

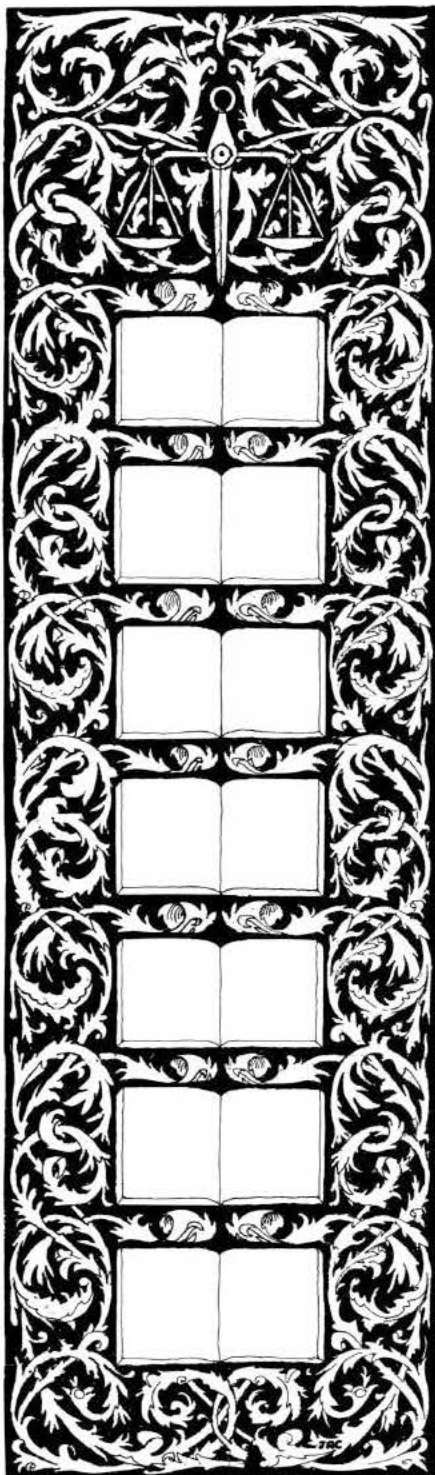
THE COLLEGE

FILE

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In the October Issue

Cover: President Stringfellow Barr and Dean Scott Buchanan on the steps of McDowell Hall. Photo (c. 1940), courtesy of Mr. Winfree Smith.

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The New Program at St. John's College

by Scott Buchanan

The prospectus of the New Program reprinted here is the earliest version to be publicly circulated. Written in July of 1937, it was inserted in the current Bulletins that were mailed out pending the issuance of a new catalog.

The Aims of Liberal Education

Two or three generations ago, when the aims of liberal education were still adequately implemented in curricula which had the sanction of both learned and popular opinion, it would have been unnecessary to discuss the aims in a college catalogue. Statements concerning aims would have appeared, and did appear, in the original charter of the college.

Whereas, Institutions for the liberal education of youth in the principles of virtue, knowledge and useful literature are of the highest benefit to society, in order to train up and perpetuate, a succession of able and honest men for discharging the various offices and duties of life, both civil and religious, with usefulness and reputation, and such institutions of learning have accordingly been promoted and encouraged by the wisest and best best regulated States: Be it enacted, etc.

This is the elegant style and certain manner of founders of St. John's College in 1784, as it was for the founders of King William's School in 1696. They could be thus brief and concise, and their words stood safe and secure in the steady faith they and their readers had in the nature of things and of man.

We begin with a looser style and an uncertain manner, and it takes many more words to come to the point. In order to state our purpose we start with words from a writer, a scientific writer, of the nineteenth century: Education is the adaptation of the human animal to his environment. We note the play of the child and the restless activity of the adolescent in order to discern the thread that we wish to follow on to the end. Somewhere along this thread we must pass from the merely physical aspects of the environment to the living aspects, and finally to those things that minister to intellect and spirit. In the process of

adaptation play and activity must make their contribution to work and thought. Human animals must feed themselves, sense the world they live in, and move about; in these things they are like other animals. But they must also imagine, speculate, and practice the arts. These involve man the rational animal.

