE.



Yakole, an ancient woman with few teeth, is leaning close to me under the tree, and she cackles at the discussion. She thinks it's funny that I ask these questions about Hadiza; after all, even though I am white, I am a woman, and a young, unmarried one at that. After a moment, she comes to the crux of the matter. "Amina," she screeches, pointing to my pants, "How will you ever find a husband and have a baby if you always wear pants like a man?" This is an old game, and I have a ready answer: "But I don't want a husband, and Zara is going to give me one of her children."

At this, Zara laughs and agrees, unwrapping Isafu from her back. I accept the baby and coo softly to him as conversation around me resumes. He is very sweaty and warm. Zara is a good mother, and he is clean and healthy. He is used to my strange color and only laughs when he sees my face. However improbable, I am home.

Over a year ago, leaving the United States for Niger, West Africa, this scene was unimaginable to me. As a Peace Corps volunteer, I was as untested as the brand-new hiking shoes heavy on my feet. Everything I knew about Niger was in a thin pamphlet I held clutched in my fist. The climate is dry, harsh and unforgiving. The Sahara desert has swallowed the northern two-thirds of the country. The remaining sliver of land is only slightly more hospitable. Because of a lack of natural resources, an enormous population growth, and an infant mortality rate of above 11%, Niger is ranked as one of the poorest countries in the world. Every dry season, starvation threatens the mass of her 12 million citizens, 80 percent of whom are sustenance farmers. And there I was, a recent college grad, with dubious French, a questionable skill set, and homesickness following close upon my heels. It was going to be an adventure.

As a volunteer, I was given three goals by the U.S. government: to provide Niger with help in development projects, to teach Nigeriens about Americans, and upon returning, to share my experience with other Americans. The first goal took some months for me to put into effect in my village. I held information sessions with the women about health issues such



YAKOLE TEASED STUBNA (NICKNAMED AMINA IN NIGER) FOR "WEARING PANTS LIKE A MAN."

Hunger and disease lurk so closely on the fringes of life, it makes simple survival the clear objective.

ANNA STUBNA

as improving common hygiene practices, but they eyed me with suspicion. In time, I enlisted the help of Zara, a respected women's leader, and my friend. She spoke to the women, entreating them to listen and learn. My biggest project was to replenish the depleted medicine stock in the village health facility. For months I traveled to the city to write a grant for money to buy the supplies. In the meantime, Zara taught me to prepare food, wash clothes, and work in the fields. I saw her children grow. Isafu took his first steps in my presence. He toddled after me as I wandered the dirt paths in the village.

During the course of my 2 1/2 years of service in Niger, I came to recognize myself as an American citizen serving my country. My service was not defensive. I was not armed, or fighting an enemy combatant. Instead, I think of it as a peculiar kind of offense, promoting understanding and acceptance through communication. My Nigerien friends listened to the radio avidly. They asked me questions about the news they heard. At first, I wasn't prepared to be responsible for every action of my government, to explain and answer their questions about our policies, our bombs, our wars. In the end, I simply shared my thoughts honestly, creating a forum for the exchange of new ideas.

In turn, I was able to see the world through the eyes of a Nigerien, as a citizen of a country with neither money nor influence in world politics. Hunger and disease lurk so closely on the fringes of life, it makes simple survival the clear objective. Life is understood in

terms of the proverb, "The world is like a chicken's butt, sometimes you get an egg and sometimes you get shit." Niger is waging her own primal war, on hunger and disease. Everyone engaged in this war knows it. Ado, one of the youngest men I befriended, loved to look through my tattered news magazines. One time in particular he was amazed to see pictures of homeless people in the United States. The poverty and hopelessness revealed in the pictures were things he grasped immediately; his wonder stemmed from the fact that this struggle still existed in our rich country. The fight for the basic necessities of life is far from over, even in the U.S.

