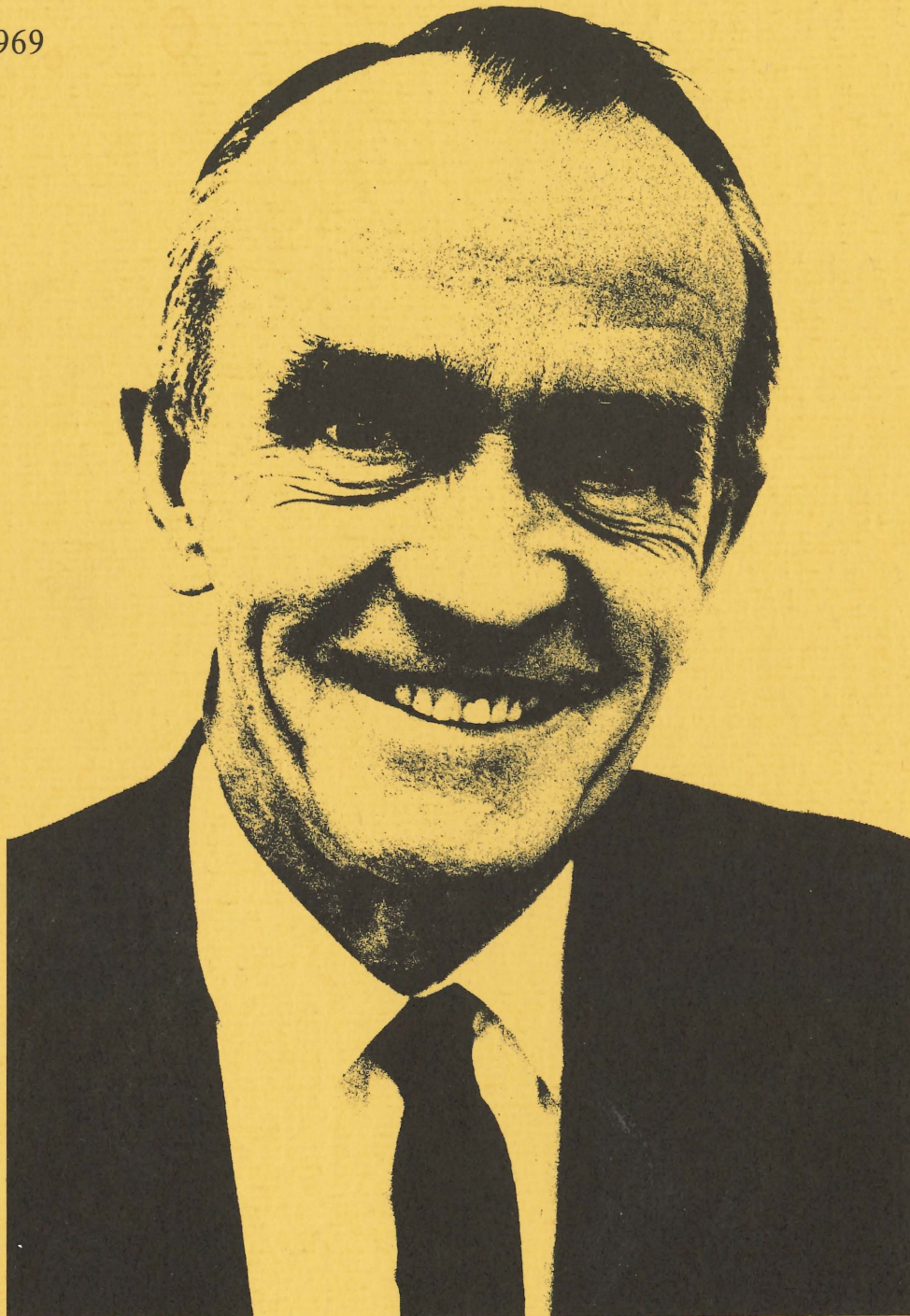


# THE COLLEGE

St. John's College  
Annapolis, Maryland  
Santa Fe, New Mexico

September 1969



SPECIAL ISSUE: PRESIDENT'S REPORT



## The College

Cover: Line conversion of Richard D. Weigle (Photo by Bill Johnson, *Denver Post*). Inside front cover: McDowell Hall.

The annual Report of the President comprises a major part of this issue of *The College*. The new format seems particularly appropriate for this, the twentieth anniversary report of President Weigle, and permits a general review of the past two decades as well as a more detailed report of the year just ended. The editors are pleased that the President chose the new magazine as the vehicle for this landmark report.

The staff of the magazine acknowledges receipt of several manuscripts for possible publication, and hopes to begin the "Question Period" feature in the December issue. Your criticisms are welcomed. (Eds.)

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# The Liberal Arts College: Anachronism or Paradigm

*Commencement Address, The Colorado College, June 2, 1969*

By RICHARD D. WEIGLE

These are parlous times for the independent liberal arts college. Harbingers of gloom and other Cassandras freely predict the probable demise of this allegedly anachronistic institution upon the American educational scene. The Darwinian thesis of the survival of the fittest is the ground for such pessimism.

How indeed can these relatively small and impecunious colleges withstand the competitive pressures of the giant public and private multiversities and the myriad state normal schools, now respectably redesignated and restructured? And what about the epidemic of junior and community colleges now breaking out in every state? With ready access to the public purse, tax-supported institutions bid for students with minimal tuitions and for teachers with enticing emoluments. What hope is there for the traditional liberal arts college, which dominated American higher education until only a few decades ago?

As we explore the question of whether the free-standing liberal arts college has outlived its usefulness and lost its relevance, let us go back to the Latin word *conlegium* or *collegium*. The root word here is *legere*, meaning "to choose, to pick, to collect, or to gather together." There is a close connection here to the word *collēga*, "one chosen at the same time," that is, a colleague. A *collegium* is therefore a group of persons united in collegueship, a guild, a corporation, or a college.

History shows that the word *collegium* was first applied to hostels for poor students. Apparently the cathedral chapter of Paris established the first college around the year 1180. It was called The College of the Eighteen. The Sorbonne in Paris; Balliol, Merton, and University Colleges of Oxford; and Peterhouse College at Cambridge followed in the mid-thirteenth century. On the Continent the university tended to absorb these colleges, but in England the colleges dominated the universities instead. They often provided complete curricula and became teaching institutions rather than simple hostels.

It was the British College which provided the model for the young American colleges of the 17th and 18th centuries. Harvard, the first, was started in 1636 under Congregational Church auspices. Its founders were large-

ly Cambridge men from Emmanuel College. Most early American colleges began under church sponsorship. The Episcopalians were involved in founding William and Mary in 1693, the Congregationalists in opening "The Collegiate School" in 1701, later to become Yale. The Presbyterians brought Princeton into being in 1746, and the College of Rhode Island, the forerunner of Brown University, was founded by the Baptists in 1765. Of the 182 colleges which had been born prior to the War between the States, only one in nine was a public institution.

The modern university with its correlative emphases upon teaching and research has been a more recent development. Here the pattern tended to be that of the German university, dating back to the creation of the University of Berlin in 1810. This type of institution came into being in the United States (in the latter part of the 19th century) in places like the Johns Hopkins University and the University of Chicago. Harvard, Yale, and other institutions which had begun as colleges became universities as they added graduate work, oftentimes in areas which had long been considered too technical and too utilitarian for the intellectual life of the scholar. A landmark in American educational history was of course the introduction of the elective system into the undergraduate curriculum by President Eliot of Harvard at the turn of the century. The old liberal arts curriculum built around the *trivium* of grammar, rhetoric and logic and the *quadrivium* of arithmetic, music, geometry and astronomy thus yielded to a wide range of subjects, many of them avowedly illiberal and often highly specialized.

It may be well at this point to ask ourselves what we understand by the liberal arts, which should be the hallmark of the liberal arts college. The Greek word for such an art is *τεχνη*, from which the English word "technique" and "technical" are derived. Liberal arts are therefore liberal or liberating skills, skills of the mind. The primary function of these liberal arts or skills has been to mediate man's understanding and to give conscious form to knowledge. In contemporary terms man uses words, or verbal symbols, as he practices such liberal arts as analyz-



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ing, thinking, writing, speaking, and deciding. By the same token he uses a set of mathematical symbols as he practices such liberal arts as counting, measuring, deducing, experimenting, and demonstrating.

If I may be pardoned one quotation, a paragraph from the Catalogue of your young sister institution in New Mexico seems to state the case rather well:

Knowledge advances and the fundamental outlook of man may change over the centuries, but these arts of understanding remain in one form or another indispensable. They enable men to win knowledge of the world around them and knowledge of themselves in this world and to use that knowledge with wisdom. Under their guidance men can free themselves from the wantonness of prejudice and the narrowness of beaten paths. Under their discipline men can acquire the habit of listening to reason. A genuinely conceived liberal arts curriculum cannot avoid aiming at these most farreaching of all human goals.

And now let us return to the word "college." The *Oxford English Dictionary* offers several definitions. A college is termed "an organized society of persons performing certain common functions and possessing certain rights and privileges, a body of colleagues, a guild, a fellowship." I pass over one definition which suggests that a college "often combines, in its original character, the functions of a local charity for the aged, eleemosynary education for the young." It is unlikely that either hard working professors, on the one hand, or high tuition-paying students, on the other, would appreciate such a definition. It is safer to understand the college as "a society of scholars formed for the purpose of study and instruction."

It is my contention and my faith that the fundamental concept of the liberal arts college is still valid and relevant, and that such a college can indeed provide a paradigm for American education. But there are necessary conditions. The liberal arts college must be true to itself. It must commit itself to its own distinctive program, and it must practice this with integrity. It must not attempt to be all things to all men, nor may it seek with impunity to be an inadequate replica of the universality. Its competitive position depends, not upon its similarity to other institutions, but rather upon its uniqueness. All of this means that the liberal arts college must constantly resist pressures, even well-meaning ones, to alter its program. Alumni, the general public, the government, and even the faculty and the students, may exert such pressures. I am not suggesting that the liberal arts college remain static and stagnant. Far from it! My only concern is that such change foster, rather than impede, the liberal learning which should animate the entire institution.

In the United States we are fortunate to have a wide range of colleges and universities. The diversity of our institutions of higher education has indeed been a source

of strength and vigor in this country. This situation should continue. Without trying to establish any single pattern for our liberal arts colleges, I would like to set down certain *desiderata* which might well make this particular type of college more of a paradigm for the education of young men and women over the four years following their seventeenth or eighteenth birthday.

First, the liberal arts college should be a one-purpose institution. Its objective should be the best possible liberal education of undergraduates. Any compromise with vocational and pre-professional training is hazardous, for experience seems to indicate that the camel has a way of moving into the tent. It goes without saying that the liberal arts college should rarely offer graduate work, for it will divert faculty talent and it will prove an expensive appendage.

Second, the curriculum ought to be limited in scope and imaginatively conceived. Granted that few faculties or administrators would agree with the St. John's purist position of no electives and no majors, I would propose the next best alternative, a relatively small number of majors with minimum quantitative requirements in each. At the same time I would encourage the offering of such courses as would develop the skills of the student in both the great system of symbols which man has developed and refined—words, on the one hand, and numbers, signs, figures and formulas, on the other. No man or woman is liberally educated without being conversant with both. Where possible, I would urge faculties to stress relationships and connections between areas, fields, and courses. The primary criterion for the inclusion of any course in the curriculum should be its contribution to developing the thinking skills of the student, not the information to be imparted. Facts are always accessible in any good library.

Third, the liberal arts college should concentrate on good teaching. Its faculty members should not be under any compunction to do research or to publish. These are

President Weigle receives honorary doctor of laws degree at commencement exercises of The Colorado College, June, 1969 (Photo by Knutson-Bowers.)





functions of the university. Nor should consultantships and overseas assignments distract faculty members from their primary opportunity of classroom teaching. I submit that any teacher can remain intellectually alive by broadening himself through exploring new fields and thus rediscovering unsuspected implications for his own specialty. He will find his colleagues and his students constant sources of stimulus. Ideally, he will eschew the lecture in class for discussion and dialectic. Only as students and teacher both participate in questioning, searching, proposing, analyzing, and defending will the best liberal teaching and learning take place. Parenthetically, I might add that just as the teacher is not to be diverted by extraneous activity, neither should the student be. Extra-curricular engagement, athletic, social or governmental, must never usurp the interest and attention of any student, else the teaching at the liberal arts college has surely failed.

A fourth consideration is size. The liberal arts college should be content to remain small and should resist the temptation to grow. There is a story that most college presidents, when questioned as to the ideal size for their institution, will propose an enrollment 100 larger than then in effect. Adding a hundred tuition fees is no solution to any college's financial dilemma. For a good college it simply creates the need for one or two million dollars more in endowment. Careful study will determine optimum size for any liberal arts college from a financial point of view. But even more important is preservation of the sense of community, which is one of the liberal arts college's greatest assets. We are already reaping the whirlwind in certain of our larger institutions where computers and gigantic lecture courses have robbed the student of any feeling that he matters as a person. In the small liberal arts college communicating is possible among students, faculty members, and those much maligned but very necessary characters unhappily known as administrators.

A final and most important consideration is independence of action. The liberal arts college can be free of political pressures. Its board of trustees can guarantee responsible academic freedom. Its faculty can be encouraged to experiment with new teaching techniques or new sequences in the curriculum. Its students exercise their freedom to study and to learn, with full assurance that the faculty and the administration care and that they are indeed the only reason for the college's existence. Undergraduate education at the liberal arts college under these conditions should strongly appeal to faculty and students in other colleges and universities.

Should the liberal arts college succeed in what I have proposed for it—undeviating adherence to its single purpose of liberal education, limiting the curriculum, concentrating on effective teaching, preserving smallness and a real sense of community, and maintaining independence of thought and action—it will indeed become the para-

digm to be emulated by other institutions. Witness already the movement in large universities to create small undergraduate colleges within them—the Santa Cruz campus of the University of California and Justin Morrill College of Michigan State University.

But the real and lasting effects flowing from a rededication of the liberal arts college to its original commitment will be the influences upon the individual student. You, the members of the Class of 1969 of The Colorado College, stand before us today having completed four years in a liberal arts college. The faculty, the administrative staff, the board, the alumni, and the friends of the liberal arts college have sought to provide you with a place and the conditions where real learning can take place. As we all know, such learning is a highly individual matter. Whether each of you has succeeded in these four years is not attested to by the diploma you are about to receive, but rather by your own quiet assessment of how well you meet certain criteria which measure a liberal education.