We in this country have of necessity been concerned chiefly with our competence and adaptation in the useful arts, and in this we do not necessarily go astray. It is by taking the useful arts seriously that we discover the liberal arts. In the pursuit of our vital ends we find that imagination, scientific reason, speculation, and observation play an indispensable part, but we also increasingly realize these are special activities with special ends that must be pursued for their own sakes if our more immediate ends are to be gained. There must be appreciation, understanding, and knowledge of the truth even for the sake of our everyday needs. Recent crucial events make it unnecessary to argue this point.

The arts of appreciating, understanding, and knowing the truth are the liberal arts, and they set their own ends. They are the arts of the freeman who sets his own immediate ends in the light of the more general good. It is only by the practice of the liberal arts that the human animal becomes a free man. It is only by discipline in these arts that spiritual, moral, and civil liberties can be achieved and preserved. It is in such obvious propositions as these that the founding fathers of 1784 and 1789 gave reasons for the institutions that they set up. It is embarrassing to admit that they are not always familiar and obvious to us.

It will be an important part of the instruction at St. John's College to keep this part of our past alive in the minds of the students, but it is even more important that we implement the ends which the propositions celebrate and seek the virtues which they dic-

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tate. Ultimately the ends of liberal education are the intellectual virtues, the development of the capacities from which they come, and the integration of the characters to which they contribute.

Tradition

The most powerful controlling factor in any human environment is tradition, and any system of education that tries to ignore or escape the tradition within which it operates is bound to fail and destroy itself. The latent dangers in traditions become actual only when they are ignored and evaded. Conscious suppression or artificial construction of traditions leads only to cultural monstrosity. Eternal vigilance within a tradition is the price of liberty.

But there are many traditions: local traditions, family traditions, even personal day-to-day traditions; professional traditions, scientific and literary traditions, political traditions like monarchy and democracy. These provide the mediums in which the individual lives and moves, moral supports for his purposes, and ways for his imagination and thought to travel. Fallen into decay and disrepute tradition reaches out a dead hand and stops the individual in his tracks. Traditions live in individual minds and spirits; individuals find their vital fulfillments in living traditions.

It is the purpose of the new program at St. John's College to recover the great liberal tradition of Europe and America, which for a period of two thousand years has kept watch over and guided all the other Occidental traditions. All liberal colleges ought to be devoted servants of this great tradition, and this is the secret of their tenacious attempts to discharge their functions against many odds.

The tangible and eminently available embodiments and tools of this great tradition are the classics and the liberal arts.

The Classics

For a long period of European history the ancient languages and mathematics provided the educational mediums of this tradition. They were called the classics. In the last generation it has been known that they were no longer effective carriers. Our educational system has responded by dropping them. But we have not been successful in finding the proper substitutes, tangible, available, movable objects whose obvious properties will enable teachers to move, lead, and discipline students in the liberal arts. Failure at this point is fundamental failure, and compensations in other directions no matter how good in themselves, no matter how various and interesting they may prove to be to the mass of students, are unfaithful to the imperative need of genuine liberal education.

The first step in correction and recovery is admission of failure, and the second step must be research in the literal sense of retracing the steps in the tradition back to the point where the thread was

lost. We, the members of the present administration and staff of St. John's College, have been engaged in this research for the last decade. By following the traces we have found the steps in the great books of the European intellectual tradition. They not only throw light on what has happened to the liberal heritage, but they are themselves the mediums in which it can be revived and carried on in the liberal college. In short the great books of European thought are the classics, and in this sense liberal education should still be classical.

