

TELLURIDE NEWSLETTER

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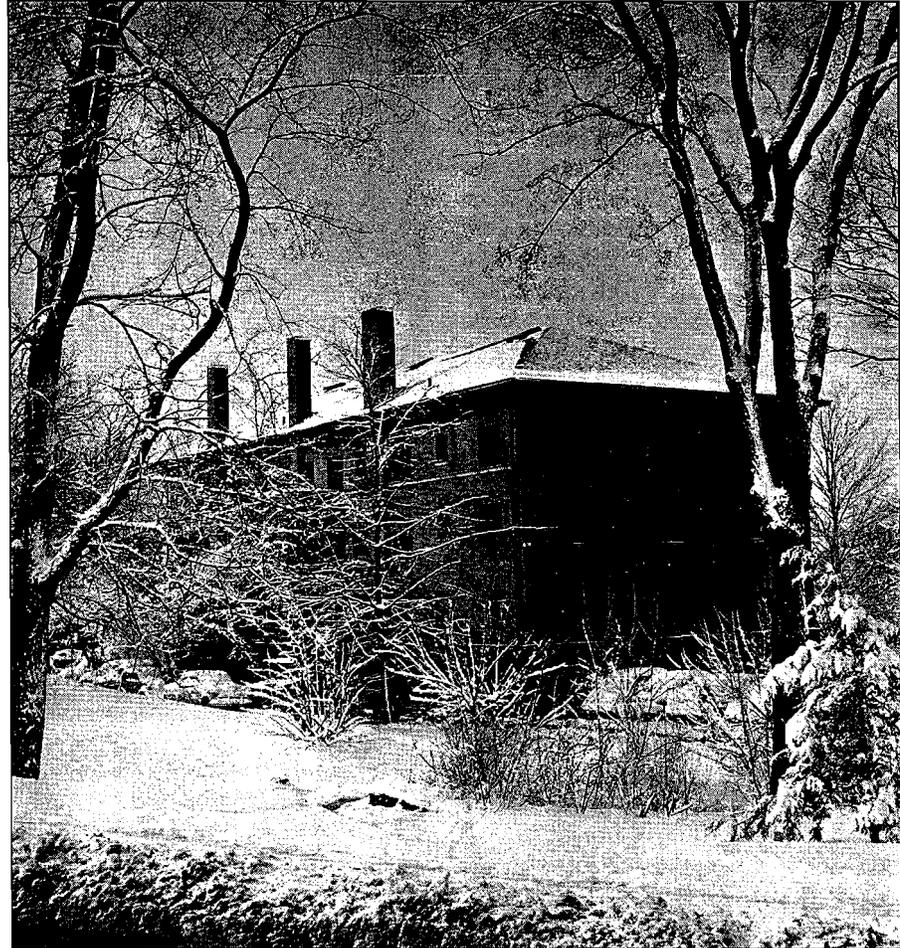
CORNELL BRANCH

The presence of fifteen new housemembers, nine of whom are freshbeings, has definitely added spice to the Telluride community. Last year the House was smaller overall and was composed mostly of older members (there were only two freshbeings last year). As a result of this year's influx, Cornell Branch is a more stimulating and challenging community, both intellectually and socially.

Academically and demographically, the current House is probably the most diverse yet. We have undergraduates in four of the University's colleges; we also have two graduate students, one in Engineering and one in History. More than sixteen states -- including an unusually high proportion of southern states -- are represented in the House. The Lincoln Scholar hails from Stamford, England.

The House also has three long-term faculty guests. Professor Jorge Calado, from Lisbon, Portugal, teaches a course on the linkage between art and science. Professor Richard Estell, CBG87, formerly a waiter at the house, teaches painting and drawing while working on his own studio painting. Professor Joe Schwartz, SP70 CB71 TA72, is teaching a seminar on Marxism and pursuing his research on political theory.

In addition to the usual public speeches (prepared talks) and "black dot" speeches (impromptu talks) that are given by Housemembers for Housemembers, new House activities include faculty guest speeches, poetry readings, and "Cafe Telluride," where once a week the House gets together to drink coffee, socialize, and listen to the music of resident pianists, harmonica players, and hammer dulcimer wizards. The 1991 Telluride Association Winter Program, which



A SPRING SNOW BLANKETS TELLURIDE HOUSE, CIRCA 1950

focused on ethnocentrism and cross-cultural interpretations, was a good follow-up to the awareness seminar on racism, sexism, and personal interaction that the House elected to sponsor this year. The Faculty Party, an event where Branchmembers invite their professors and instructors to the House for an afternoon, promises to be one of the best in years. And, of course, ping-pong tournaments, cribbage ladders, and "bad 45's" parties continue unabated.

Seniors are writing their theses, committees are doing their business, and almost everyone is working on problem sets or papers. Marcel, the resident Boa, is doing well; Mitch's Lovebirds are hatching more Lovebirds; the flies are slowly diminishing. Come and visit us sometime.

Sam Laney, DS87 CB89

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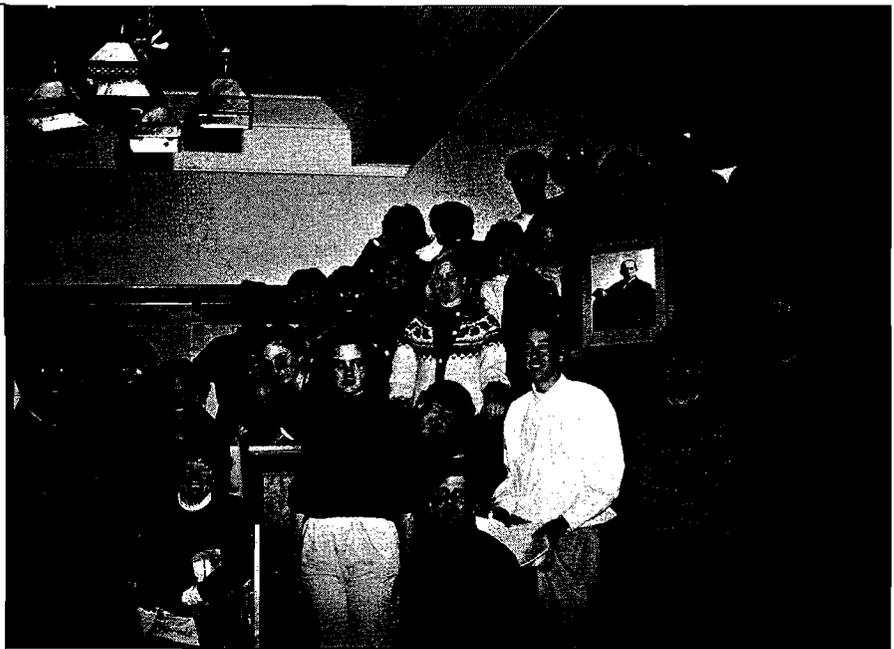
1989 TASPer College Choices

1991 TASP Descriptions

A YEAR OF CHALLENGE AND CHANGE

The photograph you find on this page can only hint at the eclectic mix of Housemembers who have formed and reformed Cornell Branch during the 1990-91 academic year. This year a majority of the students in the House were new to the project; with them they brought a gale of fresh air to the Telluridian program. The group of returning House veterans formed no homogeneous block but added to and complemented the diversity of the entering members.

