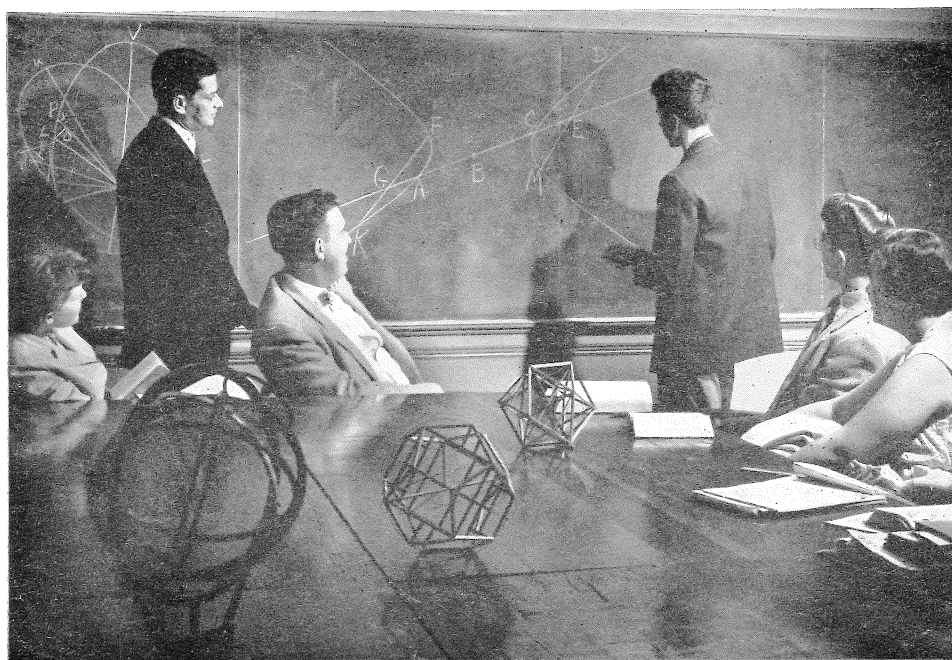


VOLUME VII

No. 1

Bulletin of
ST. JOHN'S COLLEGE
IN ANNAPOLIS



Mathematics Tutorial

ANNAPOLIS, MARYLAND

JANUARY, 1955

Founded as King William's School, 1696. Chartered as St. John's College, 1785



This is the first issue of the new volume of the Bulletin of St. John's College. The April issue will be devoted to the Report of the College's Self Study conducted under a grant from the Fund for the Advancement of Education, and the July issue will be the College Catalogue for 1955-56. Future issues of the Bulletin will be designed for both the alumni and friends of the College. Material formerly included in the Alumni Bulletin will henceforth be incorporated as an insert in copies of the Bulletin of St. John's College sent to alumni of the College.

Volume VII

JANUARY, 1955

Number 1

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SUBIACO

Remarks by President Weigle at the Fall

Convocation on September 26, 1954

This summer the St. John's Seminar-in-Europe travelled fifty miles west from Rome into the mountain fastnesses of the Appenines to visit Subiaco. Here, high above the gorge of the cascading Anio River, is the monastery founded by St. Benedict in the early part of the sixth century.

Pope Gregory the Great writes that Benedictus was a son of the patrician house of Ancius in Rome. When only fourteen years of age he resolved to renounce the world and live the life of a hermit. His refuge for three years was the cave at Subiaco. Each day he received a loaf of bread from the monk, Romanus, who lowered this meal to him on the end of a cord. Temptations beset Benedict as memories crowded in upon him in his solitude. Soon, however, he began attracting other men of God who sought his leadership for a nearby monastery at Vico Varo. This experiment failed because of Benedict's extreme austerity, but soon thereafter a group of small monasteries grew up around his grotto retreat at Subiaco and he found himself the abbot or superior of a considerable community of cenobites.