Is your mind keener, more imaginative and more versatile as a result of your college experience? Is it simply a storehouse of rapidly disappearing facts, or is it a tool which you can employ with joy and confidence in the years that lie ahead?

Are you aware of the tradition in which you stand and can you therefore live with some perspective of history? Too many people today are ignorant of the minutes of the previous meetings. They live in the here and now, an isolated and lonely existence, as compared to the richness of man's accumulated heritage.

Have you confronted and honestly sought answers to the persisting and baffling questions of man's existence and his relation to his fellows, to the world around him and to the divine Force which must have brought him into being. Have you therefore discovered or developed a personal philosophy of life that will make living meaningful and satisfying?

Finally, do you respect reason and do you have confidence that dialectic—reasonable conversation and communication between rational men and women—can arrive at solutions to problems and can approach the attainment of truth? Eristic—the art of disputation or fighting with words—seems currently fashionable, whether in a tirade from Peking or a confrontation on a college campus. History demonstrates that it is a totally inadequate substitute for dialectic and for reason.

Members of the Class of 1969, I salute you and wish you well as you continue the lifelong process of education. I hope that your four years in college enable you to share my conviction that the liberal arts college is hardly archaic and my faith that it can and will provide a paradigm for the future.

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Richard D. Weigle has been President of St. John's College in Annapolis, Maryland, and Santa Fe, New Mexico, since 1949.



# The Report of the President 1968-1969

Twenty years ago today this Board elected me to the presidency of St. John's College. The prospect was both sobering and challenging to this young college teacher temporarily turned State Department official. St. John's was beset with long-standing debt, aging buildings, and administrative turmoil. Enrollment was declining; regional accreditation had just been denied. But the educational ideas which had produced the St. John's Program were eminently sound. Given the assets of the Program, it seemed that the College must succeed.

Now in 1969 St. John's College stands on firm ground. It has achieved a high degree of administrative and financial stability. The curriculum has evolved into an ever more effective vehicle for the liberal education of both tutors and students. Many promising young teachers have been added to the Faculty. Antiquated buildings have been renovated and new structures added, without detracting from the traditional atmosphere of a colonial college. A sizable endowment has been established.

But the most significant development has been the creation of a second St. John's College in Santa Fe. Here an entire new campus has been constructed, with the Annapolis college as a model for curriculum, for teaching techniques, for administrative organization, and for physical facilities. St. John's is, therefore, now two colleges. This fall over 600 students will be enrolled, three times as many as in 1949. Yet the essential character of the learning experience at St. John's will not have changed. This Board can be justly proud of what it has accomplished in the brief span of two decades. The quality of a St. John's education and the unique plan for expansion through duplication have justly earned national recognition for this college of ours.

As you are well aware, the college or university presidency has become a hazardous and precarious post in recent years. The problems facing most presidents still include the traditional ones of faculty recruitment and retention, student nurture and governance, alumni and community relations, state and federal grants, and omnipresent deficits. But a new and profoundly disturbing dimension has been added. A militant and impatient

minority of students and junior faculty members have forsaken the means of reason and dialectic and adopted instead the tactics of confrontation, demands, occupation, and force. Presidential casualties have been heavy under harassment, with concomitant faculty vacillation. One of my colleagues suffered a fatal heart attack; numbers have resigned, several from prestigious universities. It is no secret that college and university boards of trustees are now seeking candidates to fill over two hundred presidential vacancies.

In contrast to the unrest and disturbances at many other institutions, St. John's College has exhibited over these two decades a remarkable fidelity to its single purpose, an enviable sense of community, and a high degree of accomplishment. During this period St. John's has in effect been a pilot college demonstrating the effectiveness of educational concepts and ideas which might prove salutary in meeting problems on other campuses. Certain of these principles are here delineated.

First, St. John's College has steadfastly adhered to the concept of smallness. It believes that one of its missions is to provide a truly intimate learning community for those young men and women most likely to profit from it. The College recognizes that there is no magic in any particular number, but it has held that the nature of the institution would change if enrollments were to grow by even relatively small annual increments. Consequently, St. John's met the problem of expansion in 1964 by the unique method of mitosis. The small college in the mountains of New Mexico may well be a forerunner of other small St. John'ses as yet unborn in various parts of the United States. The faculty and the administrators of St. John's College take vigorous exception to the view that a college must be judged in quantitative terms and that the size of a college should be determined only by factors of efficiency of operation. Instead, they believe that learning is an intensely personal experience and that it occurs in each individual as he reacts to his environment and to his opportunities for personal interplay with those around him, both his teachers and his fellow students. The wisdom of the St. John's position is now borne





out by the efforts of large universities to break themselves down into small residential colleges of the approximate size of St. John's.

A second important tenet of the St. John's philosophy of education is that students should participate fully in their own education. The seminar and the tutorial have proved to be unusually efficacious in achieving one of the College's main goals, that of developing the student's ability to think. Dialectic, courteous and reasonable conversation, both inside and outside the classroom, seeks to approach the truth. Students learn the fine art of listening, an art widely lacking and much needed in this world of conflicting special interests, of lobbying, and of confrontations. In contrast to the passive attitudes of students in large lecture courses, the St. John's student is encouraged to state his own opinions about subjects under discussion in the classroom. He is required to affirm his premises, to meet the reasonable objections of his colleagues, and to reach a reasoned position as a basis for action. It seems clear to me that the failure of the large institutions to involve the student in an active classroom situation is one of the roots of the current discontent which has manifested itself so unhappily on many campuses.

A third principle of St. John's College is the conviction that firsthand acquaintanceship with their Western heritage is a prerequisite for young men and women in this or any other period of time. To be ignorant of what the best minds have thought and written on the wide range of questions and problems which have confronted men over the centuries, is to impoverish one's existence. In all ages men have pondered their relationship with each other, their place in the natural order of the universe, and their relationship to a divine being. They have confronted the problems of the rich and the poor, the strong and the weak, the ruler and the ruled, the just and the unjust. The basic themes persist, regardless of changing circumstances. A dialogue of Plato, a Shakespearean play, or a political treatise by Alexis de Tocqueville often provides unsuspected perspective on matters of immediate concern to present generations. The relevance of such

books to the world today is soon apparent to the student. In seeking to understand them he discovers more abiding principles than he would find in a series of elective courses on current problems.

Still another fundamental concept to which the College has adhered over the years is that all students should be literate in the mathematics and the sciences, as well as in the humanities. Publication of C. P. Snow's book *The Two Worlds* and the uncomfortable advent of Sputnik simply confirmed St. John's College in the course which it had chosen to follow in 1937. Unfortunately, our colleges and universities have thus far failed miserably to make the scientist more humane or the humanist more conversant with the sciences. In the closing third of the twentieth century, every intelligent citizen should have enough exposure to the world of science to comprehend both governmental and private developments in this ever-expanding sphere of activity.

Finally, St. John's College has adhered steadfastly and single-mindedly to its basic commitment to liberal education. Here it has more than justified David Boroff's designation of it as "the very archetype of liberal education, the pure thing." In the absence of departments and major areas of concentration students do not undertake their studies as a means to a vocational end. Instead, learning becomes a pleasure in itself. Reading, studying, discussing, writing, experimenting, and demonstrating are undertaken because they themselves are found to be both satisfying and stimulating. If St. John's succeeds in imparting the joy of learning to a young man or woman it will have importantly shaped the rest of his life.

Two small St. John's Colleges can never exert the impact which they deserve to upon American higher education. Yet the very presence of these small communities of learning has been a proverbial mustard seed, and the Board should not discount the influence which it has exerted. In more than one instance actions taken by St. John's College have subsequently been followed by larger sister institutions. The decision to admit women in 1951 seemed almost sacrilegious at a college which had been exclusively male since 1696. Now nearly two decades



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later, the trend toward coeducation among even Ivy League colleges is pronounced. During my Chairmanship of the Commission on Liberal Education of the Association of American Colleges, intellectual life conferences familiarized college presidents and deans with St. John's seminars and caused them to introduce such seminars on their home campuses. In 1965 the Peace Corps revamped its training program for volunteers using as a model the St. John's seminar.

Finally, mention should be made of the College's impact upon public education through the Graduate Institute in Liberal Education on the Santa Fe campus. Here teachers, many of them from inner-core city schools or from schools in rural areas, discover for the first time the Western tradition in which they stand and the effectiveness of the teaching techniques in seminars and tutorials.

Elsewhere I have sought to summarize the major developments at St. John's from 1949 to the present. There I have delineated the major changes in the academic program, the building of a faculty and a student body, the additions to the College's resources, and its major involvements with the marketplace, the world outside its walls. I am convinced that the education which St. John's College provides has never been more relevant or more necessary than it is today. If the conflicting demands of the various segments of this nation's population are to be reconciled and if consideration and reason rather than confrontation and force are to prevail, students must be offered a liberal education, one which meets their deepest needs rather than stirring their angry frustrations.

1949—President Weigle and Dean Klein walk to Convocation.



## *The St. John's Deanships*

The academic year under review was the last for John Spangler Kieffer as Dean of the College. No man has served St. John's in more capacities than he—President, Dean, Board Member, Tutor, and Director of Adult Education—since he and his wife joined the College forty years ago. Mr. Kieffer will continue to serve as Tutor following a sabbatical leave trip to Greece. He retires from the Deanship with the affection and gratitude of the entire college community.

On July 1st Robert A. Goldwin assumed the Deanship of the College and of the Annapolis campus. A St. John's graduate in the Class of 1950, Mr. Goldwin earned both the M.A. and Ph.D. degrees from the University of Chicago in Political Science. He was Director of the Public Affairs Conference Center at Chicago before joining the Kenyon College faculty in 1966. In 1967 he served as the first Director of the St. John's Graduate Institute in Liberal Education on the Santa Fe campus.

I am pleased to report that William A. Darkey more than justified all our high expectations in his first year of the Santa Fe Deanship. He assumed his new duties with imagination, diligence, and perceptiveness. This was the final year for both Assistant Deans, who had served since the opening of the Santa Fe campus. Mr. Robert E. Skeele resigned to accept a deanship at Marlboro College, and Mrs. Ingeborg Lorenz Lang leaves to teach at the Verde Valley School in Arizona. The College owes a particular debt of gratitude to these two persons who contributed so much during the institution's formative years. For the coming year John T. Rule will be Acting Assistant Dean for Students and Mrs. Marie Winterhalter, the Registrar, Acting Assistant Dean for Administration.

## *Accreditation of Santa Fe Campus*

The major development of the year on the Western campus was achievement of full accreditation by the North Central Association of Colleges and Secondary Schools. Previously the Santa Fe campus had been accredited by the Middle States Association of Colleges and Secondary Schools through the parent campus in Annapolis. The new regional accreditation includes both the bachelor's and master's degrees. The Association asks to receive annual reports for at least three years on enrollments, finances, and the organization and administration of the Graduate Institute in Liberal Education.

## *The Library in Annapolis*

Meanwhile in the East renovation and enlargement of Woodward Hall, the College Library, was completed during the spring. A holiday was declared in mid-May and students and staff together accomplished the move of the book collection from temporary quarters in Mellon Hall back into the library building. The relocation of the books



was a smooth and efficient operation, thanks to the student volunteers. Miss Charlotte Fletcher, the Librarian, called it "a kind of day of triumph for all of us."

Woodward Hall is now a completely new and functional library within its traditional facade of turn-of-the-century collegiate architecture. The creation of two stack floors in the lowered basement and the adjoining addition along King George Street almost doubles the floor space in the library. A formal ceremony of rededication is planned for the afternoon of Homecoming on October 18, 1969. The next task confronting the Librarian is the recruitment of additional trained staff members. This necessity results in part from the resignation of Mrs. Simon Kaplan, who has served loyally and well as Cataloguer since 1948. All the members of the college community are deeply appreciative of Mrs. Kaplan's service over the years.

### *Graduate Institute in Liberal Education*

On August 14, 1969, the first eleven master's degrees were awarded to students who had completed three summers in the Graduate Institute in Liberal Education and who had transferred sufficient credits from other institutions. An appropriate commencement ceremony was held in the Great Hall of the Student Center. Robert Goldwin gave the address. This session marked the completion of Elliott Zuckerman's two-year term as Director of the Institute. He is to be highly commended for his administration of this new program, which again this year

1951—The smokestack from the old heating plant topples to the ground on the back campus in Annapolis.



attracted nearly a hundred teachers. A new director will be nominated at the fall meeting of the Board.

### *Instruction*

Both Deans report that the teaching throughout the College during the academic year was successful and the morale high. The annual meeting of the Instruction Committee took place in Santa Fe in mid-March. The principal matter discussed was a proposal for revising the Junior and Senior mathematics tutorials and laboratories. This had been worked out by a study group of tutors under the chairmanship of J. Winfree Smith. The proposal was approved and will go into effect next year. The Committee also considered the program of admitting a February freshman class and recommended its continuance for another year. Finally, the subject of a third campus at Oak Ridge, Tennessee was discussed. There was general agreement that the need to assimilate new tutors to the St. John's Program would preclude any possible further expansion for at least five years.

### *The Tutors*

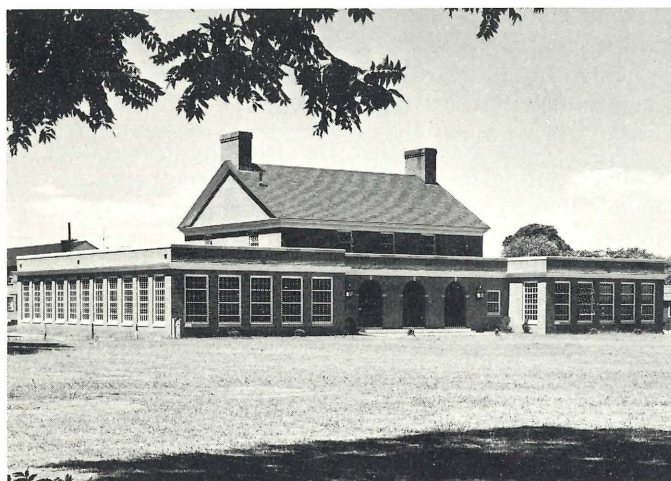
Jacob Klein ended his active teaching career at St. John's College in June. Appropriately he was invited to make the address to the graduating class and was presented with a scroll recognizing his immense contributions to the College over the years. Mr. Klein arrived at St. John's as an émigré scholar in 1938. He was Dean for nine years, from 1949 to 1958, and then held an Addison E. Mullikin Tutorship. I shall always be grateful to him for his guidance and counsel during my neophyte years in the presidency.