This year's crop of Telluridian freshpeople is extraordinary -- not only by virtue of their number but also by virtue of their active and wide-ranging contributions to the atmosphere and functioning of the House. The nine members of the class of '94 brought with them a fascinating range of geographic backgrounds and academic interests. The South sent us four students: Anita King, SP89 CB90, of Tennessee, is combining interests in women's studies and ethnobotany in her Cornell studies; Antinette Jackson, SP89 CB90, of Louisiana, is a student in the computer science engineering program; Cole Spainhour, SP89 CB90, also of Louisiana, hopes to integrate his interests in law and religion; and Florida's Anna Thompson, SP89 CB90, is interested in business but finds herself straying into the field of history. Kolin Ohi, SP89 CB90, from Colorado, plans majors in English and Asian-American Studies. Marylander Noah Zatz, SP89 CB90, is currently torn between his interests in history and chemistry. Dynishal Gross, SP89 CB90, also of Maryland, is



Cornell Branch Residents, Spring 1991.

exploring options in Africana Studies. Gravitating toward the lovely Theatre Arts Center are Ula McClelland, SP89 CB90, a Californian who is already deeply involved with acting and production at Cornell, and Braxton Pope, SP89 CB90, a Hoosier with dreams of becoming a film major.

The four Deep Springs students who joined the House this fall are another source of dynamic change and fresh perspectives. Shep Smith, DS88 CB90, more or less from Maine, studies mechanical engineering during those few hours of leisure House life allows. Wood sprite and math major Dave Greene, DS87 CB90, began his beloved tradition of tree climbing in his home state of New York. A man of all states, the nomadic Tom Hudgens, SP87 DS88 CB90, has recently declared an independent major in Christian and Islamic civilization. Minnesotan Max Edelson, DS88 CB90, plans to continue his study of American history.

Two new Housemembers were able to bring the valuable experience of previous semesters at Cornell to their participation in and perspective on the 1990-91 House. Vinay Varughese, CB90, a sophomore College Scholar whose major of the moment is still undecided, has spent much of his life in Massachusetts and comes to us from Risley Hall. Leslie Hilgeman, CB90, a junior College Scholar with a major in government, is a New York native whose extensive experi-

ence in group living situations ranging from dorms to coops has provided a valuable context for discussion of our own community.

New Lincoln Scholar Martyn Atkins, CB90, of the small and graceful English town of Stamford, has thrown himself into the Telluridian project with enthusiasm and style, balancing his strong commitment to the House with his graduate studies in Chinese history.

Several members of last year's House returned for the spring term after a semester of rustication. Rich Baum, SP86 CB87 TA88, a New York state senior studying American history, has returned to the fold after work on a successful Congressional campaign in California. Fellow New York student Sarah Averill, CB89, a junior in the school of Industrial and Labor Relations, comes back to the House after working at a refugee center in the Rio Grande valley. Sophomore/junior/senior (depending upon which Cornell bureaucrat you ask) Sam Laney, DS87 CB89, of Maine returns to his study of agricultural engineering following a semester spent in Alaska.

Although this year proved that everyone becomes a "new" Housemember when the spirit and demographics of Cornell Branch undergo such radical changes, a number of "old" Telluridians returned to the House for the fall and spring of 1990-91. Cathy Carlson, SP88 CB89 TA90, token Iowan, has spent

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Housemember Mitchell Baker, SP85 CB86 TA87, in the Striped Room.

much of her sophomore year in considerable angst about her College Scholar program, which at the moment teeters on the cusp of comparative literature. Fellow College Scholar Eulonda Goosby, SP87 CB88 TA90, a Little Rock native, is finishing her junior year and continuing her program of history and Africana Studies. Junior Carlos Rojas, SP87 CB88 TA90, former resident of Georgia, is attempting to master all fields of human knowledge and endeavor. George Paci, SP87 CB88, a junior from New Jersey, returned to the House and to his study of computer science and philosophy this fall. Senior Tara Shannon, SP86 CB87 TA88, a Californian who will complete her degree next semester, continues to follow her independent major in Latin American Studies.

For four seniors, this year was the final stage in long House careers. Miriam Aukerman, SP86 CB87 TA88, a College Scholar and history major from Maryland, will move on to Bailliol College, Oxford, this fall with a Keasby fellowship in her pocket. Her fellow College Scholar and history major, Texan Norwood Andrews, SP86 CB87 TA88, will probably attend graduate school in history. Virginian Terri van der Vlugt, SP86 CB87 TA90, a College Scholar completing majors in comparative literature and physics, is going to be working toward a M.A. in comparative literature at Duke University and then go on to an M.D./Ph.D. pro-

gram. New Yorker Mitchell Baker, SP85 CB86 TA87, will attend graduate school at U.C. Davis with a focus in ornithology after completing his degree in biology. Those leaving the House at the end of this term will be sorely missed, but no doubt new Telluridians will fill, if not their shoes, at least their places, and the next House will be as dynamic as this.

CBTA CLOSES KITCHEN

There was a recent story in the *New York Post* about problems in the subways, and the headline ran "TA SHUTS TERROR TUNNELS." This aptly describes the fiercely pitched battle that has been fought between Cornell Branch and the sewer flies that are lodged in the catacombs beneath the kitchen and the waiter's quarters. The kitchen has been closed for the rest of the semester while the House and the Office seek a solution. The flies have now baffled the two exterminators who have tried to eradicate the pest via various toxic substances. This problem occurred on the heels of a lovely renovation of the waiter's nook area of the kitchen. We're just hoping that we will be able to use our new cupboards...someday.

ATTIC STUFF MUST GO

The Telluride House attic has once again reached the overflow point, and a committee has been duly invented to correct the matter. AtticComm has finished its survey and rearrangement of the attic, relabeled all recognizable possessions, and is now beginning a campaign to free up some much-needed storage space by getting ex-Housemembers to come and remove their belongings. To this end, a letter will be sent to everyone whose name is attached to something in the attic, detailing approximately what AtticComm thinks they own and asking for some decision about what should be done with it.