Here at Subiaco and later at Monte Cassino, Benedict founded the order and the rule that were to bear his name. From the beginning the Benedictines had a reputation for concerning themselves with education. Many Roman parents entrusted their children to the monks in the hope that they would grow up in the service of God. Once in the monastery, all marks of rank or wealth were erased. All shared equally in the life and discipline of the community.

As we walked through the cloisters and library of the convents of St. Benedict and St. Scholastica at Subiaco, where Western monasticism was born, I was impressed by a sense of community which seemed to animate the monks. It

occurred to me that this religious community bore many similarities to the community of learning which is St. John's College. This is the thought I should like to pursue with you this afternoon.

At the outset let me assure all wondering neophytes of the Class of 1958 that they should have no illusions about St. John's being a monastery. True, you may discover an occasional fellow student whose coarse homespun may seem to border on the ascetic. You may find other individualists who seek vainly to emulate the burgeoning facial adornment of the razorless hermit. On the other hand, the abundance of food upon the Randall board, the pleasant companionship of the opposite sex, and the relative absence of common property should convince you that our life here together is hardly a monastic one.

First of all, at Subiaco one was conscious of tradition—in this case the tradition of the Benedictine Order which Benedict founded over thirteen hundred years ago. Men trained in these monasteries have gone out over the centuries, not only as monks and missionaries of the Gospel, but also as doctors, lawyers, teachers, historians, and poets of the Western world. One senses that the monks at Subiaco find strength and inspiration from the tradition in which they stand.

We at St. John's College have similarly a great tradition, one the like of which few other colleges in the United States can boast. St. John's dates back to the days of Colonial Maryland when King William's School was chartered by the Crown in 1696. This, our oldest building, was originally designed as a royal governor's mansion around 1740. In its time it afforded hospitality to Washington and Lafayette. Four signers of the Declaration of Independence were among the original incorporators of the College, and Francis Scott Key was an early graduate and the founder of the St. John's Alumni Association. In truth, graduates of this College have, in the words of the Charter, discharged "the various offices

and duties of life, both civil and religious, with usefulness and reputation."

This is part of the St. John's tradition, but there is another and even more important tradition of which you are the inheritors. It is a tradition which you share with the monks of Subiaco. It is the tradition of Western thought dating back to the Greeks, the Hebrews, and the Romans. As you read some of the greatest books in that tradition throughout your four years at St. John's, you will in some measure capture for yourselves a sense of belonging to this tradition. The going may be rough at times, but I promise you that your lives will be more significant and meaningful for having made the effort.

A second characteristic which impresses a visitor at Subiaco is the singleness of purpose of these monks. Benedict himself sought to reform a monasticism which had been corrupted in the East and gave evidence of decay in the West. It was a time of disruption and invasion in the Empire and of disorder and irregularity in the Church. The Rule which he laid down stressed action or labor and obedience. Benedict considered it only "a little beginning, a modest introduction to Christian perfection." But the sense of mission has continued among the monks to the present day.

We at St. John's are likewise animated by a sense of mission. Ours is an educational mission, whereas Benedict's was religious. But, like Benedict, we are in the forefront of a struggle for reform and restoration of principle. We believe that education in this country has deserted too much the liberal arts which all men should cultivate before they undertake the particular arts or skills of their future callings. We believe that the vast structure of administration, departments, course requirements, and extra-curricular life have obscured the real purposes and functions of our colleges and universities. We believe that the development of the student's intellectual powers is more important than overtaxing his memory with facts, however impressive. We believe that the St. John's Program is peculiarly effective at this task of

training the student's mind, though, like St. Benedict, we would claim it to be "only a beginning." We are all learners together—faculty and students alike. Ours is a singleness of purpose. The very force of our conviction provides almost a missionary zeal as we confront the educational world around us. We believe that we have already contributed, albeit modestly, to reform long overdue.