During the year forty faculty members taught on the Annapolis campus. In addition three retired tutors, Ford K. Brown, Simon Kaplan, and William Kyle Smith, conducted preceptorials. Eva Brann, Alvin Main, and Malcolm Wyatt were on sabbatical leave; Robert Sacks was given leave to teach at St. Mary's College in California; and George Berry was granted leave for personal reasons. Gerald E. Bunker and Rosemary Z. Lauer completed their appointments and leave the College for other positions.

Eight new appointments have been made on the Annapolis campus for the fall. Bert Thoms, who taught at St. John's from 1949 to 1954 and has since been head of the Department of Philosophy at Washington and Jefferson College, returns to the Faculty on a tenure appointment. Other appointees are Robert J. Anderson, who holds the master's degree from Yale University in Philosophy and has taught at Temple University; Vassilios Christides, a Ph.D. candidate at Princeton, who has been a Junior Fellow at Dumbarton Oaks Center for Byzantine Studies; Wye Townsend Jamison, who has just completed her Ph.D. at Stanford University in Music; Aaron Kirschbaum, a candidate for the Ph.D. in the



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1951—A new heating plant is opened in Annapolis. (Photo by M. E. Warren.)

History of Science at the University of Wisconsin; Robert Mueller, a St. John's graduate in the Class of 1947, who holds a master's degree from Johns Hopkins University in History and who has taught at Armstrong State College in Georgia and Savannah State College; George Vahanian, who was granted the Ph.D. degree from Boston University this summer in Greek Philosophy and Logic; and Ray A. Williamson who received his Ph.D. from the University of Maryland in Astronomy.

An exciting innovation on the Annapolis campus is the appointment of the first Scott Buchanan Distinguished Scholar-in-Residence. This chair will be filled by Leo Strauss, eminent political scientist and first incumbent of the Robert Maynard Hutchins Distinguished Service Professorship at the University of Chicago. Mr. Strauss will work at the graduate level with both teaching interns and regular tutors of the College. It is hoped that such work will constitute for these tutors an important renewal of their intellectual capital.

In Santa Fe the College's principal effort with respect to the Faculty continues to be the building of a cadre of tutors who are both experienced and versatile in the whole curriculum. This effort implies the discovery of good teachers who understand and are sympathetic to the goals of the St. John's program and are willing to commit themselves to it long enough to become skilled in its content and methods. Financial considerations have thus far precluded giving reduced teaching programs to new tutors. It is planned in the years ahead to try to assign newly appointed faculty members two-thirds teaching schedules in the hope that they will be able to audit other classes and to undertake a more carefully devised program of orientation.

At the end of the academic year six tutors left the Santa Fe Faculty: Robert J. Kovacs, Mrs. Ingeborg Lorenz Lang, Bill K. Mathews, Jr., George B. Miller, Robert E. Skeeel and Dr. Julius Wilson. Dr. Wilson, who during his



1952—A fire damages the Great Hall of McDowell in Annapolis.

service as College physician also taught one laboratory section, will go into full retirement.

Thomas J. Slakey was on sabbatical leave and Clarence J. Kramer on leave of absence. For the coming academic year three new members of the Faculty have received appointments: Glenn A. Freitas, who holds a number of degrees from Laval University and from the Pontifical Biblical Commission in Rome and who has been a professor at St. Mary's College in California; Ralph J. Quintana, who has an M.A. from the University of Colorado and has been a professor of history at Highlands University; and Robert D. Sacks, of the Annapolis campus.

### *The Students*

Enrollment on the two campuses this year exceeded 560. In marked contrast to last year, the Santa Fe campus experienced a high rate of attrition, while the Annapolis campus ended the year with more students than were enrolled initially. The Annapolis record is attributable to a very high retention rate and to the enrollment of a February freshman class of 22 students.

As Dean Darkey notes in his report, attrition tends to be regarded as an index to the health of the college community and to the adequacy of its functioning. The Dean wisely points out that such judgments must be made with caution. A "successful" student is not always one who takes the A.B. degree, though naturally the College holds that the program is a four-year entity. The Admissions staff is therefore right in exploring those characteristics in prospective students which are the most reliable predictors of active and fruitful involvement in the College.

To the individual faculty member a low rate of retention may mean his own failure or that of his colleagues, or perhaps the failure of methods and materials of the curriculum. Such inferences may be correct in a particular



case, but in most cases they are probably not. The danger is that such assumptions might produce a climate for endless trivial tinkering with the curriculum. In colleges as small and intimate as the two St. John's colleges the answer probably lies in better teaching, better counseling, and a more supportive social structure in the college community. Dean Darkey suggests that the climate of the learning community might be improved through more consistently serious academic demands of the students.

In analyzing this whole situation it is important not to overlook the general climate of unrest that deeply affects all young persons today. St. John's College, by its very nature, attracts intelligent and articulate students who are sensitive to the dilemmas and pressures of our times—the ill-starred war in Vietnam, the blight of urban poverty, the continuing racial conflict, and so on. Some students certainly leave because of these pressures. It is significant, however, that many who do so proclaim their desire to return, and indeed often do return. It seems to me a great tribute to the College and its educational program that in a period of general student unrest and unhappy confrontation the two St. John's campuses have demonstrated the value and effectiveness of genuine communication between student and tutor, of mutual respect among all members of the community, and of serious involvement in the ongoing educational program of the college.

The distribution of the students among the several classes on each campus was as follows:

Annapolis	Men	Women	Total
Freshmen	59	69	128
February Freshmen	13	9	22
Sophomores	46	25	71
Juniors	39	23	62
Seniors	19	21	40
	—	—	—
Totals	176	147	323
Santa Fe			
Freshmen	74	45	119
Sophomores	29	29	58
Juniors	21	10	31
Seniors	21	11	32
	—	—	—
Totals	145	95	240
Grand Total	321	242	563

Student morale on both campuses was good. Particular note should be made of the excellent service of Christopher Nelson, a junior, who served for the second year as Executor of the Student Polity at Annapolis. His leadership made the Polity a significant factor in the College's life. Rules of Residence continue to be a problem in spite of the liberalized visiting permitted between the hours of noon and midnight. Some students were

suspended on both campuses for engaging in further unilateral liberalization.

For a second year at Santa Fe, Stuart Boyd, of the Faculty, administered and supervised a Title I Project in Youth Opportunities and Social Problems. The project sought to establish relations with various community agencies and institutions and to train students to work with them in varying conditions and stresses. Some two dozen students were successfully involved as week-end workers at the New Mexico State Hospital, as summer group workers and tutors with Young Citizens for Action, as case-work aides in the Division of Child Welfare of the Department of Health, and as part-time teacher-aides at Acequia Madre and Manderfield Public Schools. One student founded a tutoring organization which enlisted volunteers from the two colleges and high schools in town to work with slow and deprived boys and girls.

One tragic event saddened the Annapolis college community and shocked the people of the city. Anne Bradley, a junior from Brookline, Massachusetts, left her dormitory after curfew to get a snack. She was subsequently found murdered on the State House lawn. Her assailant has never been discovered. The Administration redoubled its warning to students on both campuses to exert the utmost caution in walking both on and off campus after dark.

A relatively small number of A.B. degrees were awarded on the Annapolis campus. Thirty-five seniors received degrees, one of them *magna cum laude* and six of them *cum laude*. The second commencement on the Santa Fe campus witnessed the awarding of two degrees *magna cum laude*, four degrees *cum laude* and 22 degrees *rite*.

1953—The important senior oral is filmed for a movie on St. John's College. (Photo by M. E. Warren.)





## The College

### Class of 1973

Both Directors of Admission report capacity entering classes this fall. Over 500 final applications for admissions were received, 246 for Annapolis and 263 for Santa Fe. Those accepted appear to be an able and interesting group. For Annapolis 61% were in the top fifth of their graduating class, for Santa Fe 69% were in this category. Median Scholastic Aptitude Test scores for Annapolis entrants were verbal—696 and mathematical—661, for Santa Fe, verbal—643 and mathematical—593. The geographical distribution of the 250 incoming freshmen shows that 38 states, the District of Columbia, and five foreign countries are represented (In each case the first figure is for Annapolis, the second for Santa Fe):

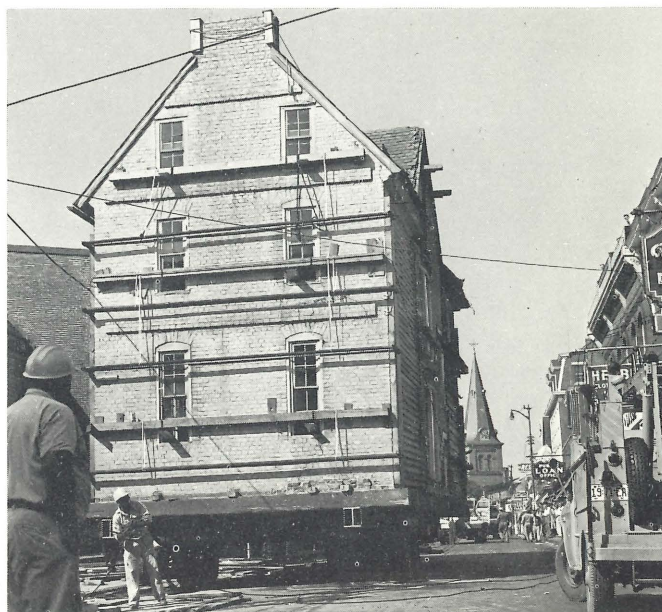
Alabama	1	Maryland	8	1	Penn-
Alaska	2	Massa-			sylvan
Arizona	6	achusetts	6	2	Rhode
Arkansas	1	Michigan	3		Island
California	3	Minnesota	2	4	S. Dakota
Colorado	12	Mississippi	2	1	Texas
Con-		Missouri	2		Vermont
nnecticut	7	Nebraska	1		Virginia
Delaware	1	Nevada		1	Washington
District of		New Jersey	5	2	West
Columbia	1	New Mexico	25		Virginia
Georgia	1	New York	18	6	Great
Illinois	5	N. Carolina	4		Britain
Indiana	1	N. Dakota	1		Greece
Kansas	1	Ohio	6	1	HongKong
Kentucky	1	Oklahoma		5	Spain
Louisiana	2	Oregon		1	Venezuela

Again this past year prospective students were encouraged to visit the two campuses, live in the dormitories and attend classes. A record number of 250 took advantage of this opportunity in Annapolis, half of whom subsequently applied. Santa Fe had 191 student visitors, 125 of whom applied and 70 of whom are enrolled in the Class of 1973.

The future recruitment program of the College undoubtedly will benefit from the fact that the fiftieth annual meeting of the Country Day School Headmasters Association was held on the Santa Fe campus in late June. Fifty-nine current headmasters from coast to coast attended, many of them with wives and children. All participants expressed in extravagant terms their appreciation of St. John's College, the beauty of its campus, and the hospitality of its staff.

### Administrative Personnel

In addition to appointments already mentioned for the Annapolis campus, Julius Rosenberg, of the Class of 1938, was appointed Director of Development; Mrs. Mary Jean Felter, Director of Publicity; and Mrs. Violet Keily, secre-



1955—The historic Carroll-Barrister House is moved through Annapolis streets to St. John's campus. (Photo by M. E. Warren.)

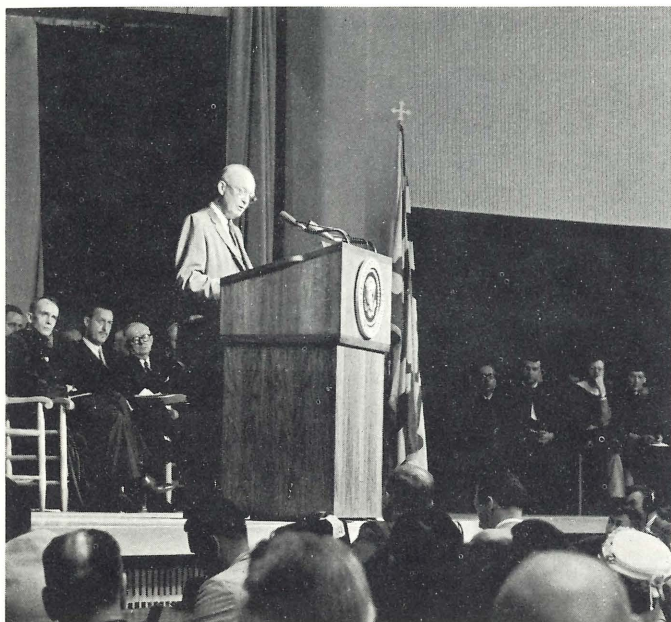
tary in the Development Office. Mrs. Vicki Cone, of the Class of 1968, was appointed Library Assistant, succeeding Miss Anne Wright. Mrs. Vaughnita Benda became mimeographer, replacing Mrs. Barbara Littler, and Mrs. Theresia McGuire secretary to the Assistant Deans after Mrs. Roberta Henke resigned. Mrs. Pauline Fowler resigned in June to be married. She had served faithfully and competently as College Nurse for seven years.

At Santa Fe James P. Shannon, who resigned from his ecclesiastical duties as Auxiliary Bishop of Minneapolis and St. Paul, was appointed by the Board to be Tutor and Vice-President for the coming academic year. Mr. Shannon was Visiting Lecturer during the second semester. He will now teach a Greek tutorial, counsel with students, and assist the Dean and me in administrative and development matters. Mr. Shannon holds the Ph.D. degree from Yale University in American studies. For ten years he was President of the College of St. Thomas in St. Paul and in 1966 was Chairman of the Association of American Colleges.

Major personnel changes were made in the Library on the Santa Fe campus during the course of the year. George Miller, the Librarian, left in January for health reasons. Alice Whelan, Assistant Librarian, was appointed Acting Librarian. Her former position was filled in June by the appointment of Mrs. Sara Douglas. Finally, Mrs. Marilyn Copelan became Circulation Librarian, succeeding Mrs. Carolyn Mathews.

Dr. Julius Wilson, who had served conscientiously and sympathetically as College Physician since the opening of the new campus, decided to retire. For the coming year Dr. Robert Scott has been appointed. Dr. Scott is moving





1959—President Dwight David Eisenhower gives dedicatory address in the auditorium of Francis Scott Key Memorial Hall. (Photo by M. E. Warren.)

his practice to Santa Fe from Indianapolis. In the Business Office Henry Salazar was succeeded by James Carr, who had previously worked for an accounting firm in Breau Bridge, Louisiana. Other appointments on the western campus are Charles Webb, Bookstore Manager, Mrs. Stephanie Roberts-Hohl, secretary to the Dean, and Miss Vivian Heye, Senior Resident in the Women's Dormitory complex.