If you own something in the House attic, you can either 1) come and take it away; 2) give it to the House, if you must, and let us dispose of it as we see fit; or 3) write or call or something and ask for an extension, so that we won't dispose of your belongings before you can come and get them. We don't want to steal or throw away anything that you actually want, but we need some show of interest, so that we won't keep on saving huge piles of junk that people have forgotten about.

If you know there's something in the House attic that you are still interested in, get in touch with us -- don't wait for the letter. There are a lot of things in the attic that may originally have been labeled clearly, but have since lost their labels, been stepped on, kicked over, repacked into other boxes, whatever -- and now we can't figure out who used to own them. We need your help in getting these things back to their rightful owners; eventually we will simply have to give up trying to identify who used to own all this stuff, and just get it out of the attic -- give it away, throw it out, donate it to charity, or some such horrible fate. Please help us prevent this from happening to your possessions. If you have any in the attic that you still care about at all, get in touch with us.

David Greene, DS87 CB90

ASSOCIATION NEWS

TA Will Vote on New Financial Policy

The 1991 Convention will debate and vote upon a set of constitutional amendments that represent some of the most important changes to Telluride's spending and investment strategy since the founding of the organization.

The first amendment would require the Board of Custodians to invest at least 85% of the Trust Fund in equities at all times. Under the previous policy, the Board of Custodians is allowed to invest in any combination of equities, bonds, and cash. The second amendment would change the spendable-income formula. Under the previous formula, spendable income varies according to the average value of the Trust Fund over the previous five years. The revised formula would average the Trust Fund over thirty years in constant (inflation-adjusted) dollars.

These amendments are motivated by a desire to maximize long-term financial return for the Association, taking full advantage of the Association's perpetual life. The first amendment is based on two premises: first, that "market timing" is impossible -- that no investor is able to predict consistently when the stock market will rise or fall; and second, that equities will always outperform bonds and cash in the long term. The second amendment recognizes that

equities are inherently more volatile than bonds, and seeks to prevent spendable income from fluctuating violently from year to year.

These amendments were inspired by an exhaustive analysis of economic principles and financial history that was performed last spring by Treasurer Brian Kennedy in consultation with the Board of Custodians. The analysis was endorsed in principle by the 1990 Convention's Finance Committee. The finance committee framed a set of amendments to the by-laws which were passed by Convention. TA President Katharine Maus then appointed a Constitutional Amendment Committee to frame a set of amendments and to provide the membership with a summary of the advantages and disadvantages of these dramatic changes. The amendments were drafted and sent out to all members in December; the "pro" and "con" reports will be mailed sometime before Convention.

Any Associate or friend who is interested in learning more about the proposed amendments should write to Anthony Sebok, Chair, Constitutional Amendment Committee, Telluride Association, 217 West Avenue, Ithaca, NY 14850.

*Anthony Sebok, SP79 CB80 TA82
Dan Dulitz, SP87 CB88 TA89*

DEEP SPRINGS TEACHING POST OPEN TO TA ALUMNI

If you're interested in spending two months, four months, or an entire academic year teaching at Deep Springs College, your chance may have arrived. Last June, Telluride Association appropriated \$15,000 to support a TA/DS Visiting Scholar for the 1991-92 academic year. The scholar must either be an alumnus of a Telluride Branch, a Cornell faculty member, a Cornell emeritus faculty member, or a former TASP faculty member.

Seth Merritt, DS89, the current chair of the curriculum committee at Deep Springs, reports that the student body is especially interested in attracting a scholar in the humanities.

If you would like to know more, contact Seth at Deep Springs College, via Dyer, Nevada 89010, telephone: 619-872-2000, or Brad Edmondson, chair of the TA/DS Visiting Scholar Committee, at 307 Center Street, Ithaca, NY 14850, telephone: 607-277-3873.



NEW TELLURIDE ASSOCIATION MEMBERS

*Top Row From Left -
Virginia Schattman, SP87 CB88 TA90,
Bradley Edmondson, DS76 CB80 TA90,
Eulonda Goosby, SP87 CB88 TA90;
Middle Row From Left -
Carlos Rojas, SP87 CB88 TA90,
Jeffrey Seidman, SP87 TA90,
Cathy Carlson, SP88 CB89 TA90,
Theresa van der Vlugt, SP86 CB87
TA90; Front - Philip Budden, CB88
TA90.*

ASSOCIATION NEWS

CONVENTION TO BE HELD AT DEEP SPRINGS

BY ANDREA KAVALER,
SP73 CB74 TA76, TA PRESIDENT



1990 Convention at Telluride House in Ithaca, New York

According to custom and tradition, every seven years Telluride Association holds its annual Convention at Deep Springs College, and so the 1991 Convention will meet there, convening at 9 am on Thursday, June 13, and adjourning on Sunday, June 16, as soon as business has been completed.

In those four days, the Association will conduct most of its business for the year in a frenzied ritual of participatory democracy. The Association will review its programs, including the 1990 TASP; Cornell Branch of Telluride Association; Custodial investment performance; the Minority Graduate Fellowship; the Mansfield/Wefald Scholarship; the James R. Withrow, Jr., Memorial Scholarship Program; the Telluride Associates Projects; the TA/DS Visiting Scholar Program.

Looming over the agenda is the consideration of TA's long term investment policy (discussed elsewhere in this *Newsletter*) and whether to enshrine it in the Constitution, but there are other challenges facing TA.

We will budget and plan both for next year and for the longer term; a potentially difficult task under the new spendable income formula, which is anticipated to limit our ability to embark on new programs for a significant time to come. After the dark financial times of the 1970s, TA emerged into a less-constrained period in which it established (and closed) a new branch at the University of Chicago and created a standing committee to propose new programs. The general expectation among the membership now is that we have the wherewithal to create small new programs. Since the new spendable income formula average returns over a 30-year period, TA can anticipate only a flat

income in the short term. The only source of variability will be donations and bequests.

So, there will be difficult decisions to make as TA members consider new programs that would distribute what we have to offer to a broader group of people. The New Programs and Minority Recruitment Committees will be proposing exciting new education programs aimed at teachers of minority and educationally disadvantaged students.