There is another point of similarity in the separation from the world of the two communities that are St. Benedict's and St. John's. The monks at Subiaco live behind their monastery walls, following the strict regimen of their rule and maintaining relatively little contact with the world outside of their rocky valley. The aim of a monk has always been to withdraw as much as possible from temporal things so that he would not be distracted in his approach to God. Wrote Benedict in the preamble to his rule:

When a man has walked for some time in obedience and faith, his heart will expand, and he will run with the unspeakable sweetness of love in the way of God's commandments. May he grant that, never straying from the instruction of the Master, and persevering in his doctrine in the monastery until death, we may share by patience in the sufferings of Christ, and be worthy to share together his kingdom.

At St. John's College there is by design a measure of insulation of the student from the contemporary world around him. We are not afraid of being called an ivory tower, for the student is here passing through a four-year chrysalis period when his mind is growing and developing and maturing. To confront that mind prematurely with problems of the United Nations or slum housing or gubernatorial politics is to distract it from its fundamental task of learning. Obviously, complete insularity is neither possible nor desirable. Time, however, is short and the four years ahead will never again be duplicated in the leisure which you will have for learning. You are encouraged, therefore, to make optimum use of this period of withdrawal from the world, though I must caution you now your education at St. John's will avail nothing if it

does not impel you after graduation to enter into the affairs of the market place and to take your rightful place among your fellow citizens.

Finally, the visitor to Subiaco receives the impression that every member of the community is working together for the general welfare of the group. Benedict required seven hours of work a day, as compared with two hours of reading. One observes monks sweeping the floors, tending the gardens, repairing the buildings, and performing multifarious duties. The schedule of the day is meticulously delineated with seven services of prayer when the whole community chants together their psalms. The convents at Subiaco are, in a real sense of the word, communities.

St. John's College is a community, not a religious community, but a community of learners. Faculty members and students alike are learners, though the tutors bring to the common effort more highly trained minds, greater experience and maturity, and, I hope, more than a modicum of wisdom. Competition does not characterize our community, for there can be no competition where learning is concerned. Rather, each member of this community, like the Benedictine monks, stands ready to help his or her colleagues toward understanding. We are a little red school house where the teacher and all the pupils have certain responsibilities to those above or below them in the learning process. Learning at St. John's is truly a cooperative enterprise, and that is the way it should be. Moreover, learning at St. John's is the central point of focus for all phases of the life of the community. Together we engage in sports and a wide range of other extracurricular activities. Yet each of these is consciously related to the single purpose of learning which binds all members of the community together.

Members of the Class of 1958, on behalf of your fellow students, aged from sixteen to sixty, I extend a warm welcome to this our community of learning. I bid you Godspeed for the four years which lie ahead. May they become a promising commencement of your education!

CAMPUS DEVELOPMENT

In planning for the future development of the St. John's campus the Board of Visitors and Governors and the Faculty have alike been concerned that the design of new buildings and their configuration on the campus should insofar as possible be adapted to the concepts and needs of the College's liberal arts program. This means, for example, the development of classroom-laboratories which will be equally useful for seminar and tutorial use as well as the sciences, provision for outside and inside areas conducive to conversation and discussion, design of an auditorium to preserve the spirit of the Friday night lectures, yet expandable for larger audiences, planning of a question period room suitable also for intimate music and theater-in-the-round, and finally some plan to provide a degree of separation from the town and at the same time a tying together of the various buildings into the community that is St. John's.

The first problem which confronted the Board was the choice of an architect. To survey the field and make a recommendation, the Chairman of the Board appointed a Campus Development Committee under the chairmanship of Arthur A. Houghton, Jr., of New York City. In embarking upon its task the Committee laid down two principles: that the planning of the campus should be undertaken with the ultimate long-term requirements of the College in mind and that the problem was large and challenging enough to demand the services of an architect of national reputation. An enrollment figure of 300 was accepted for planning purposes, this having been arrived at by separate studies in several periods of the College's history.