### *The Alumni*

Homecoming in October marked the culmination of a useful two-year study of Alumni-College Relations. Direct results of this study were activation of chapters of the Alumni Association in New York, Philadelphia and San Francisco, delivery of a Friday night Alumni Lecture by Richard Massell, of the Class of 1965, alumni involvement in the counselling of seniors, and participation in the program to recruit new students. The new publication, *The College*, was well received. It is expected to bring alumni and other friends of St. John's excerpts of lectures, papers, and news from both campuses.

Daniel L. Henry, of the Class of 1961, was elected President of the Alumni Association, succeeding Julius Rosenberg when Mr. Rosenberg became the College's Director of Development. John D. Oosterhout, of the Class of 1951, was elected to a three-year term on the Board of Visitors and Governors, succeeding Edward A. Kimpel, Jr., of the Class of 1931. Cyril R. Murphy, Jr., of the Class of 1936, was re-elected but resigned for personal reasons. The Board of Directors of the Alumni Association named Samuel H. Desch, of the Class of 1936, in

his place. The Alumni Award of Merit this year was presented to Major General George M. Gelston, of the Class of 1935, Adjutant General of Maryland.

The Alumni Annual Giving Campaign was launched in December after careful planning and organization. It concluded with a telethon in the Maryland-Virginia-D. C. area in June, when over 300 alumni were telephoned by volunteers. Participation was the best on record. Six hundred twenty-nine alumni contributed \$20,700 for the general purposes of the College. Many became King William Associates by contributing \$100 or more. In addition, alumni gifts for scholarship endowment totaled \$36,570, for memorial endowments \$74,441, and for the physical plant \$15,146. The aggregate of all alumni gifts, including bequests, was \$146,847.

### *Finances*

It is gratifying to report that both campuses completed the fiscal year with a modest excess of income over expenditure. In Annapolis income from all sources amounted to \$1,522,988, as compared with total expenditures of \$1,507,492. This left a surplus of \$15,496, in contrast to the deficit of \$25,433 a year ago. The Santa Fe figures showed aggregate expenses of \$1,429,068 against income totaling \$1,435,769. The surplus of \$6,701 was applied against the cumulative deficit of \$198,809 incurred during the first four years of the new college's operation.

A major change in investment policy was adopted by the Board during the year. Under the new procedure known as the total-yield concept, a certain portion of growth in the portfolio is considered to be part of the income available for current use. For the next fiscal year a figure of 6% was set as a realistic and reasonable return on the portfolio from both dividends and appreciation. During the winter the Board appointed Goldman, Sachs and Company, of New York City, and T. Rowe Price and Associates, of Baltimore, as investment advisers. Responsibility for the investment of the portfolio was divided equally between them.

### *The Decade of Development*

During the year the Decade of Development was re-scheduled to correspond to the first ten years of the new college's life, from July 1, 1964 through June 30, 1974. The Western Consolidation Campaign, as the second phase of this program began July 1, 1968, with a revised goal of \$3.5 millions. During this first year of the campaign a total of \$556,469 was obtained in new gifts and pledges, just one-sixth of the amount to be raised within a three-year period.

The smaller and more realistic goal resulted from the necessity of substituting a \$600,000 administration building for the \$1,000,000 physical education building. The expanding enrollment has placed great stress on available teaching facilities. The administration building



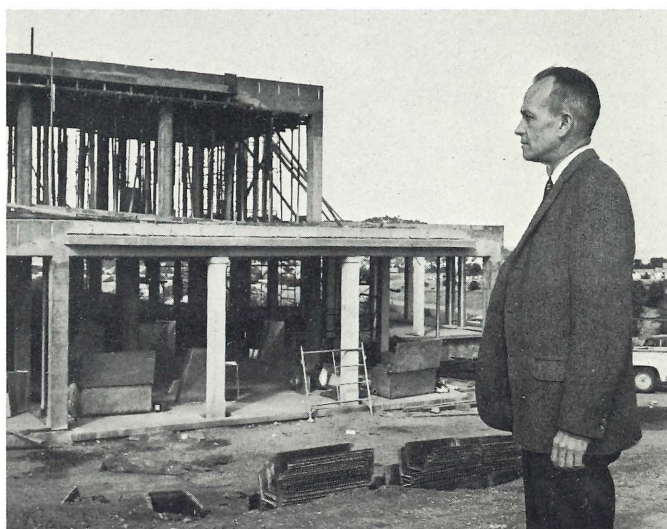
## The College

would release to instructional use at least three classrooms, ten faculty offices, and nine dormitory rooms presently occupied by administrative personnel. Revised preliminary plans are now being drawn. An initial grant of \$100,000 toward the cost of the building has been voted by the Trustees of the Max Fleischmann Foundation of Reno, Nevada.

Frank McGuire, Director of Development, has made notable progress in involving the Santa Fe community through a sustained information and public relations program. In this he has been helped immensely by the appointment of Maurice E. Trimmer as Director of Public Information. A steady flow of news releases and publications has emanated from Mr. Trimmer's office. The Boards of Associates in Santa Fe, Albuquerque, Los Alamos and Denver have met with tutors, students, and members of the staff. The Friends of the Library Committee sponsored a highly successful series of Book and Author Luncheons which drew hundreds of people and redounded to the credit of St. John's. In fact, such a favorable climate of opinion had been created that the College successfully survived a grossly unfair allegation of drug activity in a Santa Fe County Grand Jury report. Legal recourse in the court resulted in the expunging of the Grand Jury's unsupported charge from the record, to the gratification of the College's friends.

Meanwhile, in Annapolis, Julius Rosenberg, Director of Development, sought to reactivate the Friends of St. John's College. Richard F. Blaul, of the Class of 1932, an Annapolis businessman, served as Chairman *pro tem*. A preview tour and reception at the new Woodward Hall drew well over 125 friends in June. A monthly series of events at the College is contemplated for the coming year. Initial steps have been taken to develop Friends of St. John's College in Baltimore and in Washington. Mrs. Felter has done a fine job in making news of St.

1965—A Peace Corps hut adorns the back campus by the boathouse.



1963—President Weigle watches the construction of the Student Center in Santa Fe.

John's available to the various media and in editing and in producing the publications of the College. Mrs. Felter is Managing Editor of *The College*; Laurence Berns and James M. Tolbert, of the Faculty, are respectively Editor and Editorial Consultant. Considerable good will was generated in the Annapolis area when the College made available its facilities for the annual Annapolis Fine Arts Festival in June.

Mr. Rosenberg spent considerable time during the winter months in an effort to obtain a matching grant of \$600,000 from the Maryland General Assembly toward the cost of constructing a new physical education building between the heating plant and College Creek. The project failed largely because of the mood of economy in the legislature. It is planned to make another effort by introducing a new bill next January. Meanwhile preliminary architectural planning for the structure is being done by the firm of Cochran, Stephenson & Donkervoet of Baltimore.

### *Gifts, Grants, and Bequests*

It is interesting to note that over \$20,000,000 has been received by St. John's College over the past twenty years, for an average of a million a year. The greatest continuing measure of support has come from the Trustees of Old Dominion Foundation, whose grants over the period exceed \$8 millions for current purposes, for endowment, for new construction, and for debt liquidation. The strength and vitality of the St. John's enterprise today is attributable in no small measure to the magnificent support which Paul Mellon and Old Dominion Foundation have given the College over the years.

During the year under review a total of \$1,652,813 was received in gifts, grants and bequests to the two St. John's campuses. In addition, gifts in kind, including land, to



# NEWS ON THE CAMPUSES

## GRADUATE INSTITUTE AWARDS FIRST DEGREES

St. John's College in Santa Fe reached another important milestone in its five-year history on Thursday, August 14th, with the awarding of the first advance degrees by its Graduate Institute in Liberal Education.

Eight students from New Mexico and three from Maryland received the Master of Arts degree from St. John's president Richard D. Weigle at ceremonies in the Great Hall: New Mexico—Albuquerque, Miss Rachel Ann Colvard and L. Luis Lopez; Encino, Ernest Archibeque; Los Alamos, Mrs. Elizabeth Ann Aiello and Miss Helen J. Starling; Santa Fe, Mrs. Lee Langspecht Bowen, Mrs. Kathleen Hamilton, and Frank McGuire. (Mr. McGuire is Assistant to the President and Director of Development in Santa Fe.) Maryland—Joseph G. Gardiner and William Yannuzzi of Baltimore, and Francis A. Tewey of Reisterstown.

Robert A. Goldwin, Dean of St.

John's College, spoke to the graduates and the audience on the theme of "smallness and greatness." He said the motto of St. John's and the Graduate Institute should be "Contemplate greatness: Think small."

"There seems to be an observable affinity of smallness and greatness and therein lies a practical problem. Our times are not at all congenial to smallness. . . . there is now a real danger that the study of human greatness will be lost, as all the activity of the world becomes mechanized, computerized and enlarged."

The Graduate Institute was opened on the St. John's campus in the summer of 1967 with the assistance of the Carnegie Corporation, primarily to give school teachers the opportunity for a liberal education and to extend the ideas of the liberal arts into the public education system. A five-year grant of \$161,000 has helped the Institute to provide financial aid for teachers from ghetto and rural area schools who wish to enroll in the program.

Mr. Goldwin was the first Director, and he was succeeded by Elliott Zuckerman, also of the Annapolis faculty, in 1968 and 1969. The four study sections are Literature, Politics and Society, Philosophy and Theology, and Mathematics and Natural Science. The successful completion of all of the sections over four summers may earn a Master's degree. Or, as in the case of these first graduates, one can receive a degree after completion of three of the eight-week sessions, plus nine hours from another graduate school.

Mr. Goldwin urged the graduates, most of whom are teachers, to be "doers" in the greatest sense of the word. He noted that Socrates never built a building, wrote a book, or made a profit, but "what he made, what he did, what he shaped and brought to life has endured longer and had more influence for the good than any work of any other mortal man. He made not just a building or a city or even just an era—but an entire civilization, a world."

There were about 95 students in the Graduate Institute this year. They responded enthusiastically to the liberal arts—great books program with such comments as:

"I like the vigorous expectation that the texts will be understood and the freedom given to meet that expectation."

"I have learned more about how to teach from watching the tutors . . . than I learned in the numerous 'methods' courses that I have been exposed to over the years."

"What I like best is that it is tremendously flattering to have people care about what I think."

". . . makes learning a joyful experience because it emphasizes thinking as opposed to fact finding."

First graduates of The Graduate Institute in Liberal Education and faculty and friends listen to commencement address by Robert A. Goldwin, Dean of St. John's College.





## The College

### SIX TUTORS AND ONE TEACHING INTERN JOIN ANNAPOLIS FACULTY

Six new tutors and a teaching intern will join the Annapolis faculty this fall. They are Robert J. Anderson, Vassilios Christides, Wye T. Jamison, Aaron Kirschbaum, Robert Mueller, George Vahanian, and Ray A. Williamson.

Mr. Anderson received his A.B. in philosophy from Temple University in 1961 and his M.A. in philosophy from Yale University in 1965. He presently is completing his doctoral dissertation, a commentary on Plato's *Theaetetus*, and working for the New York City Department of Welfare.

Mr. Christides received a diploma in classics from the University of Athens in 1955 and a M.A. in oriental studies from the University of California in Los Angeles in 1961, and is a Ph.D. candidate in the department of oriental studies at Princeton University. He taught classics in Greece and at the University of California at Los Angeles. In 1965 he received the honor of a junior fellowship at the Dumbarton Oaks Center for Byzantine Studies in Washington, D.C.

Miss Jamison graduated *magna cum laude* from Vassar College with her B.A. in classics in 1964 and received her M.A. in musicology from Stanford University in 1965. At Stanford she is completing her doctoral dissertation, "Dance as a Topic in the Operas of Mozart." At Vassar she was awarded the Francis Walker prize for proficiency in piano. In 1964 she received a Woodrow Wilson Fellowship, and Stanford Fellowships in 1966-1967. She was a teaching assistant in music appreciation, history, and theory from 1967 to 1969.

Mr. Kirschbaum received a B.A. in political science in 1964 from the City College of New York and a M.A. in the history of science in 1969 from the University of Wisconsin. His dissertation is entitled "Gaston Bachelaire—and the Psychoanalytical Critique of Science." He was a teaching assistant

in the history of science and European cultural history at the University of Wisconsin from 1965 to 1968, and a correspondence instructor at a University of Wisconsin extension from 1964 to 1968. Recently he became chairman of the University of Wisconsin Teaching Assistants Association. Honors received include two years as a University Fellow under the auspices of William Freeman Viles and the Ford Foundation. Author and co-author with Dr. R. Wagner of two books on geometry, Mr. Kirschbaum has also been active in local politics, working with the Wisconsin Alliance Party, devoted to the causes of peace and freedom.

Mr. Mueller, a 1947 St. John's College graduate, studied at the New School for Social Research before obtaining his M.A. from the Johns Hopkins University in 1951. From 1961 to 1962 and from 1964 to 1965 he was an assistant professor of history at Armstrong College in Savannah, Georgia, and from 1968 to 1969 he was an assistant professor of social science at Savannah State College. From 1962 to 1964 and 1966 to 1967 he studied at the University of Chicago under the Committee on the History of Culture.

Mr. Vahanian, the teaching intern, received a B.A. in 1963 from Washington and Jefferson College and a M.A. in 1967 from Boston University. He expects to receive his Ph.D. this year from Boston University. His dissertation is entitled "The Relation between Zeno of Elea and Euclid's *Elements*." He taught philosophy and logic at Tufts University, Calvin College, and Boston University.

Mr. Williamson received a B.A. in physics from the Johns Hopkins University in 1961 and a Ph.D. in astronomy from the University of Maryland in 1968. He was a teaching assistant in physics and a research assistant in physics at the University of Maryland before obtaining a three-year NASA traineeship in 1963. Recently he was an assistant astronomer at the University of Hawaii. His wife, Abby, taught at the Key School from 1963 to 1966.



Paul Mellon, 1944

### LIBRARY REDEDICATION AND BOARD MEETING SET FOR HOMECOMING WEEKEND

The Board of Visitors and Governors will meet with Mrs. Margaret Driscoll as chairman on Friday, October 17th, and Saturday, October 18th, during homecoming weekend in Annapolis.

On Saturday the library, Woodward Hall, will be rededicated with Paul Mellon, Class of 1944, giving one of the addresses.