Another set of challenges facing the Association concern membership. In the last few years, the Association operated an "up-or-out" policy of membership, requiring Housemembers either to apply for membership no later than two years after entering the House or to leave the House. At the last Convention, it was decided that this policy was just as divisive in the House as the old policy, and so was abolished. While to older Association members, the virtues and benefits of membership may be obvious, they have often not been obvious to new Housemembers. Therefore the Association should address how to communicate the value of trusteeship to Housemembers.

At the other end of the time line, what can we do to make the Association more attractive to older members? When I joined the Association, there was concern that we would drop below the then Constitutional minimum of 60, and today we are 99 strong. However, this figure camouflages the real level of active participation. While the great strength and unique feature of the Association is that we entrust undergraduates and people in their twenties with major responsibilities, there is clearly a benefit to having older Association members offering not just their Association experience, but also their practical work experience. It seems, however, that

this is less and less attractive as the shared experience of Branch living recedes into the past. In a nutshell, what's in it for them? Now that we are more financially secure and have ambitions to increase our programs, we may need more widespread involvement of the membership to undertake what we propose.

As outlined so eloquently in former TA President Katharine Maus's address to the 1990 Convention (October 1990 *Newsletter*), people are committed to the Association for the intellectual stimulation and for the opportunity to run something themselves. Unfortunately, the intellectual life that they value is really a part of life in a TASP or at a Branch. While educative of self government, life in the Association is mostly administrative. Is there some way that we could offer intellectually challenging activities and foster intellectual interchange within the Association?

And what about broadening our membership base? Currently, there are only a few members who have never lived at a Branch of TA. In recent years, we have been trying to reach out to associates who have never lived at a Branch, via the Telluride Associates Projects. Is there some way to spread the educational benefits of TA to more of those who have some connection to Telluride? I have recently phoned some prospective Housemembers who have asked if they can join the Association even if they don't come to the House.

These issues await TA members assembled at Convention. All TA members who cannot attend Convention, TA alumni, and other TA associates who have any thoughts on these matters should write to the TA office with their ideas.



1991 TELLURIDE ASSOCIATION SUMMER PROGRAMS

CORNELL I PROGRAM

POETRY AND EVERYDAY LIFE

Faculty: Professors Debra Fried, Department of English, Cornell University; and Thomas R. Stillinger, Department of English, University of Chicago

Factotum: Shelley Wolfe, University of Chicago



CORNELL II PROGRAM

LANGUAGE, SOCIETY, AND SELF

Faculty: Professors Barry Weller, Department of English, University of Utah; and Clare Wolfowitz, School of Advanced International Studies, American University

Factotum: Vinay Varughese, Cornell University

The French poet Valery bemoaned that he had to write his poems in the same medium in which he wrote his grocery lists. How can we reconcile Valery's complaint with Wallace Steven's claim that "poetry is the daily act of getting the world right"? A poem is composed of language—often the same language we use for such commonplace acts as informing, insulting, and joking; for making laws, promises, and advertising slogans. Is this a hardship for poets, or is it a blessing? What happens to ordinary speech, verbal patterns (repetition, conversation, quotation), and other linguistic events (prayers, letters, lists) when they appear in the charged context of a poem?

This seminar explores the techniques, resources, and conventions that poets use to give poetry its expressive power while using the workaday medium of words and sentences. At the same time, we will ask about the conventions that govern every day language. How is familiar speech

"poetic?" Can poets use language as informal speakers do? Are the patterns and forms of poetic language (lines, rhyme, repetition) artifices imposed on an everyday medium, or are they intensified versions of ways we commonly use language? Why are sonnets often written in rhyme, but traffic tickets rarely are? Why do people arguing often use metaphors but rarely speak in sonnets? Can the same piece of language be a poem at some times but not at others? If both poets and informal speakers use words according to agreed-upon conventions, how can language help people express their individual identities?

We will read selections from a wide range of poets, including John Donne, Anne Bradstreet, William Blake, John Keats, Emily Dickinson, Thomas Hardy, Marianne Moore, Elizabeth Bishop, and John Ashbery. Our discussions will feature a look at how writers of fiction and drama represent ordinary conversation.

How does speech function in conversation, as a medium of exchange, or as a means of social and self-creation? In this seminar we will ask how particular speech communities—ethnic, regional, racial, or sexually based—define themselves through language. What kinds of "self-stories" do particular cultures produce, and what do they mean? How does a person use social and cultural codes to present a social self—or to protect an inner self?

Both literature and anthropology are rich in examples of socially effective speech, including rhetorical competition, storytelling, and litigation. The process of creating a self-story (that is, an acceptable account of one's social identity) is frequently a matter of strategy and negotiation. In one Philippines tribe, a hunting group may collaborate in "staging" the day's hunt in order to produce a good story. The Javanese villager, in daily interaction, collects from fellow villagers

“tokens” of respect, in the form of polite greetings, which he will retell in other conversations as an essential part of his self-story. Those and other cross-cultural phenomenon have implications for the American ideal of self-determination, the possibility of shaping one’s self-story through one’s own efforts and choices; we will look at how individual stories are framed or reframed in an American context.

Our discussions will draw on case studies from the languages and cultures of Africa, Java, the Philippines, and native America as well as from American English. Readings will include anthropological essays by Clifford Geertz, Claude Lévi-Strauss, and Mary Douglas, and works of writers as varied as Jane Austen, Zora Neale Hurston, and Mark Twain. Workshop sessions will explore contexts of speech as action, using plays by Shakespeare and Beckett and incorporating students’ own sociolinguistic observations and experiments.

ST. JOHN’S PROGRAM

SEEING, SPEAKING, AND THINKING

Faculty: Tutor John White, St. John’s College; and Tutor Nancy Buchenauer, St. John’s College

Factota: Cathy Carlson, Cornell University; and Laurent Dubois, Princeton University

Do biology and philosophy, or mathematics and literature, have anything in common? In other words, are fundamental structures of thought obscured by the boundary divisions we create among academic disciplines? In this seminar we will try to discover the underlying unity of the mind’s interest in the world by examining the experience and creation of form or shape in mathematics, biology, literature, and philosophy. In the interest of startling ourselves into confronting our favorite dogmas and assumptions about the nature of knowledge, we will juxtapose books that do not seem comparable and ask questions that seem unanswerable.

We will begin by looking at biological forms, reading works by Aristotle,

Thompson, and Driesch as well as some descriptions of the perception of form by Kohler, Straus, and Piaget. We will examine the biological facts of animal form and the correlated achievement of the sensation of shapes. Shape itself, apart from its particular embodiment or mode of apprehension, becomes an object of thought in geometry. For some thinkers geometry is a paradigm for any kind of knowledge; to investigate the relationship between geometry and perception, we will read Euclid and Plato.