Style of Architecture

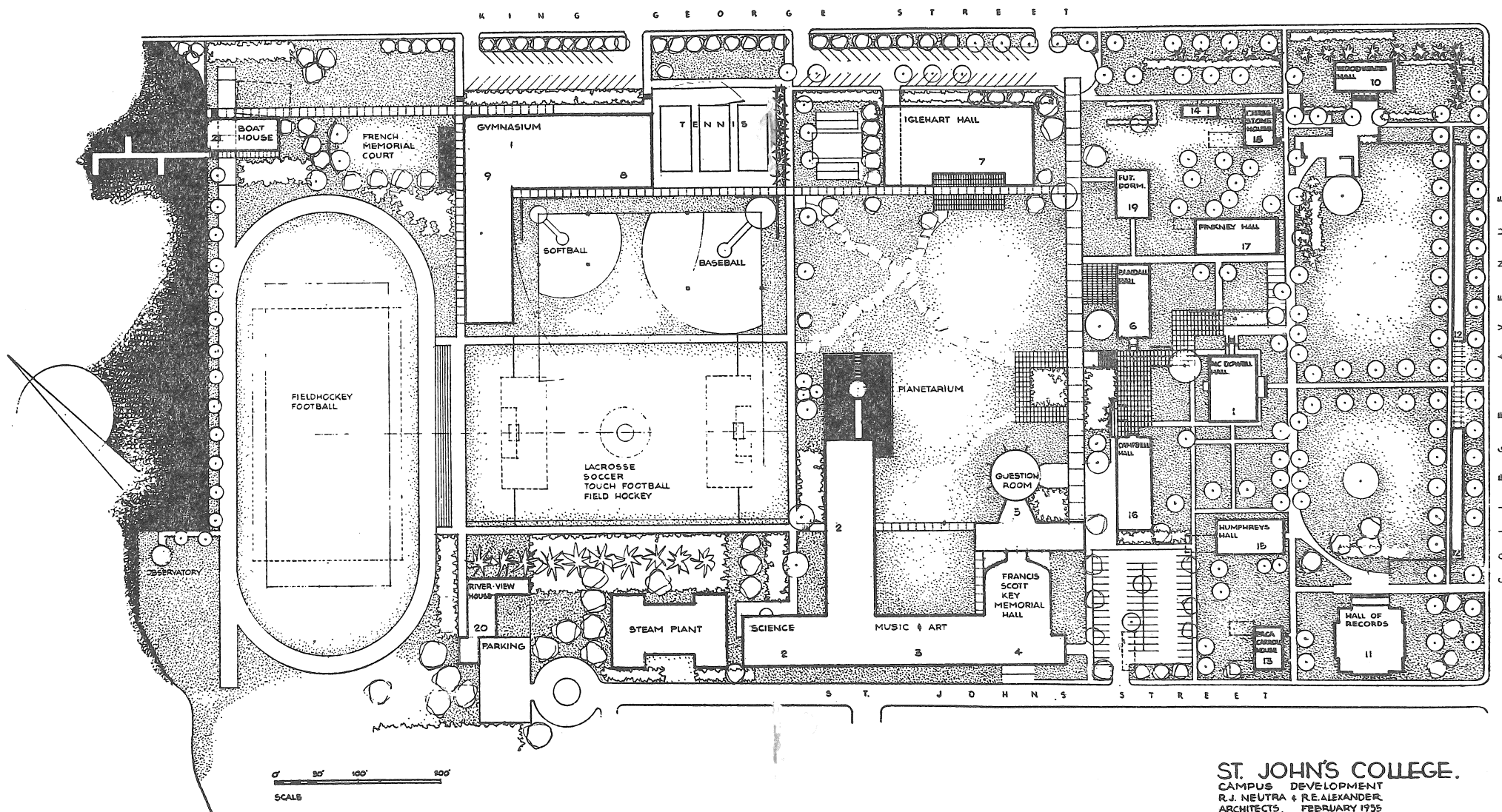
The Campus Development Committee faced an immediate question as to the general architectural style to be employed in any future construction. There was some sentiment favoring the traditional while other members of the Committee