As a country, we are funneling the vast majority of our resources, and the lives of our citizens, into the war with Iraq. Last year the U.S. budget for military defense was about \$440 billion; the Peace Corps yearly budget is about .08% of that sum. Yet the very magnitude of our "war on terror" prevents us, as a people, from engaging in wars we should be fighting. Poverty and hunger are real enemies, as real as any in Iraq. It is time for the words "courage" and "service" to have a humanitarian face. ❀

FROM THE ALUMNI ASSOCIATION PRESIDENT



As a student, I always appreciated the distinct way in which the St. John's community received our Friday night lecturers. As lecturers (or musicians, on occasion) entered, we rose to acknowledge them, without applause—since they hadn't yet demonstrated what they would deliver. After they finished—after they delivered—we rose again, now with applause for their accomplishment.

As I write this, the year has just ended and our Chapters Committee has compiled its annual report on the activities of the chapters across the country. Reading it, I am impressed by the accomplishment of our chapter presidents, and wish that we could all rise and give them applause for what they've delivered.

Our total alumni population is about 9,000. We have 17 active chartered chapters and another 7 active reading groups nationwide. Chapters hosted 250 seminars and other gatherings. More than 85 percent of our alumni live in an area supported by an active chapter or reading group and last year, approximately 1 of every 10 alumni attended at least one event.

The tremendous effort of our chapter presidents has such a positive outcome for our alumni. They take time around their daily lives to develop reading lists, gather input from the chapter members, find venues to hold events, and rally volunteer teams to organize parties and social events.

The result is that more than half of our chapters hold 10 or more events each year. Most of these events are, of course, the seminars. These allow us to come together and think deeply about a text and engage in the conversation that we know brings greater depth to our individual consideration. Most chapters also have purely social programming and networking receptions, the latter being particularly helpful to recent grads, those who are new to the area, or anyone else seeking to make connections. Behind the scenes, the chapter presidents and the other leaders in that group work diligently to bring these programs to life. By the way, if there is something you would like to do that the chapter isn't doing, reach out to the chapter president

ST. JOHN'S COLLEGE ALUMNI ASSOCIATION

All alumni have automatic membership in the St. John's College Alumni Association. The Alumni Association is an independent organization, with a Board of Directors elected by and from the alumni body. The board meets four times a year, twice on each campus, to plan programs and coordinate the affairs of the association. This newsletter within *The College* magazine is sponsored by the Alumni Association and communicates association news and events of interest.

President – Jason Walsh (A85)

Vice President – Steve Thomas (SF74)

Secretary – Joanne Murray (A70)

Treasurer – Richard Cowles (A70)

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

and volunteer to help make it happen. You will be surprised by how rewarding it is. To our chapter presidents, I stand and applaud you on your contributions to the alumni community!

Jason Walsh (A85)

Alumni Association President

Chapter Highlights, 2007

In Northern California, 120 alumni and family members attended the annual Stags' Leap Winery event, thanks to host Warren Winiarski (class of 1952). New president Reynaldo Miranda (A99) and the chapter held a variety of other events including seminars, potlucks, and concert/seminars. A young alumna initiated semi-regular happy hours.

The Washington, D.C., chapter attracted nearly 80 alumni to a holiday party/book exchange. This was in addition to their biweekly seminars (except for summer). New this year were informal happy hours for recent graduates, scheduled on an impromptu basis.

Approximately 25 different SJC tutors visited chapters. Annapolis President

Chris Nelson (SF70) and Santa Fe President Michael Peters have also been visiting chapters for seminars and to bring news of the campaign.

Readings selected by chapters and reading groups ranged from program books to Eastern classics and current literature. Some of the best attended seminars were those on the *Symposium*, *Oedipus*, *Billy Budd*, *Henry IV*, *The Misanthrope*, and *The World of Physics and the 'Natural' World* (by Jacob Klein). Boston alumni tackled *The Magic Mountain* (over four months) and Twin Cities alumni read *Anna Karenina* (over three months). Denver/Boulder alumni held a picnic, attended a performance of *Julius Caesar*, and followed up with a seminar on the play. ❀

At-Large board members of the Alumni Association will be elected at the Association's Annual Meeting on September 27, 2008, in Annapolis. Alumni representatives to the college's Board of Visitors and Governors will be elected later in the year. Detailed information about the nominees and the election processes for these elections will be available online after July 27, 2008, at <http://alumni.stjohnscollege.edu/?elections>, or by calling the Alumni Office in Santa Fe (505-984-6103) or Annapolis (410-626-2531).