It may be well in this place to state the criteria of a classic, the standards by which a given book can be judged to be or not to be a classic. To begin with the apparently trivial, a great book is one that has been read by the largest number of persons. To followers of the publishers' announcements of best sellers this criterion may seem unworthy. Over the entire period of European history, Plato, Euclid, the Bible, and Shakespeare are the best examples; barring historical accidents such as the burning of the library at Alexandria, the judgment stands. The second criterion is also apparently numerical: a great book has the largest number of possible interpretations. This does not mean that the book must be confusingly ambiguous; it rather refers to the inexhaustibility of its significance, each interpretation possessing a clarity and force that will allow other interpretations to stand by its side without confusion. Dante's *Divine Comedy* and Newton's *Principia* are the telling examples under this standard. The third criterion is more important and harder to determine: a great book should raise the persistent unanswerable questions about the great themes in European thought. Questions concerning number and measurement, matter and form, ultimate substance, tragedy, and God open up mysteries for the human mind. These questions are met and evaded regularly by self styled practical men. Faced and explored they induce, balance, and maintain the intellectual virtues, and on their constant cultivation hang the issues of orthodoxy, heresy, and freedom which are always with us. The fourth criterion is that a great book must be a work of fine art; it must have an immediate intelligibility and style which will excite and discipline the ordinary mind by its form alone. Fifthly, a great book must be a masterpiece of the liberal arts. Its author must be a master of the arts of thought and imagination whose work has been faithful to the ends of these arts, the understanding and exposition of the truth. These five are the tests which a book must pass if it is to belong to any contemporary list of the classics.

But such a list makes a chronological series with an order that imposes additional powers on each book. Each book was written after and in the light of previous books; each book was written before other books which it has influenced. Each master has stood on the shoulders of another master and has had later

masters as his students. These influences, which are historically vague in some cases, are impressive in the books themselves. Each is something more than itself in its organic place in the series, and this has many implications. One cannot internally understand a given book until he has read its predecessors and also its successors. It turns out that the best commentary on a great book is another great book. Books now unintelligible to both professor and student become approachable and conquerable if the proper path through other books is followed. Finally the educative value and power of any given book increases at a very high ratio as other books are read. This is an overwhelming answer to inevitable doubts whether the modern college student has capacities equal to the task of reading which the St. John's program sets. It is also internal evidence from the books themselves that they are the best instruments of education. Second-rate textbooks in special subject-matters do not belong to the classics; they are the best examples we can find of books that are detached from the tradition and therefore doomed to early death.

Several models and a great deal of teaching and reading have gone into the compilation of the list.

There is the experience with the American Expeditionary Force University at Baune at the end of the War, there is the experience with honors courses at Columbia University during the twenties, there is the experience with adult reading courses in connection with the People's Institute and the New York Public Libraries, there is the experience with undergraduates, graduates, and high school students at the University of Chicago, there is the experience with Litterae Humaniores at Oxford, there is experience in the Benedictine monasteries from the sixth century on. But the best model that we have is the Bible, a series of books so selected and ordered that they have become the Scriptures of the whole race. This is the most read book in our list, and its inspiration has spread backward and forward through all the classics.

It should be added that any limited list of the classics must always remain open to revision. There is no better way of revising it than its continuous use in teaching in a college. The "best hundred books" is a variable for collecting the values that satisfy its criteria. That is the minimum way of describing the scholarly task that is laid on the teaching faculty.