Woodward Hall was originally constructed in 1900 and was recently completely renovated.

Further details concerning homecoming activities may be found in the alumni news.

### NEW PERSONNEL HIRED IN SANTA FE

New faculty members in Santa Fe include Glenn Alan Freitas, Ralph G. Quintana, and Robert D. Sacks. Istvan Fehérváry has been made director of student activities, and John T. Rule and Mrs. Marie Winterhaler are assistant deans.

Mr. Freitas received his B.A. from St. Mary's College of California in 1957. From 1960 to 1964 he studied at the Université Laval in Quebec, re-



ceiving a licentiate in theology. From 1964 to 1966 he studied at Ecole Biblique et archeologique Francaise de Jerusalem. In 1965 he obtained the baccalaureate and in 1966 a licentiate in Sacred Scripture and Pontifical Biblical Commission in Rome. From 1957 to 1960 Mr. Freitas was an instructor in classical languages at Garces Memorial High School in Bakersfield, California, and an assistant professor of theology at St. Mary's College from 1967 to 1969. He was also a member of the Instruction Committee and Faculty Library Committee at the college.

Mr. Quintana, a cum laude graduate of Williams College in 1947, was a Tying Scholar, and Phi Beta Kappa. In 1966 he received his M.A. in history from the University of Colorado and is a doctoral candidate at the university. From 1946 to 1949 he was an instructor at Williams and from 1953 to 1958 he was a master at the Fountain Valley School in Colorado Springs. He also was a master of the Hebron Academy in Maine (1959-1961) and the Denver Country Day School (1963-1966). He comes to St. John's after teaching history as an assistant professor at New Mexico Highlands University.

Mr. Sacks, a 1954 graduate of St. John's College, received his Ph.D. from The Johns Hopkins University in 1963. From 1954 to 1956 he studied at Hebrew University in Jerusalem, from 1956 to 1957 at Ecole des Langues Orientales Vivantes, and from 1957 to 1959 at the University of Chicago. Mr. Sacks is familiar to Annapolis as he tutored at St. John's from 1961 to 1968. In 1968 he taught at St. Mary's College in California.

Mr. Fehérváry is a graduate of the Hungarian Air Force Academy. He studied engineering at the University of Budapest and was a member of the Hungarian Olympic team in fencing and modern pentathlon in 1946-1947. He was editor of an English and French newspaper in Vienna from 1957 to 1964. In 1962 he founded the Europa Club for Sport and Cultural

Activities in Vienna. From 1966 to 1969 he served as chairman of the physical education program for the American School of Tangier.

Mr. Rule, who has been a part-time tutor in Santa Fe, retired in 1966 from Massachusetts Institute of Technology where he had been dean of students and professor. He received his training at M.I.T. and Harvard.

Mrs. Winterhaler, who has been serving as registrar and executive secretary, is a graduate of Oberlin College and also attended the University of Puerto Rico. She spent her early school years in Germany and Switzerland.

#### BOARD MEMBER JOINS FACULTY OF THE UNIVERSITY OF VIRGINIA

St. John's College Board member Louis T. Rader became chairman of the electrical engineering department of the University of Virginia in Charlottesville on September 1st. Dr. Rader is also the Alice M. and Guy A. Wilson professor of electrical engineering and professor of business administration. He was a vice president of General Electric Company and general manager of its communications and control division, Charlottesville.

Dr. Radar received his B.A. in electrical engineering from the University of British Columbia and his M.A. and Ph.D. from California Institute of Technology.

His former positions include director of the electrical engineering department of Illinois Institute of Technology, president of the Univac Division of Sperry Rand Corporation, and group vice president and director of the International Telephone and Telegraph Corporation.

He serves on the Blue Ridge Community College advisory board, the Robert A. Taft Institute of Government board of trustees, the advisory engineering committee at Lafayette College, and the industry advisory committee of the University of Virginia's Graduate School of Business Administration.

Dr. Rader has been a member of the St. John's Board of Visitors and Governors since 1961.



Louis T. Rader  
(Photo by Fabian Bachrach)

#### SANTA FE GRANTED NORTH CENTRAL ACCREDITATION

President Weigle announced in August that the Santa Fe campus was granted accreditation by the Commission on Colleges and Universities of the North Central Association of Colleges and Secondary Schools.

The Santa Fe campus had been accredited by the Middle States Association of Colleges and Secondary Schools ever since the southwestern campus opened in 1964.

Chairman of the visiting committee of the North Central Association was John J. Pruis, president of Ball State University. Committee members were William Bentsen, vice president of the Associated Colleges of the Midwest; Edward B. Espenshade, chairman of the department of geography of Northwestern University; and Clarence L. Golightly, special assistant to the vice chancellor of the Milwaukee campus of the University of Wisconsin.

President Weigle expressed the gratification of both the Board of Visitors and Governors and the Faculty that the Santa Fe campus had won its independent accreditation within the brief span of five years.



## The College

### ST. JOHN'S BRINGS ANNAPOLIS AND SANTA FE CIVIC OFFICIALS TOGETHER

East and West met on Friday, August 8th, in Santa Fe—with a strong assist from St. John's President. Mayor Roger Moyer of Annapolis and Mayor George Gonzales of Santa Fe sat down together with members of their respective city councils to discuss mutual problems. Despite the differences in cultural backgrounds and geographic locations of their cities, these civic leaders found they share many similar interests and concerns.

The joint meeting was the idea of President Weigle, who is chairman of the Maryland Commission on the Capital City, which sponsored the trip for the Annapolis delegation. Both cities are distinctly rich in history, Weigle noted, Annapolis going back to the English colonial period and Santa Fe, the oldest capital city in the United States, still bearing the marks of its Spanish founding. Each has developed historic zoning ordinances, is trying to adapt urban renewal aims with its unique traditions, and is located near a large metropolitan area.

The Annapolis visitors were given a

tour of Santa Fe by John Gaw Meem, member of the College's Board of Visitors and Governors and donor of the site of the Santa Fe campus. They had lunch at St. John's with Santa Fe officials, conferred at the city hall in the afternoon and were guests of the Weigles for dinner at Chimayo, a nearby village. Several of them afterwards enjoyed a performance of the Santa Fe Opera.

Annapolis participants, besides Mayor Moyer, included City Attorney Eugene Lerner, council members Noah A. Hilman, Robert L. Spaeth (of the St. John's faculty), John T. Chambers, and Roscoe J. Parker, along with commission members Senator John W. Steffey and C. Hayes Duvall. Mesdames Chambers, Lerner, Steffey, and Duvall accompanied their husbands.

Santa Fe Mayor Gonzales was joined by council members Alfonso Larraigoite, Lee Rubenstein, and Reynaldo Torres, and City Manager Marion Sebastian.

### ANNAPOLIS FRIENDS HOLD RECEPTION FOR CLASS OF 1973

A reception in honor of the members of the Class of 1973 was hosted by the Annapolis Friends of St. John's

on Sunday, September 28th, in Francis Scott Key Memorial Hall. Chairman of the Steering Committee of the Annapolis Friends is Richard F. Blaul, Class of 1932.

The reception also formally introduced to the Annapolis community the new academic dean, Robert A. Goldwin, a 1950 *cum laude* graduate of the College.

### SANTA FE RECEIVES \$100,000 GIFT FOR CONSTRUCTION OF ADMINISTRATION BUILDING

The Fleischmann Foundation of Reno, Nevada, has voted a grant of \$100,000 toward the planned Administration Building for the Santa Fe campus. The new building, which is expected to cost \$500,000, will enable the College to release space now occupied by administrative offices in the Evans Science Laboratory and the women's dormitory. It is hoped that federal funds will cover half the total construction cost and that private gifts will make up the difference.

### FEBRUARY FRESHMEN VIEW ORIOLE VICTORY

The second "February freshmen" class, which was enrolled on the Annapolis campus during the summer months, had the pleasure of attending an Oriole game on Thursday, July 24th.

Seventeen of the twenty freshmen accompanied by President Weigle, Assistant Dean and director of the summer program Robert L. Spaeth, and Tutor John Sarkissian, were hosted by Jerold C. Hoffberger, Chairman of the Board of Baltimore Baseball Club, Inc. Before the game the freshmen ate dinner in the Hit'N Run Club at Memorial Stadium.

### NATIONAL HEADMASTERS GROUP MEETS AT SANTA FE

Officials and members of the Country Day School Headmasters Association of the United States gathered in Santa Fe from Thursday, June 19th, through Saturday, June 21st, for the



Annapolis and Santa Fe city councils gather outside St. John's College in Santa Fe.



organization's fiftieth national conference. It was the first meeting in the southwest for the association, which usually convenes on eastern campuses. The fifty-nine headmasters and their families seemed immensely pleased with St. John's and their experience there. They lived in the student residences and were able to take advantage of such campus facilities as the riding horses and tennis courts between sessions. The College also helped to provide them with tours of the Los Alamos Scientific Laboratory and the Bandelier Indian Cliff Dwellings.

#### ANNAPOLIS CAMPUS HOSTS CONFERENCES AND ANNAPOLIS FINE ARTS FESTIVAL

A Maryland Workshop on Crime and Corrections was held on the Annapolis campus from Friday, June 13th, through Sunday, June 22nd. The conference, first of its kind in the East, was under the direction and sponsorship of the National College of State Trial Judges and the (Maryland) Governor's Commission on Law Enforcement and the Administration of Justice. The U. S. Department of Health, Education and Welfare supported it with a grant of \$67,000. The workshop was directed by a group of California social scientists known as The Berkeley Associates.

In attendance at the conference were judges, policemen, legislators, lawyers, correctional officers, and a few private citizens. Twenty-one convicts also participated on an equal basis with the lawmen.

Each morning the convicts presented a psychodrama on aspects of prison life such as homosexuality, extortion, and drugs. During the afternoons groups analyzed the issues raised during the morning dramas and discussed how to solve them.

Dr. Richard Korn, professor in the Criminology School of the University of California at Berkeley, guided the convicts through the psychodramas. A public defender, Douglas Rigg, and Dr. David Fogel, former director of juvenile institutions in Marin County, California, helped Dr. Korn organize

the conference. Dr. Fogel said its purpose was to acquaint officials with what really goes on in prisons, and to inform convicts on what basis officials make decisions.

. . . . .

The seventh annual Annapolis Fine Arts Festival was held on Saturday, June 21st, and Sunday, June 22nd.

A fine arts exhibit including twenty-five photographic prints from the collection of Ansel Adams was displayed in Iglehart Hall. Art and sculpture from more than five states was shown.

A youth choral workshop concert was directed by Warner Lawson, dean of the college of fine arts and the school of music of Howard University, on the back campus on Sunday.

A youth symphony workshop concert concluded the festival Sunday evening. Directed by Harry John Brown, music professor at New York State University, the concert featured Gary Karr, a double bassist.

Each year the Annapolis Fine Arts Festival is sponsored by the Annapolis Festival Foundation, Inc.

. . . . .

The Sciences and Systems Division of the Rockville, Maryland, laboratory of TRACOR, Inc., held a meeting on Monday, June 23rd, and Tuesday, June 24th, in Annapolis.

Conferees discussed the basic purpose and approach of a report concerned with defining the most advanced techniques in controlling pollution through computer modeling. The report will be the end result of a \$34,000 contract recently awarded by the Federal Water Pollution Control Administration to TRACOR's Ocean Sciences and Water Resources Section. Dr. William H. Espey, manager of the firm's Hydrospace Program, is supervisor of the contract, and Richard J. Callaway is project director.

. . . . .

An all-day conference for Maryland law enforcement officers on the problem of narcotics called by Maryland Governor Marvin Mandel took place on Thursday, August 7th.

About 150 officials including chiefs of police from towns around the

State, State police barracks commanders, and security officials from Maryland's major industrial and business concerns were in attendance.

The purpose of the seminar was to permit an exchange of information between Federal narcotics officials and Maryland law enforcement personnel on the latest advances and newest developments in the nation-wide war on drug abuse.

Panel participants were Donald D. Pomerleau, commissioner of the Baltimore City Police Department; Colonel Robert J. Lally, superintendent of the Maryland State Police; Joseph G. Cannon, commissioner of the Maryland Department of Corrections; and from the Federal Bureau of Narcotics and Dangerous Drugs, John Ingersoll, director; Dr. Edward Lewis, Jr., chief medical officer; and Donald E. Miller, chief counsel.

#### OPERA CHAMBER ENSEMBLE PERFORMS AT SANTA FE

Leading musicians of the Santa Fe Opera Orchestra presented a public concert of works of Bach, Ravel, and Brahms in the College's Great Hall on Sunday, July 27th. Students in the Graduate Institute in Liberal Education were admitted free of charge. Members of the chamber ensemble included members of symphony and philharmonic orchestras in New York, New Orleans, Atlanta, and the University of Delaware. The Santa Fe Opera is a repertoire company which presents a series of traditional and modern works each summer, which this year included the American premieres of Krzysztof Penderecki's "The Devils of Loudun" and Gian Carlo Menotti's "Help! Help! The Globolinks."

#### GRANT RECEIVED FROM NATIONAL SCIENCE FOUNDATION

The National Science Foundation has awarded a \$600 grant to the Santa Fe campus for the purchase of instructional scientific equipment. The grant, effective from July 1, 1969, to June 31, 1971, will be spent under the direction of Tutor Roger S. Peterson.



# ALUMNI ACTIVITIES

## PROFILES: MEET OUR ALUMNI

Although many St. John's graduates of the past three decades have entered academic careers, that certainly is not true of all. There is a strong sprinkling of business and professional men and women, as well as those who have entered technical and scientific fields.

Our subject for this issue is in the latter category, and is one of several alumni in our country's space program. As you will see, St. John's also had a hand in putting a man on the moon.

From Cumberland in western Maryland, just out of Allegany High School, John M. Twigg, Jr., came to St. John's in September, 1948. Unlike the subjects of our first two Profiles, he was able to complete his college work without interruption, and graduated in 1952.

Twigg spent the next two years at The Johns Hopkins University, trying to squeeze three years of electrical engineering into two. He was successful in this, and received his B.E.S. degree in 1954. After a year as a sales engineer with Westinghouse, he was claimed by the Army for a two-year period.

Military service means different things to different people. For John Twigg it introduced him to his present career. Stationed at the Redstone Arsenal in Huntsville, Ala., he worked with some of the nation's leaders in the growing field of rocketry. When he left the Army in 1957, it was to move to what was then Cape Canaveral, and the National Aeronautics and Space Administration. He has been there ever since.