advocated contemporary design, with the single proviso that the building materials of brick and white trim provide the unifying element between old and new. The Committee had in hand preliminary plans and elevations for several new structures ably done in the traditional design by the Office of James R. Edmunds, Jr., of Baltimore, Maryland, architects for the Heating Plant and Shop Building (1951) and Campbell Hall (1955). It therefore determined, for comparative purposes, to commission a contemporary architect to study the campus and to prepare a proposal for its development. The firm of Richard J. Neutra and Robert E. Alexander, of Los Angeles, California, was retained for this purpose. There followed a number of visits and consultations in Annapolis, Baltimore, and New York extending over a nine-month period. The Faculty and the Student Polity each appointed campus development committees to enter into the general discussion of the problem. At its February meeting the Board of Visitors and Governors voted, upon recommendation of the Faculty and of the Campus Development Committee, to retain the firm of Neutra and Alexander and to authorize them to proceed with preliminary drawings of the new laboratory building and auditorium. This decision was based upon a general consensus of opinion that the contemporary style was best adapted to the future building needs of the St. John's Program and that Neutra and Alexander seemed best to understand how these needs and concepts might be translated into reality.

The tentative proposal for campus development, upon which the action of the Board was based, is reproduced in this Bulletin with a view to stimulating comment and suggestion for its further change and refinement. There is no irrevocable commitment on the part of either the Board or the Faculty to any particular feature of this plan.

Quadrangle Concept

One characteristic of the existing campus deprecated by some Faculty members was a feeling of exposure or a lack



ST. JOHN'S COLLEGE.
 CAMPUS DEVELOPMENT
 R.J. NEUTRA & R.E. ALEXANDER
 ARCHITECTS, FEBRUARY 1935

of privacy from the public view. This might not be apparent to a non-resident who looks at the campus from outside. It is felt acutely, however, by many, though not all, of those who spend their lives on the campus. One proposal to counteract this feeling was the erection of low buildings along College Avenue, partially to enclose the front or upper campus.

Previous suggestions that a wall along College Avenue would improve the serenity of the campus had been opposed in part on the theory that any apparent physical separation would tend to separate the College from the town. The view was expressed and generally acknowledged by committee members that town and gown relationships actually depend not on such considerations but rather on the policies and actions of the administration, faculty, and students.

Several proposals as to specific functions to be placed along College Avenue were discussed and discarded as inappropriate in location and bulk. One proposal, however, met with unanimous acclaim. Faculty offices, now conspicuously absent on the campus, might be placed in the forty-foot-wide strip between the two rows of trees along College Avenue. Broad openings at each end and at the center would reveal pleasant vistas from the street, enhanced by their concentration. Between these strategic points a simple ivy-covered brick wall would form the street side of a row of faculty study and counselling rooms, which would open onto the broad expanse of lawn inside. Only twelve feet wide and eight feet high, the bulk of such a simple structure could add a new unobtrusive dimension without competing in any way with existing buildings. The roof would be low, well below the level of the lawn outside McDowell Hall. From within, the disturbing sight of moving traffic would give way to a serene, academic environment, sheltered yet not cut off from the world outside. The architects are confident that this concept can be carried out successfully and convincingly if it is decided upon.

The same motives, coupled with the desire for protection

from the wintry blasts off College Creek, led the Committee to discuss the partial enclosure of the lower campus. Former discussions along this line had met with objections based on a desire to leave the great vista and broad quiet lawn to the north unobstructed. The view was expressed, however, that the Academy steam plant and smoke stack as well as a possible future Academy stadium might be at the end of such a vista. The main objective expressed, however, was the development of a court or quadrangle on the upper part of the back campus in the area between Iglehart Hall and the present tennis courts. It was pointed out that this could be accomplished without obstructing the view of College Creek from the terrace outside McDowell Hall or the view of the Hall from the new access highway into Annapolis.