THINKING ABOUT FORMING A CHAPTER?

BY JOANNE MURRY (A70)

A local alumni chapter can become an important fixture in the life of alumni, with seminars providing opportunity to converse in a way that no other part of one's intellectual life can quite duplicate. The elders of a chapter can tell stories about Scott Buchanan, while new graduates keep us up-to-date with current projects, issues and personalities. Several chapters have been active for more than 25 years. It's just a matter of getting started.

The first steps are finding out where alumni are, then setting up an organizational meeting. If your chapter is east of the Mississippi, contact Jo Ann Mattson (A87) in Annapolis; Western chapters are coordinated by Michael Bales (SF06) in Santa Fe. The alumni office will compile a mailing list for your geographic area and will send postcard announcements and e-mail reminders for all your events. The first meeting will probably be devoted to getting to know each other and figuring out what you want to do.

Chapter events always include regular seminars, and most chapters start as reading groups. The college can provide travel funds for occasional tutor visits to chartered chapters and reading groups, and tutor-led seminars usually draw a large group; however, a tutor is by no means necessary. Santa Fe President Michael Peters and

Annapolis President Christopher Nelson (SF70) also visit areas with a number of alumni. Many chapters call themselves "St. John's Alumni and Friends" because of the spouses and friends who become long-term members of the seminar.

Seminars need incur no cost at all. Libraries provide meetings rooms, and sometime chapter members can provide conference rooms at a university or place of business. A restaurant with a quiet back room may also serve the purpose and be a good place for after-seminar socializing.

Special events usually require a budget or charge, and definitely require sharing the task of organizing chores. Holiday parties, picnics, winery tours, potlucks, theater,

movies, art events, bowling, river cruises, all these work well. Special events will often draw from a different population or age group than the usual seminars.

The Alumni Association draws on the energy of Carol Freeman to coordinate chapters. She compiles lists of readings and events for use of all the chapters. The college coordinates monthly conference calls for chapters to discuss specific topics of interest to chapter representatives. When you become a chapter, the chapter president or a designated representative may serve on the board of the Alumni Association. Once at a board meeting, you may find yourself enthusiastically drawn into some other project, such as mentoring students or helping with career networking.

There is a great deal of support out there: the college alumni offices, the chapters committee of the Alumni Association, and other chapter leaders. The alumni Web site is also a resource. Click on "Alumni" from the St. John's home page (www.stjohnscollege.edu), go to Association, and there you will find guidelines for running a chapter. In the online community, you can also find out what other chapters are doing, who lives in your area, and how to connect with a discussion group. While you're there, don't forget to register for the online community. ❖



AN ANNUAL PICNIC AT STAG'S LEAP WINE CELLARS IS A POPULAR OUTING FOR THE NORTHERN CALIFORNIA CHAPTER.

CHAPTER CONTACTS

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

ALBUQUERQUE
Robert Morgan, SF76
505-275-9012
rim2u@comcast.net

ANNAPOLIS
Beth Martin Gammon,
A94
410-332-1816
emartin@crs.org

AUSTIN/SAN ANTONIO
Toni Wilkinson, SGI87
512-278-1697
wilkinson_toni@hotmail.com

BOSTON
Dianne Cowan, Ag1
617-666-4381
diannecowan@rcn.com

CHICAGO
Rick Lightburn, SF76
847-922-8862
rlightburn@gmail.com

DALLAS/FORT WORTH
Paula Fulks, SF76
817-654-2986
puffjd@swbell.net

DENVER/BOULDER
Elizabeth Jenny SF80
303-530-3373
epj727@comcast.net

HOUSTON
Norman Ewart A85
713-303-3025
norman.ewart@rosettaresources.com

MADISON
Consuelo Sañudo,
SG100
608-251-6565
sanudoc@tds.net

MINN./ST. PAUL
Carol Freeman, AGI94
612-822-3216
Freemor3@umn.edu

NEW YORK CITY
Daniel Van Doren, A81
914-949-6811
dvandoren@optonline.net

NORTH CAROLINA
Rick Ross A82
919-319-1881
Rick@activated.com
Elizabeth Ross A92
Elizabeth@activated.com