His experience with the space program spans a wide range of events: test conductor for the Jupiter space



John M. Twigg, Jr., 1952

shot which carried aloft space monkeys Able and Baker; test conductor of the Mercury-Redstone launch carrying Captain Virgil Grissom in July 1961; then test supervisor on the Saturn 1 project, followed by a position as branch chief, Launch Vehicle Operations. Twigg's present position is that of assistant to the Director of Launch Vehicle Operations for the Apollo Applications Program.

Twigg and his wife, the former Marie Jean Chelson of Cincinnati, have a son nine and a daughter four years of age. They make their home in Cocoa Beach, Fla.

## HOMEcoming

Plans for Homecoming are gradually taking shape. Since people are the key to an event like this, we are pleased that several class reunions are being planned.

Dr. Bob Bier is coordinating the 50th anniversary celebration of the Class of 1919; Allan Hoffman and Jack Brooks are luring the Class of 1949 back to the campus; and Harvey Gold-

stein and Bill Tilles are helping 1959 plan its tenth "birthday." We hope that the other "9-ers," plus 1944 and 1964, will also be with us.

The principal event on Homecoming Day, of course, will be the rededication of Woodward Hall, the College library building. Mr. Paul Mellon, alumnus of the College in the Class of 1944 and a long-time friend, will be one of the speakers at the ceremony.

In other activities, students will again have a chance to discuss with alumni the attractions and pit-falls of graduate schools. Dr. W. Douglas Weir '57 and a panel of alumni will discuss and answer questions about graduate school experience.

The Homecoming Dinner will be held this year in the gymnasium in order that faculty and seniors might be able to join alumni for that event. Special tables will be reserved for reunion classes and their guests.

While the entire program was not complete when this went to press, the following events are fairly certain:

Saturday, October 18, 1969

- |               |                              |
|---------------|------------------------------|
| 9 a.m.-2 p.m. | —Registration.               |
| 10 a.m.       | —Graduate School Discussion. |
| 12 noon       | —Buffet Luncheon.            |
| 2 p.m.        | —Annual Business Meeting.    |
| 4 p.m.        | —Library Rededication.       |
| 5:30 p.m.     | —Pre-Dinner Festivities.     |
| 7 p.m.        | —Homecoming Dinner.          |
| 9 p.m.        | —Alumni Parties.             |

## ALUMNI MEMBERS OF COLLEGE BOARD

The directors of the Alumni Association have announced the nomination of J. S. Baker Middleton '38 and Myron L. Wolbarsht '50 as alumni representatives on the Board of Visi-



tors and Governors of the College. Both alumni are serving currently on the Board. If re-elected, they would serve until 1972.

Mr. Middleton, Director of Industrial Relations for the Keufel & Esser Co., is a member of the Organization and Annapolis Campus Development Committees of the Board. He has served as chairman of the latter committee.

Mr. Wolbarsht is Professor of Ophthalmology and Director of Research, Duke University Medical Center. He is serving as chairman of the Annapolis Admissions Committee of the Board, and holds membership on the Annapolis Planning and Development and Alumni Relations Committees.

## CHARTER FLIGHT

Does Rome in the spring sound better than the Alps? We hope so, because unforeseen circumstances have forced us to modify our originally-announced plans.

The charter trip is being sponsored by the College rather than the Alumni Association, and this means that tutors, students, alumni, and administrative personnel are all eligible. And to permit the maximum number to take advantage of the trip, it will take place during the Annapolis spring vacation.

Plan now to join our flight to sunny Italy and the glory that was—and is—Rome.

## ALUMNI GIVING: IT IS MORE BLESSED . . .

The final report of alumni giving for the year 1968-69 has been prepared in detail, and will be distributed to all alumni. It seems appropriate to report a few highlights here, to keep non-alumni readers informed about this important form of alumni activity.

First, the Alumni Annual Giving Campaign (the Alumni Fund) was re-defined last year to mean giving for current unrestricted purposes only. Led by chairman William B. Athey '32, a team of four co-chairmen and forty-four class captains and their volunteer agents wrote, telephoned, and visited their classmates and friends. Some 629 alumni responded to these appeals with \$20,700, thus exceeding the Campaign dollar goal with the greatest number of unrestricted gifts ever received in one year.

Second, more than \$125,000 for endowment and plant purposes was received through alumni gifts and bequests. The largest amounts came from the estates of Alfred Houston and Henry F. Sturdy, both of the Class of



William B. Athey, 1932  
(Photo by Leonard L. Greif, Jr.)

1906, Roscoe E. Grove of the Class of 1910, and John H. E. Legg of the Class of 1921.

The key to success this past year was participation, in many cases first-time involvement on behalf of the College. A good example was the round-up telethon held in Baltimore on June 10th-12th. Of the seventeen volunteers who devoted three hours each, eight were first-time workers. Together, they raised more than \$1,500 for the Campaign; perhaps more importantly, they enjoyed doing it.

## CLASS NOTES

### 1923

Paul L. Banfield, headmaster of the Landon School, Bethesda, Md., attended the 50th annual convention of the Country Day School Headmasters Association of the United States last June. The meeting was held on St. John's Santa Fe campus, exactly ten years after the same association met on the Annapolis campus.

S. Paul Schilling, professor of systematic theology and chairman of the division of theological studies at Boston University School of Theology, is the author of *God in An Age of Atheism*, to be published in September by the Abingdon Press, Nashville, Tenn.

### 1924

Lt. Gen. Ridgely Gaither, USA (ret.), was reappointed Police Commissioner of Annapolis in July. Gen. Gaither's four-year appointment was approved unanimously by the city aldermen.

Add the name of the Rev. Charles M. Robinson to the list of those who identified

correctly the track team in the April issue. Mr. Robinson was a member of that team.

### 1928

Louis L. Snyder, professor of history at The City College of the City University of New York, has been elected to the American Committee of the History of the Second World War. He has also been appointed to the Advisory Committee of the Committee of Federal Legislation of the New York State Bar.

### 1937

L. Lee Moore, Jr., in June was appointed principal of the Druid Hills Elementary School in Martinsville, Va. He has been in that city since 1948, and was most recently Director of Federal Programs for its school system.

### 1938

Samuel D. Foster, Jr., and his wife Betty were honored in May for their contributions to Girl Scouting activities in Anne Arundel County, Md. Mr. Foster has been honored in the past for his work with the Boy Scouts.

### 1939

Lewin W. Wickes was appointed general attorney for the Penn Central in July. Mr. Wickes joined the former Pennsylvania Railroad in 1947, and was made assistant general counsel in 1955.

### 1942

Journet G. Kahn left St. Xavier College last June to become director of the Honors Program at Marquette University.

### 1948

A recent visitor to Santa Fe and the western St. John's was C. Robert Morris.

### 1949

John (Father Hilary) Hayden reports that he is still a monk of St. Anselm's Abbey in Washington, D. C. He teaches Greek, Latin, and the Great Books in the Abbey School, and is novitiate-master for the monastery. He is currently president of the Classical Association of the Atlantic States, and vice-chairman of the Northeast Conference on Teaching Foreign



## The College



Philip P. Chandler II, 1968 (SF)  
(Photo by Jimmy Chen)

Languages. He would like to know how many '49ers plan to come to the Homecoming October 17th-18th.

### 1953

On July 1st John D. Alexander, Jr., became a partner in the Baltimore law firm of Allen, Thieblot & Alexander.

James W. Linsner writes that he has accepted a position at St. Mary's College in California, and will be teaching music and Ptolemy this coming academic year.

### 1959

George W. Worthington, after fourteen years experience as a public relations executive, has formed his own public relations agency with offices in New York City.

### 1960

Captain John J. G. Lane and his wife Grace (Prevost) '59 have moved to Oklahoma City, where he is stationed at Tinker Air Force Base. Captain Lane received his master's degree in management from Texas A&M in May, together with the University's Alumni Award for Outstanding Graduate Student of 1969, as well as the Faculty Achievement Award in Management.

Frank B. Murray writes that he and his wife Fiona (Paul) are moving to Newark, Del., mid-August. He will be an associate professor in educational psychology at the University of Delaware.

### 1961

Eric A. Arnold, Jr., writes that he defended his doctoral dissertation (*Administrative Leadership in a Dictatorship: the Position of Joseph Fouché in the Napoleonic Police, 1800-1810*) before the Department of History at Columbia University last February. During the 1969-70 academic year he will hold a position in the Department of History at the University of Denver.

Victoria (Meeks) Blair-Smith and husband Hugh are the proud parents of Robert McPhail Blair-Smith II, born June 19th in Cambridge, Mass.

Elise Mary Filipi and Robert F. Abbato were married in West Grove, Pa., on June 28th. Mrs. Abbato completed her undergraduate work at the University of Delaware, and has been a kindergarten teacher. Her husband, employed by General Electric, has degrees from Cooper Union School of Engineering and the University of Pennsylvania.

Judith (Morganstern) Licht and husband Robert '62 announced the arrival on June 24th of second son Jacob. Mr. Licht will be a lecturer in the Philosophy Department at Bucknell University during the coming year.

### 1962

J. Jerome Brenning, Jr., having completed a tour with the Peace Corps in India, has returned to the United States. He and his wife, the former Nilimina Sapra, now live in Madison, Wisconsin.

### 1963

Robert K. Thomas, whose marriage to Rosemary Jierjian of Lebanon was announced in the April issue, sends more information about his work for USIA. He is in Jidda, Saudi Arabia, as assistant to the Public Affairs Officer, and will soon take over as director of the American Center there. Although Jidda is "beastly hot," the Red Sea and its water sports are just minutes away. Mr. Thomas says his wife speaks English with a native American accent, and is as excited about St. John's as he is.

### 1964

Eleanor L. Noon received her M.D. degree on June 3 from the Woman's Medical College of Pennsylvania. So far as we are aware, she is the first women graduate of St. John's to enter medicine. Dr. Noon will intern at South Baltimore General Hospital.

Lowell I. Shindler and wife Barbara are the proud parents of Whitney Alison, born on July 3rd.

### 1966

Frances E. Borst writes that she has been (as of June) a Peace Corps teacher in Thailand for more than a year, and is now making plans for graduate school.

Richard F. Fielding and Miss Sara Elizabeth Melzer were married in Scarsdale, N. Y., on July 3rd. Brother Robert '68 was best man. The bride is a graduate of the University of Wisconsin, and is working toward a doctorate in romance languages at the University of Chicago. Mr. Fielding is studying for a doctorate in political science, also at Chicago.

Melvin and Deena (Brodkin) Kline '67 report they both completed their M.S.Ed. degrees at the Ferkauf School of Yeshiva University in New York in July. They plan to settle permanently in Israel where they expect to teach.

PHEME PERKINS received a master's degree from Harvard University on June 12th.

Nancy (Hillis) Schroeder informs us that husband Irwin, who graduated with honors from the University of San Diego Law School, was one of sixty outstanding law graduates nationally who were offered positions with the Department of Justice. In September he will start work with the Land and Natural Resources Division of the Department. Mrs. Schroeder, who has taught first grade this past year, writes that she is ready to move to the East Coast.

### 1967

The engagement of Clark E. Lobenstine and Miss Joy Ann Chatlain was announced in the early summer, with a July 19th wedding scheduled in Kansas City. Miss Chatlain, a native of Shawnee Mission, Kan., and a graduate of the state University, is a research assistant at The Johns Hopkins University. Mr. Lobenstine is a social worker at Spring Grove State Hospital.

### 1968

Philip P. Chandler II (SF) will help Stringfellow Barr during the coming year in preparing an historical account of the curriculum revolution at St. John's College in 1937.

Todd H. Everett (SF) clarifies our cryptic entry about him in the July issue. He is now an account executive in the advertising department of Liberty/UA Inc., and says that his free-lancing, in the same general field, is now secondary.

The engagement of Jinna P. MacLaurin to Thomas Rie '70 was announced in May. An August wedding was planned.

George Partlow wrote in June that he was entering Peace Corps training for a project in Jamaica, W. I.

### 1969

On July 19, Anne Barbara Lyons and Thomas H. Farrell '67 were married in Santa Fe. The marriage was performed by the Rev. J. Winfree Smith of the Annapolis faculty.

## In Memoriam

1906—GUY BONNEY, Kinsale, Va., June, 1969.

1918—DR. LLEWELLYN HALL, West Hartford, Conn., June 21, 1969.

1919—DR. THOMAS R. O'ROURK, SR., Baltimore, Md., July 24, 1969.

1933—WILLIAM A. PERCY, Vienna, Md., August 10, 1969.

1962—WILLIAM A. HELLIWELL, New York City, May, 1969.





1968—The interior of Woodward Hall is completely stripped before renovation. (Photo by Stewart Bros. Inc.)

the Santa Fe campus totaled \$42,996, making a grand total of \$1,695,809. Once again members of this Board amply demonstrated their confidence in the new Western college by giving \$426,930. Foundations contributed \$91,520, business corporations \$43,980, parents of students \$4,385, and friends and young alumni \$45,698. It is significant that there were 520 donors this year as compared with 324 last year and 242 in 1966-67. Particular mention should be made of a life income gift of \$67,671 from Mr. and Mrs. Eugene Hayward of Cimarron, New Mexico, and a gift from Mr. and Mrs. Charles Scarlett, of Baltimore, Maryland, for a portrait of the President by Charles W. Thwaites, Santa Fe artist.

In Annapolis there were 840 gifts for current purposes aggregating \$66,111: \$20,610 from alumni, \$1,890 from Board members, \$25,854 from business corporations, including St. John's share of the annual campaign conducted by the Association of Colleges in Maryland, \$8,950 from foundations, \$3,826 from parents and \$4,891 from friends.

The Annapolis endowment was increased by gifts of \$620,296. Approximately half of this amount came in the form of matching grants from Old Dominion Foundation. The most notable single gift was that of \$187,500 from Thomas M. Evans of New York City, a former member of this Board. A total of \$232,851 was received toward the reconstruction of Woodward Hall. This included a grant from the State of Maryland of \$75,000, federal funds of \$132,204, and a helpful further grant from the Trustees of the Hodson Trust of \$25,000.

I am pleased to report four alumni bequests, all of which have been added to the College's endowment through the creation of memorial funds in the names of the individuals: Roscoe E. Grove, of the Class of 1910, \$15,978; Alfred Houston, of the Class of 1906, \$29,287; John H. E. Legg, of the Class of 1921, \$22,289; George Davidson, Jr.,

of the Class of 1916, \$10,000. The residence willed to the College by Henry F. Sturdy, of the Class of 1906, was sold, and the sum of \$28,633 placed in a permanent fund as a memorial to Professor Sturdy.