Several other considerations entered into the development of the proposal submitted for the lower campus. The best locations for the laboratory building, the auditorium, the music and fine art facilities, the gymnasium, and the expanded needs for dining hall and coffee shop were considered simultaneously to arrive at the current proposal.

Auditorium Location

The site formerly proposed for the auditorium on King George Street northwest of Iglehart Hall is a clear, unobstructed setting for such a building. It would adjoin a large automobile parking lot serving both the existing gymnasium and the auditorium. On the other hand, the location appears to the Faculty Campus Development Committee to be too remote considering its daily use for music, and in view of the intrinsic importance to the curriculum of the Friday night lecture and question period. The Committee agreed that it would be desirable to bring it into a more intimate relationship with the academic campus.

A location south of Iglehart Hall was considered, even at the expense of removing Chase-Stone House, if necessary. This space appeared crowded and would be apt to result in a sort of "back door" relationship. Furthermore, it would

not solve another objection to the first site, that of noise and disturbance along Route 50. Traffic has diminished since the opening of the new access road to Annapolis, but King George is still a busy street. The sound of tires on brick paving is quite noticeable.

The suggestion that the auditorium should be planned on the west side of the campus met with unanimous approval. It is proposed that the major parking area remain on the east side, connected to the auditorium by a broad covered shelter, the roof of which would be below the level of the terrace in back of McDowell Hall. This covered walk would also interconnect the laboratory building, the music and art rooms, the women's dormitories, the dining hall, the book store, the coffee shop, and the classrooms in McDowell Hall. Covered connection to McDowell Hall would be effected by an underground passage and a new inside stair from basement to first floor. The stage-house, even though not including a full grid, would be high enough to obstruct a view of the gas tanks to the west. This was not considered an objection. This structure could make a splendid termination for the west end of the lower quadrangle without competing with the central buildings on the upper campus.

Laboratory Building

A decision on the auditorium location suggested the development of the laboratory building as an arm running to the east, partly enclosing and forming the lower quadrangle. Preliminary studies indicate that the requirements for a science building may be met by confining a two-story portion to the western half of the building, obscuring a view of the gas tanks across St. John's Street and of the College heating plant, but not protruding into the quadrangle itself. A one-story wing would not extend beyond the line of the northeast end of Campbell Hall. The south side of this one-story wing is currently conceived as a very low structure, residential in scale, housing the corridor and a series of individual project laboratories and offices. The corridor might then be projected

as an open covered bridge extending to a little planetarium, reflected in a shallow pool of still water. Space for future academic building needs would remain to the northeast of the laboratory building.

Iglehart Hall presented a problem to the Committee. It is not ideally placed for use as a gymnasium, and it hardly seems appropriate in the development of the lower quadrangle. The suggestion that at some future date, perhaps distant, a new gymnasium should be developed near the track and future tennis courts met with enthusiastic response. A covered swimming pool which could be opened to the outdoors and a new boat house were discussed. It was suggested that either the north or west corner of the campus would seem to be a suitable location. The gymnasium, pool and squash and handball courts might be on higher ground adjoining the playing fields, the boat house on the lower level with the track.

Dining Facilities

Iglehart Hall was next examined for other uses. It would appear to be suitable for conversion into a dining hall when the student body increase makes Randall Hall too small. An additional wing to the north may be required to expand kitchen space, but the main room appears to be sufficient in size to accommodate 300 students. Meantime it may have to serve considerable time as a gymnasium and may require temporary remodeling to provide women's locker and shower rooms, and perhaps a few squash courts. Remodeling for dual use as a gymnasium-music hall was discussed, but is fraught with great difficulties, to say the least. Conversion of Iglehart Hall into a dining hall, however, appears feasible and would make the development of a new gymnasium instead of a new dining hall seem reasonable.