We also will examine the use of form in poetry, considering a question that poetry itself often stresses: what is the difference between visual and dramatic (or temporal) form? We will contemplate problems of vision and knowledge in works by Homer, Sophocles, Aristotle, Lessing, Milton, and the Bible; for example, in *Oedipus* seeing and knowing often become the same thing, and the Bible prohibits graven images. In all our readings we will try to engage each book on its own terms, respecting its particular shape and insights as well as its contribution to our ongoing conversation about what can be known and how it can be known.

WILLIAMS PROGRAM

ELITISM: ECONOMIC AND PHILOSOPHICAL PERSPECTIVES

Faculty: Professors Michael S. McPherson, Department of Economics, Williams College; and Morton Owen Schapiro, Department of Economics, Williams College

Factota: Martyn Atkins, Cornell University; and Sarah Averill, Cornell University

This project is a study in the notions of merit, compensation, and inequality. Is it necessary, desirable, or fair that those who have more talent should reap greater rewards? If so, are there limits on how extensive those rewards should be? How close is our society to a meritocracy—a society in which differences in material circumstances accurately reflect differences in ability to perform? Would a meritocracy be a desirable kind of society to inhabit? We will explore those and

related issues through the lenses of moral philosophy and economic theory, across American society, and with a special focus on the role of merit in the distribution of higher education in America.

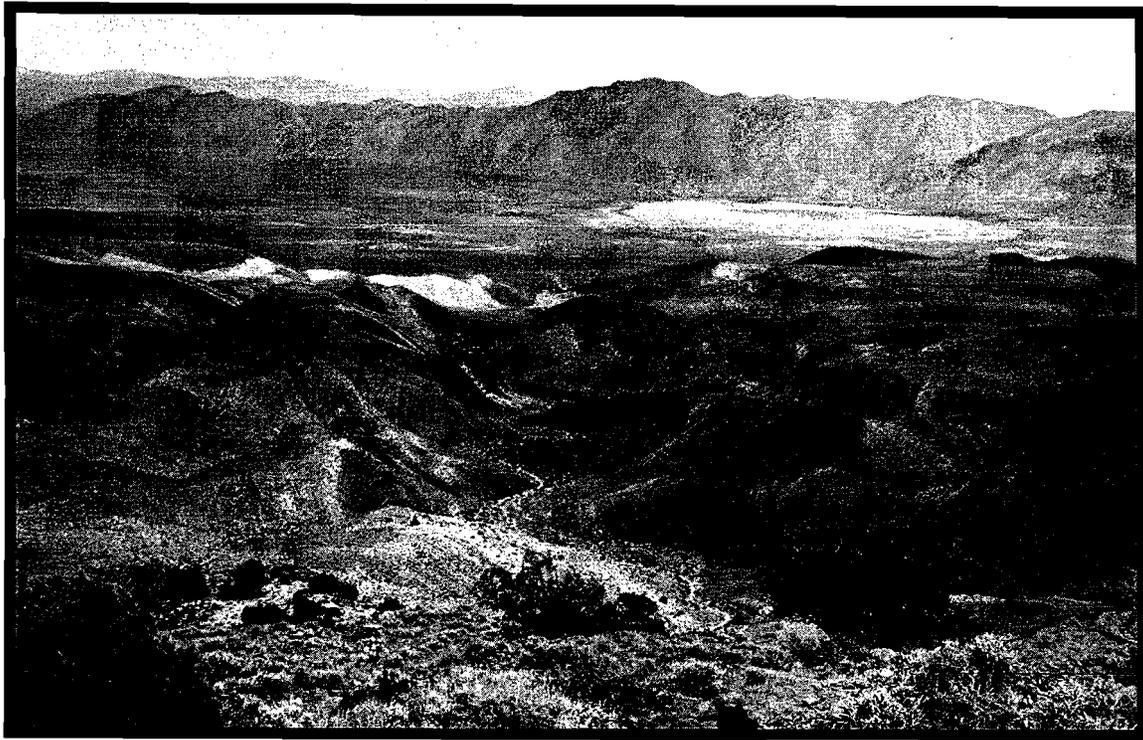
The economic perspective centers on the efficiency effects of allocating a disproportionate amount of resources in the education and rewarding of people with exceptional talent. The considerable inequalities that are present in the current educational system in the United States may or may not be warranted on efficiency grounds, depending on the nature of the educational process. Does it make economic sense to single out the “best” students for the privilege of small classes, exceptional teachers, and beautiful campuses? Or would society profit more from devoting special attention to the educationally disadvantaged? Is it educationally best to separate students in terms of differing abilities or, alternatively, is learning maximized by mixing students with different degrees of talent? Finally, how does all of that matter in determining the future of productivity, economic competitiveness and economic growth?

Philosophically, the main issues are of justice and democracy. Aristotle defines justice as giving each person his due. Does it follow, then, that a person with unusual talent deserves extraordinary rewards? Or, as John Rawls would have it, does talent merely reflect luck in the genetic lottery, luck that in fairness should be shared with the community? As technology advances and knowledge increasingly becomes power, what happens to the ideal of democracy? Does meritocratic education lead inevitably to a society where knowledge elites dominate in every realm—politics, culture, and business?

The Williams seminar will stress the value of merging the empirical and analytical contributions of economics with the normative and critical contributions of philosophy. Moreover, the particular application of those methods—the study of elitism—has a special relevance for both Telluride students and Williams faculty.

DEEP SPRINGS PROGRAM

Due to unforeseen circumstances, there will not be a Deep Springs TASP this summer.



AN INTRODUCTION TO DEEP SPRINGS - PART I I

BY BRAD EDMONDSON,
DS76CB80 TA90

Deep Springs succeeds through the combination of isolation and interdependence -- the things Nunn built into it. A typical weekday at the college begins with breakfast at 7:30, featuring pancakes and hash browns with eggs, milk, and butter produced by ranch animals and student labor. Then follow classes until 12:30. After lunch, students usually do four hours of labor. Some do whatever general tasks are called for, under the direction of a student Labor Commissioner; others have long-term assignments such as plumbing and electrical repair, cooking, feeding animals, or running the library.

After dinner at 6, there are programs, committee meetings, and on Mondays, a mandatory class in Public Speaking. Many students have little time to study or talk informally until after 10 p.m. When reporters visit, as they regularly do, they commonly observe that the last stragglers go to bed just as the first ones wake up for the 4:30 a.m. milking.

Each term at Deep Springs lasts seven

weeks, and the six terms per year are separated by breaks of one to four weeks. The schedule during terms is relentless, and many students are chronically deprived of sleep. But strangely enough, they don't seem to mind.