A LIST OF GREAT BOOKS IN CHRONOLOGICAL ORDER

- | | | |
|--------------------------------------------------------------|-----------------------------------------------------|----------------------------------------------------------------|
| Homer: <i>Iliad and Odyssey</i> | Chaucer: <i>Canterbury Tales</i> | Hegel: <i>Science of Logic</i> |
| Aeschylus: <i>Oresteia</i> | Leonardo: <i>Note-books</i> | Schopenhauer: <i>The World as Will and Idea</i> |
| Herodotus: <i>History</i> | Erasmus: <i>Colloquies</i> | Coleridge: <i>Biographia Literaria</i> |
| Sophocles: <i>Oedipus Rex</i> | Rabelais: <i>Gargantua</i> | Bentham: <i>Principles of Morals and of Legislation</i> |
| Hippocrates: <i>Selections</i> | Copernicus: <i>De Revolutionibus</i> | Malthus: <i>Essay on the Principles of Population</i> |
| Euripides: <i>Medea and Electra</i> | Machiavelli: <i>The Prince</i> | Mill: <i>System of Logic</i> |
| Thucydides: <i>History of the Peloponnesian Wars</i> | Harvey: <i>On the Motion of the Heart</i> | Marx: <i>Capital</i> |
| Old Testament | Gilbert: <i>On the Magnet</i> | Balzac: <i>Pere Goriot</i> |
| Aristophanes: <i>Frogs, Clouds, Birds</i> | Kepler: <i>Epitome of Astronomy</i> | Thackeray: <i>Henry Esmond</i> |
| Aristarchus: <i>On the Distance of the Sun and Moon</i> | Galileo: <i>Two New Sciences</i> | Dickens: <i>David Copperfield</i> |
| Aristoxenus: <i>Harmony</i> | Descartes: <i>Geometry</i> | Flaubert: <i>Madame Bovary</i> |
| Plato: <i>Meno, Republic, Sophist</i> | Francis Bacon: <i>Novum Organum</i> | Dostoevski: <i>Crime and Punishment</i> |
| Aristotle: <i>Organon and Poetics</i> | Hobbes: <i>Leviathan</i> | Tolstoi: <i>War and Peace</i> |
| Archimedes: <i>Works</i> | Montaigne: <i>Essays</i> | Zola: <i>Experimental Novel</i> |
| Euclid: <i>Elements</i> | Cervantes: <i>Don Quixote</i> | Ibsen: <i>A Doll's House</i> |
| Apollonius: <i>Conics</i> | Shakespeare: <i>Hamlet, King Lear</i> | Dalton: <i>A New System of Chemical Philosophy</i> |
| Lucian: <i>True History</i> | Calvin: <i>Institutes</i> | Clifford: <i>The Common Sense of the Exact Sciences</i> |
| Plutarch: <i>Lives</i> | Grotius: <i>The Law of War and Peace</i> | Fourier: <i>Mathematical Analysis of Heat</i> |
| Lucretius: <i>On the Nature of Things</i> | Cornille: <i>Le Cid</i> | Faraday: <i>Experimental Researches into Electricity</i> |
| Nicomachus: <i>Introduction to Arithmetic</i> | Racine: <i>Phedre</i> | Peacock: <i>Algebra</i> |
| Ptolemy: <i>Almagest</i> | Moliere: <i>Tartuffe</i> | Lobachevski: <i>Theory of Parallels</i> |
| Virgil: <i>Aeneid</i> | Spinoza: <i>Ethics</i> | Darwin: <i>Origin of Species</i> |
| Strabo: <i>Geography</i> | Milton: <i>Paradise Lost</i> | Mendel: <i>Papers</i> |
| Livy: <i>History of Rome</i> | Leibniz: <i>Mathematical Papers</i> | Bernard: <i>Introduction to Experimental Medicine</i> |
| Cicero: <i>De Officiis</i> | Newton: <i>Principia</i> | Galton: <i>Enquiries into the Human Mind and its Faculties</i> |
| Horace: <i>Ars Poetica</i> | Boyle: <i>Skeptical Chymist</i> | Joule: <i>Scientific Papers</i> |
| Ovid: <i>Metamorphoses</i> | Montesquieu: <i>The Spirit of the Laws</i> | Gauss: <i>Mathematical Papers</i> |
| Quintilian: <i>Institutes</i> | Swift: <i>Gulliver's Travels</i> | Galois: <i>Mathematical Papers</i> |
| Marcus Aurelius: <i>To Himself</i> | Locke: <i>Essay Concerning Human Understanding</i> | Boole: <i>Laws of Thought</i> |
| New Testament | Voltaire: <i>Candide</i> | Hamilton: <i>Quaternions</i> |
| Galen: <i>On the Natural Faculties</i> | Fielding: <i>Tom Jones</i> | Riemann: <i>The Hypotheses of Geometry</i> |
| Plotinus: <i>Enneads</i> | Rousseau: <i>Social Contract</i> | Cantor: <i>Transfinite Numbers</i> |
| Augustine: <i>De Musica and De Magistro</i> | Adam Smith: <i>Wealth of Nations</i> | Virchow: <i>Cellular Pathology</i> |
| Song of Roland | Hume: <i>Treatise of Human Nature</i> | Poincare: <i>Science and Hypothesis</i> |
| Volsunga Saga | Gibbon: <i>Decline and Fall of the Roman Empire</i> | Hilbert: <i>Foundations of Geometry</i> |
| Bonaventura: <i>On the Reduction of the Arts to Theology</i> | Constitution of the United States | James: <i>Principles of Psychology</i> |
| Thomas: <i>Summa Theologica</i> | Federalist Papers | Freud: <i>Papers on Hysteria</i> |
| Roger Bacon: <i>Opus Maius</i> | Kant: <i>Critique of Pure Reason</i> | Russell & Whitehead: <i>Principia Mathematica</i> |
| | Goethe: <i>Faust</i> | Veblen & Young: <i>Projective Geometry</i> |