The coffee shop, which is the hub of St. John's social life and even an intrinsic, important part of the learning process, can hardly be housed in present quarters when enrollment reaches 300. The use of the Randall Hall dining room was considered, but this high-ceilinged room would not lend itself

to the informality essential to the coffee shop. This room, however, should make a splendid commons, or student lounge containing a small collection of books and periodicals. If further investigation confirms the apparent feasibility, the coffee shop could be developed successfully in the space below, now occupied by the kitchen. This space might also include the mail center and be connected by underground passage with the basement of McDowell Hall which would then become an expanded book store and faculty social center. An inside stair would lead to the seminars in the upper floors of McDowell.

An analysis of space requirements seems to indicate that all tutorials and seminars for a college of 300 could be accommodated in McDowell Hall and the music and laboratory wings of a new building. This might require the eventual use of at least a part of the first floor of McDowell Hall. In that case, administration offices and expanded quarters for the Student Polity, clubs, and publications might eventually take over Woodward Hall when and if the State of Maryland could be persuaded to give the Hall of Records to the College to be its new library building.

Dormitory Requirements

Provision of a new laboratory building would release Humphreys Hall for renovation and restoration to its original function as a dormitory. This would entail almost complete gutting of the building and rebuilding of the interior to provide modern facilities for 50 men. In this connection it has also been suggested that the temporary two-story appendages on the rear of Paca-Carroll and Chase-Stone should be removed. Even without these rooms, residential requirements would be satisfied by existing space. A location for additional dormitory space, if needed, has been suggested to the northeast of Randall Hall or north and west of Iglehart Hall.

As to the balance of the campus, a president's residence has been proposed for the north or west corner of the campus

overlooking College Creek. Should the north location be selected, the garden of the residence might embrace the French memorial above the present boat house. As to athletic fields, a hardball diamond, also usable for softball, and a separate softball diamond are projected near the gymnasium. Games such as lacrosse, soccer, field hockey, or touch football may be played on the extensive field to the southwest, or in the center of the track where a football field is indicated. Tennis courts are shown near the gymnasium and other court games near the dining hall, for relaxation after lunch. Much further study must be undertaken on the athletic facilities before the final building requirements can be determined.

The College recognizes that it is setting for itself an ambitious program which may require years for completion. The Board of Visitors and Governors and the Faculty are desirous of the fullest discussion of the entire architectural problem before detailed plans for any specific building are undertaken. To this end alumni and friends of the College are invited to examine the plans and submit comments. Of first priority in point of construction will be the laboratory building, toward which the General Assembly of the State of Maryland has voted to make available a quarter of a million dollars, providing a matching sum is raised by the College prior to January 1, 1956.

GIFTS AND BEQUESTS

St. John's College is a non-sectarian, independent liberal arts college deriving its income from students' fees, from a limited appropriation by the Maryland General Assembly, and from the gifts of its friends and alumni. The type of education for which St. John's stands is expensive and it is impossible to establish student fees commensurate with the overall cost. The gap between income and expenses exceeds \$150,000, which the College is in process of providing for through a substantial permanent endowment.

All planning for the future has been based upon the conviction that the College enrollment should not exceed 300 students. To provide an adequate physical plant for this student body, new buildings will be required as well as renovations to existing structures.

The College invites gifts and bequests to its current budget, its building program, and 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 the Visitors and Governors of St. John's College in the State of Maryland, an educational corporation existing by Charter of the General Assembly of the State of Maryland and situated in Annapolis, Anne Arundel County, in said State, the sum of dollars."

If bequests are made for specific purposes, such can be fully stated. Attention is invited to the fact that Federal and State income tax deductions resulting from such gifts may mean a cost to the donor of only a fraction of the value of the gift to the College.