The students can't fill up any time with intercollegiate sports, fraternity parties, club meetings, or dates. Two "ground rules" -- no alcohol or non-medicinal drugs, and no leaving the valley without permission during the terms -- are strictly enforced by the student body. When Deep Springers do carve out free time, they frequently choose to go hiking, read for pleasure, or hold up one end of a marathon conversation, even if they really should rest.

Late in the term last fall, Jon Edson, DS89 (Deep Springers are tagged with the year they entered the school) skipped two days of labor in the library to turn in a big research paper on Thursday morning. On Thursday night,

he sat through a four-hour committee meeting, read 100 pages of *Moby Dick*, did his German homework, and caught a few hours of sleep. After classes and a nap on Friday, he worked in the library and went to another long meeting that evening. On Saturday, he spent the day in the library catching up on the work he had skipped. No one supervised him while he did any of this. He wanted to do it.

Jon's Thursday night committee had to decide whether four of his fellow students would be invited back for a second or third year. The committee considered about four students a week, and had finished with the entire student body by the end of the term. "I wrote a paper saying that the committee was a bunch of bull," he says. "Someone told me to put my money where my mouth was, so I joined it. Now I think it serves a purpose."

"This place is amazing," says Peggy Lawler, the dance instructor. "The students look at the material for things that can add meaning to their own lives.

They're ravenous for meaning. Everyone seems open to trying new things, and the faculty-student relationships are informal and very close. It's a lot like the way Cornell was in the 1960s."

Lawler's dance class was taught in the loft of the college's horse barn, on an old, softwood floor. "You would blow on the floor and the splinters would fly," she says. "The guys would slide across the floor and their rear ends would get full of splinters. But they were so enthusiastic that they didn't notice."

Everything runs together in such a small place. My wife Kathy and I told our students that they could drop by to talk whenever our porch light was on. It wasn't uncommon for students to come by at 10 p.m. and stay for an hour or more. I talked about writing and history with students who were covered with sawdust or who smelt of milk and Bag Balm. And our conversations frequently strayed from writing to clear thinking, self-discipline, and the dynamics of Deep Springs. It seemed that the students had to consider the ethical dimensions of every action and every idea they encountered. They were striving to live up to their own conceptions of responsibility to the community.

Deep Springs students use that word -- "responsibility" -- a lot. The college gives them as much responsibility as they can handle, and sometimes more. It lets them fail, then forces them to see the consequences. More important, it lets them succeed and shows them the rewards of community service.

The consequences of failure are real. If the boiler isn't fixed, a faculty couple and their young children may wake up in a cold house. If the reading isn't done, there may be only two other students in the class to carry ninety minutes of discussion. Students quickly learn that tantrums, feuds, and ignoring their responsibilities are luxuries they can't afford. One or two generally drop out each year. The rest, thrown together by choice, are forced to cope. "Things are so boiled down here that you simply have to get along," says Tom Hudgens, DS88 CB90, who now attends Cornell.

The positive side is equally compelling. Friendships formed at Deep Springs often last a lifetime. There are also more immediate benefits. Wayne Thomas, a

former Deep Springs student now attending Williams, shared the cooking duties for the community last fall. On work days, he would rise at 5:30 to make breakfast, then launch immediately into preparations for a hot lunch with salad, homemade bread, and dessert. Feeding the community last fall meant feeding twenty-two students, six teachers, eight children, and seven staffers and spouses.

On some days, Wayne would have to tear out of the kitchen and run to class, still wearing work clothes that smelt of onions. He would consider the mysteries of Melville or Isadora Duncan for an hour, then rush back to the kitchen. During the noon meal, Wayne would sit in contented exhaustion to watch us eat. He beamed whenever someone complimented his work.

"Other colleges bend over backwards to give you counseling and personal growth workshops and special help with any problem," says Max Edelson, DS88 CB90, who transferred after a year at Reed and now attends Cornell. "If you screw up at any other college, you can always avoid the person you let down. But at Deep Springs, there are no pillows. You have to deal with the consequences of your actions. And that has been incredibly valuable to me."

Says Paul Davis, DS77: "At other colleges, you find ways to beat the system. At Deep Springs, you are the system."

L.L. Nunn wrote that the purpose of Deep Springs was to give its students what he called "abundance of heart." He was a self-described elitist whose goal was to produce leaders who were capable, kind, generous, and hooked on the pleasure you get from serving others. By and large, he succeeded.

You have to give up a lot to get to Deep Springs. Most boys fresh out of high school would never consider spending the next two or three years of their lives in an isolated environment where there are no women their own age. Co-education is a fierce and perpetual debate between students, who generally favor the idea, and the Board of Trustees, who oppose it. Students argue that many capable applicants of both sexes are turned away by the all-male rule; that it is blatant discrimination; and that the social environment it produces is unreal and unhealthy.

Trustees, and most alumni, counter that Deep Springs is so small that the community could not bear the consequences of romantic relationships between students. "I learned very early that you don't take apart a watch that works, and that is how I feel about Deep Springs," said former trustee Robert Sproull, DS35 CB38 TA38.

High schoolers who are willing to apply still face a grueling nine-essay application (Number Seven: "Discuss the roles of responsibility and authority in the relationship between the community and the individual"). Applicants who make the first cut must almost always come to the ranch for an interview. Then only one applicant in four or five is accepted.

Students mail about 18,000 brochures to each year's crop of top scorers; each year they receive between three and six dozen completed applications, most of which are a result of that mailing. Applicants almost always say that Deep Springs is their first choice. "Once I understood what it was about, there was never any question," says Jon Edson.

The Deep Springs student body always seems to contain two to four Eagle Scouts, a passionate Jack Kerouac fan, another who is always carrying around something by Nietzsche or Thomas Mann, and three or four who love Leadbelly. One or two of the students are struggling to make it; when they can't, it breaks your heart. A few seem to do everything flawlessly and easily.

In the morning you can see them shuffling to breakfast wearing yesterday's clothes, reviving themselves with great lungfuls of pure desert air. (During the growing season, the air smells of earth, sweet water, sage, and fresh-cut alfalfa; in the winter, you don't smell the air so much as feel it inside your lungs.) When dawn hits the valley's western rim, you can see an unforgettable rose tint on the peaks of the Sierra Nevada. They're forty miles away, but the air is so clear that each crag and snowfield is visible. Out in the desert, it's so quiet that people one hundred feet apart can hear each other without raising their voices.

No wonder Deep Springers don't get enough sleep. They might miss something important. They're learning how good community can be when it works.