To the many alumni, Board members and other friends of St. John's College who have contributed so generously of their time and of their substance over this past year, I should like to convey the College's deepest gratitude. I know that the members of the Faculty and the staff on both campuses would endorse these sentiments. I am confident that even a substantial number of St. John's students realize and appreciate what friends and supporters of this College are doing on its behalf. We all move into this third decade with confidence and hope.

RICHARD D. WEIGLE  
President

Annapolis, Maryland  
September 17, 1969



## TWENTY YEARS IN RETROSPECT

### ST. JOHN'S COLLEGE 1949-1969

The table on the following two pages contains the highlights of the twenty years of the presidency of Richard D. Weigle. Categories listed are: major developments, the academic program, tutors and students, developing resources, and the public and the college.

The concluding pages of the September issue are devoted to the financial reports for the fiscal year 1968-1969. (Eds.)



## The College

			Major Developments	The Academic Program
1949-1950	Enrollment—	196	Richard Weigle elected President.	Jacob Klein appointed Dean. Written enabling exams moved back to June from fall of senior year.
	Faculty —	27	First College Polity adopted by Board of Visitors and Governors.	
	Budget —	\$461,956		
1950-1951	Enrollment—	173	Board votes to admit women students in September, 1951.	Music tutorial inaugurated for freshmen under Victor Zuckerkandl's direction.
	Faculty —	25		
	Budget —	\$455,612		
1951-1952	Enrollment—	151		Individual lab projects initiated in senior year.
	Faculty —	17		
	Budget —	\$413,804		
1952-1953	Enrollment—	133	St. John's accredited by Middle States Association of Colleges and Secondary Schools. Fire damages McDowell Hall (November).	Self-study undertaken on grant from the Fund for the Advancement of Education. Sophomore language tutorial to emphasize English and Greek.
	Faculty —	19		
	Budget —	\$478,789		
1953-1954	Enrollment—	125		Teaching internship program begun with six appointees. Enabling exams moved to end of sophomore year.
	Faculty —	25		
	Budget —	\$555,170		
1954-1955	Enrollment—	139	First six women graduate. Initial quinquennial review of College Polity completed.	Self-study published (April).
	Faculty —	26		
	Budget —	\$504,080		
1955-1956	Enrollment—	166		Faculty study group instituted. First theme "Classical Logic and Modern Logic."
	Faculty —	24		
	Budget —	\$531,628		
1956-1957	Enrollment—	179	Board creates Visiting Committee to establish closer relationship with Faculty.	Internship program ends. Calendar reverts to semester plan. Algebra dropped; test for freshmen substituted.
	Faculty —	28		
	Budget —	\$622,430		
1957-1958	Enrollment—	212		
	Faculty —	29		
	Budget —	\$679,679		
1958-1959	Enrollment—	225	President Eisenhower speaks at dedication of Francis Scott Key Memorial (Class of 1796) and Mellon Hall (May); Paul Mellon and Mark Van Doren made Honorary Fellows.	Curtis Wilson becomes Dean. Special events: Founders' Weekend; Kirkpatrick concerts; Monteverdi's <i>Orfeo</i> ; and lectures on "The Scientist as Philosopher" and "Man and His World."
	Faculty —	32		
	Budget —	\$785,421		



*Tutors and Students*

T.I.A.A. faculty retirement and collective life insurance programs adopted.

Barbara Leonard appointed Assistant Dean for Women. Faculty opposes Ober Bill, requiring loyalty oaths.

First tenure appointments made under College Polity. Twenty-four women enroll in Class of 1955.

*St. John's Story*, color-sound movie filmed during fall. Nadir in enrollment—125.

Faculty advisers instituted for freshmen. New faculty salary scale adopted.

James Tolbert becomes Director of Admissions. College joins College Scholarship Service. Valk Tutorship established.

Freshman Class of 107 largest since 1934. Faculty scale adopted with \$12,000 maximum.

System of 12-year tenure appointments begun. College joins College Entrance Examination Board.

*Developing Resources*

Gift announced of \$300,000 from Old Dominion Foundation for a new heating plant.

Old Dominion offers to match up to \$250,000 for plant and \$1,000,000 for endowment.

Heating plant dedicated at fall Homecoming. Randall Hall remodeled to house women.

\$300,000 Old Dominion grant liquidates all indebtedness. Brice House sold. Association of Independent Colleges in Maryland formed for cooperative fund-raising.

New women's dormitory completed; named for Levin Hicks Campbell, Class of 1793. Campus master plan adopted. Endowment reaches \$1,000,000.

Carroll-Barrister House (c. 1721) moved on campus from Main Street. 212 Norwood Road purchased for President's Residence.

Work begun on auditorium and laboratory building; financed by \$750,000 from State and \$1,250,000 from Old Dominion. 9 St. John's Street purchased for dormitory.

Third Century Fund campaign planned for \$6,600,000 in two-year period, 1958-1960.

Bequest of \$1,787,120 from Addison Mullikin, Class of 1895. Humphreys Hall restored as dorm. State deeds former railroad land to College.

*The Public and the College*

Publication of *about St. John's* begun.

Weigle appointed to Board of Education of Anne Arundel County.

Historic Annapolis, Inc. founded in meeting in the Great Hall.

First St. John's Seminar-in-Europe conducted.

College contracts with U. S. Foreign Operations Administration to orient foreign nationals from labor and other fields.

Weigle made chairman of Commission on Liberal Education of Association of American Colleges.

Weigle travels to India for U. S. State Department lecture tour.

Weigle elected President of Board of Education of Anne Arundel County.

*Portrait of a Faculty* and *The Student Body* published.

Country Day School Headmasters Association meets on campus.



## The College

		Major Developments	The Academic Program
1959-1960			
	Enrollment—	257	New laboratory revision begun. Faculty visit Reed College on Hazen Foundation grant.
	Faculty —	33	
	Budget —	\$914,331	
1960-1961			
	Enrollment—	280	Second year of French substituted for German. Analytical geometry introduced in sophomore year and calculus moved to junior year. Reed professors visit St. John's.
	Faculty —	36	
	Budget —	\$1,030,830	
1961-1962			
	Enrollment—	293	Master plan for Santa Fe campus adopted by Board. \$1,467,362 raised in first year. Land given in Carmel Highlands for possible third campus.
	Faculty —	40	
	Budget —	\$1,051,243	
1962-1963			
	Enrollment—	313	John Kieffer appointed Dean of the College. Preceptorials introduced for juniors and seniors.
	Faculty —	43	
	Budget —	\$1,139,874	
1963-1964			
	Enrollment—	319	Clarence Kramer named Santa Fe Dean. Music tutorial shifted to sophomore year; biology concentrated in sophomore year; measurement and chemistry for freshmen.
	Faculty —	50	
	Budget —	\$1,248,387	
1964-1965			
	Enrollments—	321 - 84	Third quinquennial Polity Review creates single Instruction Committee meeting annually on alternate campuses.
	Faculty —	46 - 11	
	Budgets A—	\$1,227,613	
	SF—	491,101	
1965-1966			
	Enrollments—	341 - 148	Planning undertaken for summer Graduate Institute in Liberal Education at Santa Fe; Robert Goldwin named Director.
	Faculty —	45 - 18	
	Budgets A—	\$1,377,856	
	SF—	834,959	
1966-1967			
	Enrollments—	333 - 168	Written enabling exams for sophomores abandoned. Eight-week Graduate Institute begins with 33 students (June).
	Faculty —	46 - 27	
	Budgets A—	\$1,338,727	
	SF—	1,172,113	
1967-1968			
	Enrollments—	316 - 170	February class of 19 freshmen admitted at Annapolis; summer semester followed in Santa Fe. Three-year, one summer transfer program to be tried provisionally.
	Faculty —	46 - 28	
	Budgets A—	\$1,482,816	
	SF—	1,199,269	
1968-1969			
	Enrollments—	323 - 240	William Darkey appointed Dean at Santa Fe. John Kieffer retires as Dean in Annapolis; Robert Goldwin appointed to succeed him.
	Faculty —	40 - 32	
	Budgets A—	\$1,507,491	
	SF—	1,422,937	
		North Central Association of Colleges and Secondary Schools accredits Santa Fe campus for B.A. and M.A. degrees. Mrs. Walter Driscoll first woman and first westerner to chair Board.	



### *Tutors and Students*

Addison Mullikin Tutorships established; first appointments made.

Five extra tutors appointed to gain experience in anticipation of need for faculty at Santa Fe.

Admissions applications jump to 420, an increase of 60% over previous years.

Twelve-year tenure appointments abandoned; full tenure appointments restored.

New faculty salary scale instituted with \$17,000 maximum. Santa Fe admissions doubled; Southwest Scholars Program instituted.

First 11 M.A.'s in Graduate Institute awarded.

### *Developing Resources*

Third Century Fund campaign ends with \$4,698,000 raised. Book Store opens in Humphreys Hall. McDowell Hall renovated.

Endowment reaches \$6,000,000. Santa Fe citizens donate 260 acres as site for new campus.

Master plan for Annapolis campus commissioned. Boat house rebuilt after fire (October).

Chase-Stone House rebuilt at cost of \$250,000. Architects retained to plan Woodward Hall renovation and addition.

Planning begun for Decade of Development, fund-raising program for both campuses totaling \$16,500,000.

Carnegie Corporation of New York grants \$161,000 for Graduate Institute. Tennis courts built at Santa Fe. Western Consolidation Campaign begun.

Santa Fe Dormitory complex for 126 women and Health Center completed at \$920,000 cost. Overlook and terrace behind McDowell Hall constructed.

The Arthur Vining Davis Foundations make grant of \$200,000 to Santa Fe campus. Laboratory building named for Thomas M. Evans.

Renovation and enlargement of Woodward Hall completed at cost of \$600,000. Endowment reaches \$9,000,000. Board members pledge \$2,400,000 in Western Consolidation Campaign.

### *The Public and the College*

St. John's International Labor Center closes after orienting 6,200 foreign visitors from 72 nations.

25th Anniversary of St. John's Program marked by publication of *Portrait of Graduates*.

David Boroff's article appears in *Saturday Review* (March).

New contract with U. S. Labor Department to run Center for one year.

Summer Peace Corps training program for India conducted at Annapolis. Faculty colloquium held at St. Mary's College of California.

Peace Corps training program held for Philippines (Annapolis) and Latin America (Santa Fe).

Weigle elected chairman of Association of American Colleges, Vice Chairman of Independent College Funds of America.

Governor appoints Weigle Chairman, Maryland Commission on the Capital City.

Country Day School Headmasters Association meets on Santa Fe campus. Publication of *The College* begun.



ST. JOHN'S  
Annapolis,  
BALANCE SHEET,

ASSETS

CURRENT FUNDS

Unrestricted

Cash .....	\$ 142,564
Accounts Receivable .....	4,173
Due from Other Funds .....	12,745
Sundry Receivables .....	4,383
Inventory—Bookstore .....	23,454
Prepaid Expenses .....	3,519
Total .....	<u>\$ 190,838</u>

Restricted

Cash .....	\$ 77,489
Loans Receivable .....	111,855
Investments .....	14,119
Total .....	<u>\$ 203,463</u>
Total Current Funds .....	<u>\$ 394,301</u>

ENDOWMENT FUNDS

Cash .....	\$ 47,217
Accounts and Notes Receivable .....	1,799,086
Matching Funds and Pledges Receivable .....	38,175
Investments at Cost .....	7,341,620
Accrued Income .....	7,041
Total Endowment Funds .....	<u>\$ 9,233,139</u>

PLANT FUNDS

Cash .....	\$ 63,246
Land and Campus Development .....	367,182
Building and Improvements .....	5,047,146
Equipment .....	394,221
U.S. Government Grant Receivable .....	29,221
Due from Other Funds .....	5,000
Total Plant Funds .....	<u>\$ 5,906,016</u>
Total Funds .....	<u>\$15,533,456</u>



## COLLEGE

Maryland

June 30, 1969

## LIABILITIES AND CAPITAL

## CURRENT FUNDS

## Unrestricted

Notes Payable .....	\$ 100,000
Accounts Payable .....	12,995
Due to Other Funds .....	5,000
Student Advance Deposits .....	47,543
	<u>165,538</u>
Reserve for Current Operation .....	25,300
Total .....	\$ 190,838

## Restricted

Advanced from U. S. Government .....	\$ 99,574
	<u>99,574</u>
Fund Balance .....	103,889
Total .....	\$ 203,463
Total Current Funds .....	<u>\$ 394,301</u>

## ENDOWMENT FUNDS

## Principal—Income Expendable

Unrestricted Endowments .....	\$ 6,859,915
Restricted Endowments .....	926,763
Reservation of Profits—Sale of Securities .....	1,431,143
Unexpended Income .....	3,073
Due to Other Funds .....	12,245
Total Endowment Funds .....	<u>\$ 9,233,319</u>

## PLANT FUNDS

Accounts Payable .....	\$ 24,517
Funds Available for Plant Expansion .....	72,950
Investment in Plant .....	5,808,549
Total Plant Funds .....	<u>\$ 5,906,016</u>
Total Funds .....	<u>\$15,533,456</u>



ST. JOHN'S

Santa Fe,

BALANCE SHEET,

# ASSETS

## CURRENT FUNDS

### General Current

Cash .....	\$ 49,498
Investments .....	7,450
Notes and Accounts Receivable, Less Reserve of \$952 .....	19,688
Deferred Expenditures .....	29,056
Due from Other Funds .....	21,525
Other Assets .....	13,080
Total .....	<u>\$ 140,387</u>

### Restricted Current

Cash—Restricted .....	\$ 69,430
Cash—Loan Funds .....	1,844
Investments—Restricted .....	4,300
Notes Receivable—Loan Funds (Students) .....	127,149
United Student Aid Fund Deposit .....	1,000
Total .....	<u>\$ 203,723</u>
Total Current Funds .....	<u><u>\$ 344,110</u></u>

## ENDOWMENT FUNDS

Cash .....	\$ 43,737
Investments .....	6,083
Total Endowment Funds .....	<u><u>\$ 49,820</u></u>

## PLANT FUNDS

Cash .....	\$ 6,293
Retirement of Indebtedness Funds .....	63,041
Land and Land Improvements .....	284,665
Buildings .....	4,766,130
Library Books .....	76,938
Other—Land and Buildings .....	90,623
Equipment and Furnishings .....	387,397
Total Plant Funds .....	<u>\$5,675,087</u>
Total .....	<u>\$6,069,017</u>
Less: Inter-Fund Cancellations .....	21,525
Total Funds .....	<u><u>\$6,047,492</u></u>