The books on this list for the most part have recently been republished in cheap editions. The cost to the student during the four years' course will with a few exceptions come within the customary sum paid for textbooks. In special cases, for instance Euclid's *Elements* in Heath's translation, the College will arrange a subsidy. It is therefore feasible to make and remake such a list and to prescribe it as required reading of all students at St. John's who enter the new program of study.

The Liberal Arts

There are two ways of explaining the function of the liberal arts in a liberal college. The simpler way is to describe the mechanics of instruction. That will appear in what follows. But first it will be well to make clear what the basic distinctions were before the modern chaos buried them under the materials of instruction. In general the liberal arts are the three R's, reading, writing, and reckoning. So they still appear in our primary schools; it is their integrity and power that still lure us back to the little red school houses where our fathers and grandfathers studied and practised them. Before the nineteenth century they had a higher place and a more elaborate development which gave birth to and nurtured the array of subject-matters in the modern university. For fifteen hundred years they were called the Seven Liberal Arts, and before that, they were called the Encyclopedia, the "circle for the training of boys." There is a continuous tradition of these as there is of the books, and the two traditions are one in the end. Their formal and operating techniques are more difficult to recover than their products in the great books, but the recovery has proved possible and also illuminating for the practical problems of instruction that the books raise.

The clearest historic pattern of the liberal arts for the modern mind is, curiously enough, to be found in the thirteenth century. At the time of Dante's *Divine Comedy* and St. Thomas's *Summa Theologies*, they were listed as follows:

Trivium	Quadrivium
Grammar	Arithmetic
Rhetoric	Geometry
Logic	Music
	Astronomy

With the medieval emphasis on the rational activities of man and the central position of the speculative sciences of theology and philosophy interest centered on the last art in each column, and the other arts were subordinate and auxiliary to them. The master of arts in the thirteenth century would most likely write his books on logic and metaphysics or in music and astronomy. Other ages made different emphases. The renaissance found rhetoric, geometry, and music

(measurement) most productive and illuminating with the other arts subsidiary. The Romans went farthest in rhetoric, as one might expect from noting their legal activities. The Alexandrians gave highest honors to the grammarian scholar and the arithmetician and geometer, with considerable consequent attention in experimental science. The Athenian Greeks agreed with the thirteenth century in their ordering of the arts. It seems that we in our political preoccupation and economic energy, coupled with experimental science, are primarily concerned with rhetoric and music, the Pythagorean name for mathematical physics.