ALUMNI NOTES

1920's

On October 19, 1990, the ALBERT E. ARENT (CB29 TA30) Classroom was dedicated in memory of Judge Henry W. Edgerton at the Cornell Law School.

1930's

JOHN S. NIEDERHAUSER, DS33 CB36 TA37, received the 1990 World Food Prize for his potato research in Third World countries. Niederhauser was awarded the honor, which is the equivalent of an international agricultural Nobel prize, for his "dramatic impact on the food-deficient regions of the world."

1940's

The March 7, 1991 *Wall Street Journal* reported that BARBER CONABLE, CB46 TA47, will retire later this year as president of the World Bank.

Author's Lives: On Literary Biography and the Arts of Language by PARK HONAN, DS46, received a glowing review by Michael Cart in *The New York Times* last August. Honan is a professor of English and American Literature at the University of Leeds and is the author of biographies of Jane Austen and Matthew Arnold.

1950's

SIR PETER PARKER, CB50, has recently become chair of the London School of Economics and Politics. He has also published some memoirs, *For Starters: The Business of Life*. He sends his best wishes to the 1950-51 brood.

DAVID HODGES, SP54 CB55 TA57, was appointed Dean of the College of Engineering at UC Berkeley. A professor in the Department of Electrical Engineering and Computer Sciences, he is a leader in micro-electronics technology and design. He is a member of the National Academy of Engineering and a Fellow of the Institute of Electrical and Electronics Engineers (IEEE), which presented its Morris N. Liebmann Award to him in 1983 for pioneering work on switched-capacitor circuits. He also received the Technical Achievement Award from the IEEE Circuits and Systems Society. He is author or co-author of more than 100 papers, and he co-authored the textbook *Analysis and Design of Digital Integrated Circuits*. He was the founding editor of the IEEE *Transactions on Semiconductor Manufacturing*. He holds six patents.

1960's

WILLIAM A. GALSTON, SP62 CB63 TA64, is a professor in the School of Public Affairs at the University of Maryland.

MICHAEL ZARKY, SP62, is living in Los Angeles. He builds traditional harpsichords and keyboards with microtonal capabilities, speculates on problems in musical intonation while developing ideas for computer programs on that subject, gardens organically, and does support work for the international community, Auroville, which is located in south India.

WILLIAM WALLACE, CB62, has been appointed to a Fellowship in European Studies at St. Antony's College, Oxford. One of the first students he met with was PHILIP BUDDEN, CB88.

G. KRISTIN CROSBY, MD, SP68, is now Associate Professor of Family Medicine at West Virginia School of Medicine where her husband is Clinical Instructor in Psychiatry. They have three young children - seven, six, and two - and are enjoying country life.

HENRY HIGUERA, SP69 CB70 TA71, writes, "Since my last Convention, three big non-Telluride things have happened: in the spring of '89 I got tenure at St. John's College in Annapolis; our second child, Helen, was born November 9, 1989; I have been appointed to the National Council on the Humanities."

1970's

Professor KATHLEEN SULLIVAN, SP71 CB72 TA74, of Harvard Law School, is writing a book defending Federal financing of the arts. Professor Sullivan has testified against proposed restrictions on artists and institutions receiving funds before a Congressional committee and before the independent commission appointed in 1990 to reexamine the NEA. W.W. Norton expects to publish the book at the end of 1991.

ANDREA KAVALER, SP73 CB74 TA76, is working in New York as vice president for an international economic consulting firm, specializing in agricultural commodities. She has recently been elected to the Board of Directors of the parent company, Landell Mills Commodities Studies, Ltd., headquarters in Oxford, England.

SUSAN EATON, SP74, married Marshall Ganz, organizer and political activist, on April 29, 1990. She has received the Samuel Gompus fellowship to write a paper on "Women in Union Leadership".

HAROLD LEVY, CB74 TA75, and Pat Sapinsley announce the birth of a baby daughter, Hannah Sapinsley Levy.

LIZ RYAN, SP76, has moved to LA and is working as the key Second Assistant Director on the movie *For the Boys* (20th Century Fox), a film about the USO. She is single again after four years of marriage and wants to hear from old friends.

RANDALL COSTA, SP77, writes, "After completing Master's requirements at Yale in 1986, Lisa and I left academia for work and family. After a year in Bavaria, and two again in Connecticut, we bought a tumble-down house in Wallingford. I started law school last fall; Lisa is homeschooling our daughter Dante Lenea (six), and son, Gabriele Francesco (three)."

MARINA C. HSIEH, SP77, after two months of travel in East Asia has returned to New York, New York where she is working as Assistant Counsel, NAACP Legal Defense and Educational Fund, Inc.

MATT LEIPZIG, SP77, is Vice President of Production with Columbia Pictures and would love to hear from other TASPers in the LA area.

1980's

MICHAEL SCHOBBER, SP81, received his Ph.D. in Psychology from Stanford University and is now at Occidental College in Los Angeles on a Pew Foundation Postdoctoral Teaching Fellowship.

TIMOTHY JOHNSTON, SP82, writes "I recently completed a two year stint in the Peace Corps, teaching physical science at a small, rural secondary school in Malawi, Africa. I spent several months traveling in South and East Africa afterward. I'm now back and thinking about grad school."

ED SASAKI, SP82, graduated from Stanford Law School in June 1990. He is clerking for Judge Herbert Choy, a Senior Judge on the 9th Circuit Court of Appeals in Honolulu. He invites '82 TASPers to call if they're planning to visit Hawaii between 11/90-9/91. (808) 949-5655.

VARUN GAURI, SP83 UC85 TA86, is currently enrolled in the MPA program at the Woodrow Wilson School at Princeton University in development studies. He might do a PhD in Politics (any thoughts, comments, advice?). He plans to work in India this summer. He is in touch with fellow TASPers SARAH KASS, SP83, and MELISSA LANE, SP83 as well as with several drifters from Chicago Branch.

JULIA COHEN, SP84, writes that after a last fling with adventure--a ten day Kayaking trip in Alaska's Glacier Bay--she started working for a doctorate in Western Religious Thought at Brown University.

RICH BAUM, SP86 CB87 TA88, is a senior at Cornell in the History Department. He spent last semester in California working as a researcher on the campaign of Calvin Dooley, Democrat, who defeated Chip Pashayan, Republican, in the 17th U.S. Congressional district election.

ALBERT WONG, SP86, is graduating from Princeton with a degree in Physics. He has received a Marshall Fellowship to study zoology at New College in Oxford. He has also received the *Time Magazine* College Achievement Award. He has published articles in *Biological Cybernetics* and *The Journal of Theoretical Biology*.