September 1969

COLLEGE

New Mexico

June 30, 1969

LIABILITIES AND CAPITAL

CURRENT FUNDS

General Current

Notes Payable .....	\$ 200,000
Accounts Payable and Accrued Expenditures .....	44,013
Deferred Income .....	66,665
Actuarial Annuity Obligation .....	21,817
Total .....	<u>\$ 332,495</u>
Cumulative Fund Deficit 1963-69 .....	(192,108)
Total .....	<u>\$ 140,387</u>

Restricted Current

Fund Balances .....	\$ 189,652
Due to Other Funds .....	14,071
Total .....	<u>\$ 203,723</u>
Total Current Funds .....	<u><u>\$ 344,110</u></u>

ENDOWMENT FUNDS

Total Endowment Funds .....	<u><u>\$ 43,737</u></u>
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PLANT FUNDS

Unexpended .....	\$ 6,293
Retirement of Indebtedness Funds	
Fund Balances .....	62,588
Due to Other Funds .....	453
Invested in Plant	
Dormitory Bonds of 1964 .....	864,000
Dormitory Bonds of 1966 .....	885,000
Actuarial Annuity Obligations .....	191,064
Due to Other Funds .....	7,000
From Contributions and Current Funds .....	2,197,689
Notes Payable .....	1,461,000
Total Plant Funds .....	<u>\$5,675,087</u>
Total .....	<u>\$6,069,017</u>
Less: Inter-Fund Cancellations .....	21,525
Total Funds .....	<u><u>\$6,047,492</u></u>



ST. JOHN'S COLLEGE

Annapolis, Maryland

CONDENSED STATEMENT OF REVENUE AND EXPENDITURES

Fiscal Year Ended June 30, 1969

REVENUE

Education and General

Tuition Fees .....	\$ 592,061
Adult Education .....	598
Endowment .....	415,299
Miscellaneous .....	9,574
Total .....	<u>\$1,017,532</u>

Auxiliary Enterprises

Dining Hall .....	\$ 142,343
Dormitories .....	131,211
Bookstore .....	33,764
Coffee Shop .....	812
Total .....	<u>\$ 308,130</u>

Other Non-Educational Revenue .....

	\$ 134,982
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Gifts and Grants .....

	\$ 62,343
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Total Revenue .....

	<u>\$1,522,987</u>
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EXPENDITURES

Education and General

Administration .....	\$ 151,371
General .....	133,378
Instruction .....	560,717
Student Activities .....	12,526
Adult Education .....	560
Plant Operation and Maintenance .....	257,615
Total .....	<u>\$1,116,167</u>

Auxiliary Enterprises

Bookstore .....	\$ 39,456
Dining Hall .....	134,412
Total .....	<u>\$ 173,868</u>

Other Non-Educational Expenditures

Scholarships and Grants in Aid .....	\$ 201,110
Others .....	16,346
Total .....	<u>\$ 217,456</u>
Total Expenditures .....	<u>\$1,507,491</u>

Revenue in Excess of Expenditures .....

	\$ 15,496
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Transfer of Funds for Library Renovation .....

	\$ 5,000
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Funds Available for Future Operations .....

	<u>\$ 10,496</u>
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## ST. JOHN'S COLLEGE

Santa Fe, New Mexico

## CONDENSED STATEMENT OF INCOME AND EXPENDITURES

Fiscal Year Ended June 30, 1969

## INCOME

## Educational and General

Tuition .....	\$ 465,527
Endowment Income .....	365
Miscellaneous .....	4,134
Total .....	<u>\$ 470,026</u>

## Auxiliary Enterprises

Dining Hall .....	\$ 119,835
Dormitories .....	111,469
Bookstore .....	20,253
Total .....	<u>\$ 251,557</u>

Other Non-Educational Income .....	\$ 12,994
Gifts and Grants .....	\$ 687,334
Organized Activity Relating to Instructional Departments .....	\$ 13,858
Total Current Income .....	<u><u>\$1,435,769</u></u>

## EXPENDITURES

## Educational and General

Administrative and General .....	\$ 270,988
Instruction .....	504,462
Student Activities .....	12,951
Operation and Maintenance .....	127,818
Total .....	<u>\$ 916,219</u>

## Auxiliary Enterprises

Dining Hall .....	\$ 90,078
Dormitories, including \$58,855 debt service .....	109,108
Bookstore .....	19,235
Total .....	<u>\$ 218,421</u>

## Other Non-Educational

Student Aid .....	\$ 157,472
Interest .....	70,671
Annuity Payments .....	9,184
Organized Related Activities .....	18,631
Miscellaneous .....	924
Total .....	<u>\$ 256,882</u>

Total Expenditures .....	<u><u>\$1,391,522</u></u>
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## Appropriations

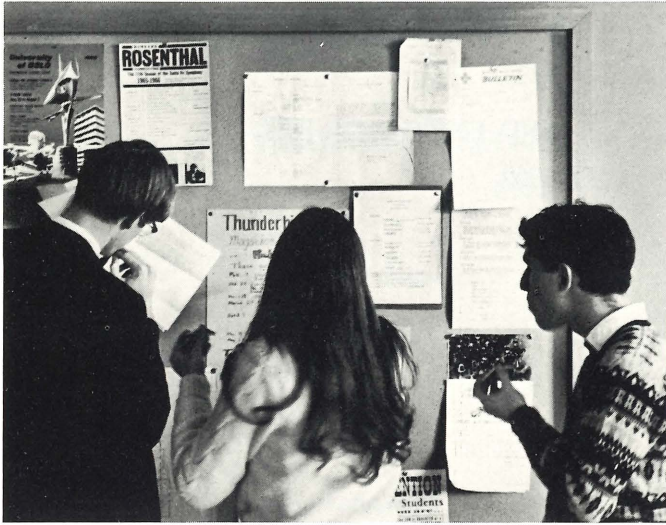
For National Defense Student Loans .....	\$ 1,560
For Capital Outlay .....	35,986
Total Appropriations .....	<u>\$ 37,546</u>

Total Expenditures and Appropriations .....	<u><u>\$1,429,068</u></u>
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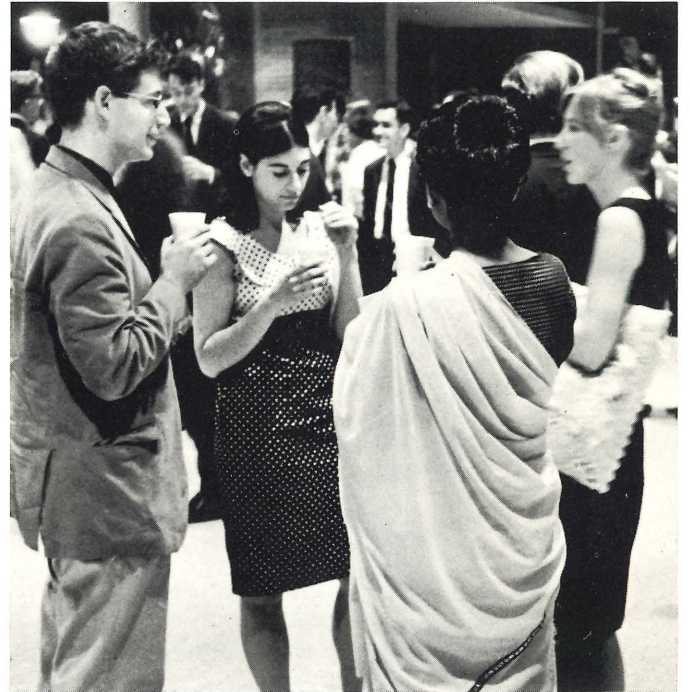
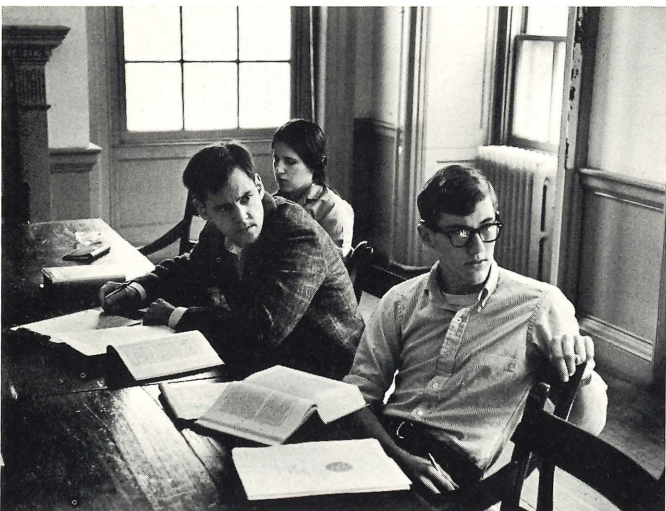
Excess of Income over Expenditures and Appropriations .....	<u><u>\$ 6,701</u></u>
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## The College

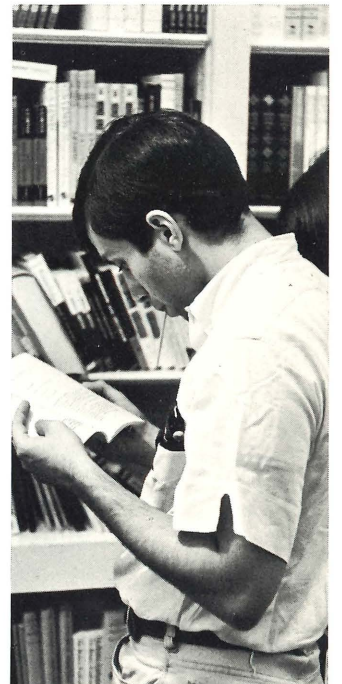


### SCENES AT



## THE COLLEGE

Photos by M. E. Warren





## GIFTS AND BEQUESTS

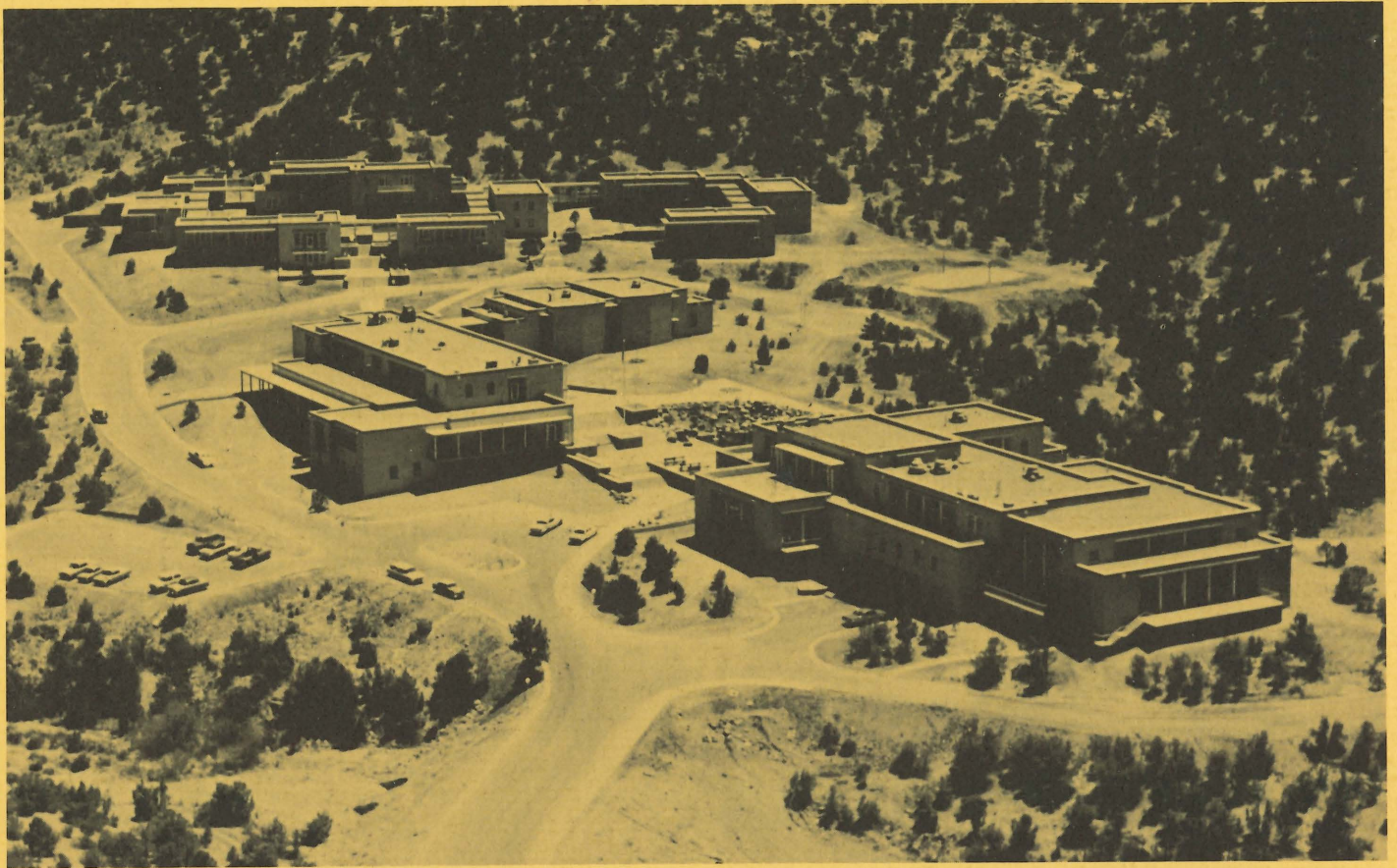
St. John's College is a non-sectarian, independent liberal arts college deriving its income from student fees, from a limited appropriation by the Maryland General Assembly, and the gifts of its friends and alumni and from permanent endowment funds. The College's permanent endowment now exceeds \$7,000,000, but increasing educational costs will require future additions to these funds.

The College invites gifts and bequests to its current budget, to its building program, and to its permanent endowment funds. Inquiries may be addressed to the President or the Treasurer. Bequests may be made in a form similar to the following:

"I hereby give and bequeath to St. John's College  
in Annapolis, Maryland  
or  
in Santa Fe, New Mexico  
the sum of ..... dollars."

The College would prefer gifts and bequests to be applied in the discretion of the College, but gifts and bequests may be made for specially stated purposes.





Santa Fe: A dream is now a five-year-old reality.

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The College  
St. John's College  
Annapolis, Maryland 21404

Second-class postage paid at  
Annapolis, Maryland, and at  
additional mailing offices.