NORTHERN CALIF.
Reynaldo Miranda, Ag9
415-333-4452
reynaldo.miranda@gmail.com

PHILADELPHIA
Helen Zartarian, AGI86
215-482-5697
helenstevezartarian@mac.com

PHOENIX
Donna Kurgan, AGI96
623-444-6642
dakurgie@yahoo.com

PITTSBURGH
Joanne Murray, A70
724-325-4151
Joanne.Murray@basicisp.net

PORTLAND
Jennifer Rychlik, SF93
503-547-0241
jlr43@coho.net

SAN DIEGO
Stephanie Rico, A86
619-429-1565
srico@sandi.net

SALT LAKE CITY
Erin Hanlon, SF03
916-967-2194
e.i.mhanlon@gmail.com

SANTA FE
Richard Cowles,
SFGI95
505-986-1814
rcowles2@comcast.net

SEATTLE
James Doherty, SFGI76
206-542-3441
jdoherty@mrsc.org

SOUTH FLORIDA
Peter Lamar, AGI95
305-666-9277
cplamar@yahoo.com

SOUTHERN CALIF.
Jan Conlin, SF85
310-490-2749
conlinjanr@yahoo.com

WASHINGTON, D.C.
Ed Grandi A77
301-351-8411
egrandi@aol.com

WESTERN NEW ENGLAND
Peter Weis, SF84
413-367-2174
peter_weis@nmhschool.org



PROVIDING
OPPORTUNITIES
FOR MORE ALUMNI
TO CONNECT
MORE OFTEN AND
MORE RICHL



GREENFIELD LIBRARY

A COMMUNITY OF LEARNERS

In the early days of the New Program, Dean Scott Buchanan organized seminars for the wives of St. John's tutors. Buchanan was a great believer in adult education, having been involved with the People's Institute at Cooper Union in New York before he came to the college.

The seminars were seen as a way to involve tutors' wives in their husband's work, Emily Murphy writes in *A Complete and Generous Education*: "In addition to being exciting for the women, these seminars served to bring the college community closer; learning and discussion could go on continuously,

over the dinner table as well as the seminar table." In Annapolis President Christopher Nelson carries on the tradition by offering lunchtime seminars on short fiction, and faculty wives—and husbands—have participated along with tutors, students, and staff. ❖

ALUMNI CALENDAR

Sunday on the Lawn with the Naval Academy

This year, the annual match for the Annapolis Cup takes place on a Sunday, a move to accommodate the Naval Academy's schedule. That gives the college an extra day to offer local and far-flung alumni some activities to fill the weekend.

Saturday, April 19, 2 p.m.

Informal croquet festivities on the front lawn, including alumni/student tournaments and children's activities. 10 p.m. -The Croquet Cotillion, Randall Dining Hall (formal attire requested)

Sunday April 20, 1 p.m. on the Front Lawn

Join your fellow alumni, current students, midshipmen, Naval Academy alumni, and Annapolitans for the annual match.



Piraeus

Join alumni and their partners for the college's new alumni continuing education program.

Santa Fe

Dred Scott Decision and Selected Lincoln Speeches,
led by Jim Carey (A67) and
Walter Sterling, Sr.
April 11-13
Cost: \$230 per person, includes all seminars, receptions and Sunday brunch

Annapolis

Homer's *Iliad*,*
led by Judy Seeger and Eric Salem (A77)
June 5-8
Cost: \$320 per person, includes all seminar, receptions and Sunday brunch
On-campus room and board \$200 per person for three nights

*Note: The section led by Eva Brann (HA89) and David Carl is full.

ST JOHN'S COLLEGE

ANNAPOLIS · SANTA FE

PUBLISHED BY THE
COMMUNICATIONS OFFICE
P.O. BOX 2800
ANNAPOLIS, MARYLAND 21404

PERIODICALS
POSTAGE PAID

ADDRESS SERVICE REQUESTED