EFFIE ANAGNOSTOPOULOS, SP87, writes that she is majoring in Social Studies at Harvard (she is focusing on economic development in Latin American countries). She hopes to go to Argentina this summer, help make a PBS documentary film, and do thesis research. She is also a reporter for the *Crimson* and is considering training for the Boston Marathon again this year.

ALAN SCHWARTZ, SP87, is majoring in Cognitive Science and Women's Studies at UC Berkeley. He is studying conceptual metaphor with George Lakoff, cognitive linguistics applied to political theory with Laura Stoker, and feminist theory with Evelyn Fox Keller.

DAVID WONG, SP87, will begin graduate studies in English at U.C. Berkeley this fall. He plans to focus on the American Renaissance and Gilded age.

ALISON NIXON, SP88, is majoring in sociology at Princeton University.

LIVIA SANTIAGO-ROSADO, SP89, will be at 2 Carew Road, Northwood, Middlesex HA6 3AS, England until July 5, 1991.

TASP INTERVIEWERS

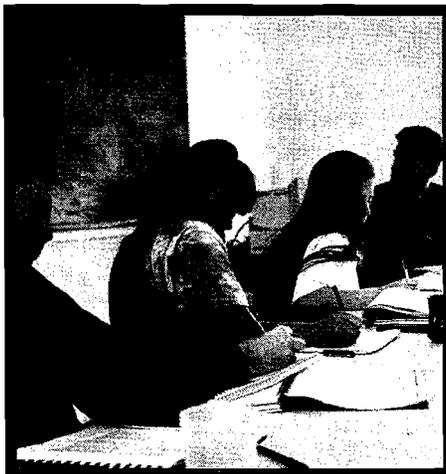
Telluride Association would like to thank everyone who has helped with TASP interviewing. Your help each year is vital to the continued success of the TASPs. Listed below are those who helped interview during the past few years. (We hope we haven't left anyone out.)



Stacey Abrams, Norwood Andrews, Neil Ardit, Miriam Aukerman, Sarah Averill, Alison Baldwin, Richard Baum, Noah Berger, Alyssa Bernstein, Susan Bianconi, Christina Black, Jessica Bloom, Rebecca Boerger, Michael Booth, Matthew Brand, Emerson Brown, Joel Cadbury, Cathy Carlson, Douglas Chessen, Denis Clark, Mark Cohen, Randall Costa, Louis Crandall, Cynthia Cupples,

Selina Davis, Nina Dayton, Libero Della Piana, Shaila Dewan, Rachel Dickinson, Daniel Dulitz, Eldon and Valerie Eisenach, Stephen Fix, Yael Falicov, Daniel Fogel, Robert Fortuine, Paul Foster, Kathleen Frankovic, Varun Gauri, Kurt Gilson, Nancy Glazener, Bruce Granger, Maureen Graves, Thomas Hawks, John and Marilee Hoskins, Thomas Hudgens, Thomas Inck,

David Jenemann, Robert Jerrard, Philip Kaplan, Andrea Kavalier, Brandt Kehoe, Tom Kiersted, Paul Kim, Donald Lammers, Samuel Laney, Paul Levesque, Harold Levy, Jessica Lissy, Richard Lockwood, Rebecca Luzadis, Alison Mack, Beatrice MacLeod, Michael Marder, Kevin McCarthy, Scott McDermott, Ellen McGill, David McQuaid, Mark Merin, Teresa Michals, Michael Millette, R. Peter Mogielnicki, Henry Muller, Amy Nestor, Don Noel, Patrick O'Connor, Kolin Ohl, Aviva Orenstein, Carol Owen-Lewis,



Jennifer Pasternack, Charles Pazdernik, Erik Pell, Andrew Perry, Bertil Peterson, Jr., Becky Pinnick, Kenneth Pomeranz, David Porter, Kenneth Pursley, Carlos Rojas, Suzanne Roos, Heather Rosmarin, Peter Rubenstein, Adriana Ruesink, Lynne Sacks, Virginia Schattman, David and Sharon Schuman, Anthony Sebok, Michael Shae, Tara Shannon, Teresa Shaw, Harry Stahl, Eric Swanson, Andrew Swartz, Diane Thompson, Matthew Trail, Theresa van der Vlugt, Jan Vleck, Cheryl Walker, David Webb, Stefanie Weigmann, Barry Weller, Albert Wong, Lars Wulff, Martynas Ycas, Noah Zatz.

(Photos on this page and on page six were taken during the 1990 TASPs.)

1989 TASPER COLLEGE CHOICES

CORNELL I

Eve Buckley - University of Chicago
Joshua Chapman - Yale
David Goldstein - Yale
Joshua Kaine - Deep Springs College
Joshua Lieb - Harvard
Ula McClelland - Cornell
Mary Murray - Columbia
Kolin Ohl - Cornell
Rebecca Rugg - Cornell
Robert Scott - Yale
Vineeta Vijayaraghavan - Harvard
Patricia Ybarra - Columbia
Noah Zatz - Cornell

CORNELL II

Philip Dawes - Harvard
Jennifer Foster - Yale
Dynishal Gross - Cornell
Christiaan Hogendorn - Swarthmore
Sameer Jejurikar - University of Michigan
Kirsten Kaschock - Yale
Douglas Lanzo - Harvard
Kate MacDowell - Brown
Nandini Mani - Yale
N. Braxton Pope - Cornell
Shawn Sullivan - Amherst
Jean Tsai - Purdue

DEEP SPRINGS

Elizabeth Andrews - Yale
Suzanne Chan - Rice University
Andrew Colville - Deep Springs College
Audrey Johnston - Yale
Peter Kessler - Yale
Annette Muller-Schwarze - 90-91 in Argentina
Joshua O'Brien - Carlton
Sarah Parsons - Yale
Stephanie Paulk - Columbia
Laura Pompel - Smith
Carla Saulter - Rice

WILLIAMS

Jennifer Bachman - Macalester
Thuy-Linh Cao - Stanford
Jessica Cross - Williams
Mariano-Florentino Cuellar - Harvard
Jason Ehrlich - SUNY Buffalo
Loren Frank - Carlton College
Antinette Jackson - Cornell
Gregory Johnson - Dartmouth
Anita King - Cornell
Diep Le - Mills College
Christopher McGarry - Harvard
Catheryn O'Rourke - Princeton
Darcy Paquet - Yale
Felicia Rector - Harvard
Neeraj Soni - Yale
Cole Spain-Hour - Cornell
Anna Thompson - Cornell

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