The order and the shifts in order that this indicates reflect the shifts of attention and emphasis in the great books, and these in turn may be said to reflect the spirit of the ages in which they were written. These observations can be turned to account in the manner of teaching which we propose to follow. The entire period with the books and the patterns of the arts can be recapitulated in the four-year college course, the yearly divisions falling respectively at the end of the Alexandrian period, at the end of the middle ages, and in the middle of the eighteenth century, and ending with contemporary writers. The schedule can be seen in the following scheme:

Schedule of Readings by Years

Languages and Literature Liberal Arts Mathematics and Science

First Year

Homer
Herodotus
Thucydides
Aeschylus
Sophocles
Euripides
Aristophanes
Lucian
Old Testament

Plato
Aristotle
Hippocrates
Galen

Euclid
Nicomachus
Aristarchus
Apollonius
Ptolemy
Archimedes
Aristoxenus

Second Year

Virgil
Horace
Ovid
Livy
New Testament
Quintilian
Dante
Volsunga Saga
Song of Roland
Chaucer

Lucretius
Aurelius
Cicero
Plotinus
Augustine
Bonaventura
Thomas
Roger Bacon

Strabo
Leonardo
Copernicus
Galileo
Descartes

Third Year

Cervantes
Shakespeare
Milton
Rabelais
Corneille
Racine
Moliere
Erasmus
Montaigne
Montesquieu
Grotius

Calvin
Spinoza
Francis Bacon
Hobbes
Locke
Hume

Kepler
Harvey
Gilbert
Newton
Leibniz
Boyle

Fourth Year

Gibbon
Voltaire
Swift
Hegel
Rousseau
American Constitution
Federalist Papers
Adam Smith
Malthus
Marx
Fielding
Balzac
Flaubert
Thackeray
Dickens
Ibsen
Dostoevski
Tolstoi

Kant
Schopenhauer
Hegel
Goethe
Bentham
Mill
James
Freud

Peacock
Boole
Fourier
Lavoisier
Dalton
Hamilton
Ostwald
Maxwell
Faraday
Joule
Darwin
Virchow
Bernard
Galton
Mendel
Clifford
Cantor
Riemann
Lobachevski
Hilbert
Poincare
Gauss
Galois
Russell & Whitehead
Veblen & Young

This scheme correlates the books with the appropriate contemporaneous ordering of the liberal arts, and provides the basic pattern of instruction so that it will be most effective and economical. The two outside columns give the divisions of the books that are primarily literary and linguistic in medium and style and those that are mathematical and scientific in these respects. The middle column gives the tests that expound the distinctions and ordering principles of the arts of reading, understanding, and criticism that will most efficiently exploit the contents of the books. Along with these we propose to run laboratories of three kinds throughout the course, one to study the devices of measurement and instruments of precision, another to repeat the crucial and canonical experiments in the history of science, and still another for the focusing and concentrating of the devices of all the sciences upon such contemporary problems as the nature of the cell, the chemical, physical, and biological balances in the blood, and the basic problems in embryology. These experiments are the non-bookish classics that the modern laboratory has produced, and the consequent disciplines will be provided for the liberal training of the student. It is a fact of modern times that it is chiefly by experimentation that the classics and the liberal arts are kept alive.

The liberal arts are chiefly concerned with the nature of the symbols, written, spoken, and constructed, in terms of which we rational animals find our way around in the material and cultural world in which we live. Symbols have practical aspects, as in rhetoric and industry, which must be understood and distinguished from their theoretical uses and significances in science and literature. Again there are concrete data and artificial products that must be distinguished from the abstract principles and ideas which govern them. There are many connections that these aspects have with one another, and it is the business of the liberal artist to see those apart and put them together. Success in this constitutes intellectual and moral health. Failure is stupidity, intellectual and moral decay, and slavery, to escape which the founding fathers set up institutions of liberal education. It is reassuring to know that they had more than pious hopes in their minds when they made charters for St. John's College and its sister institutions.

Machinery of Instruction

For students who choose to enter this program of study this year, 1937, there will be a staff of instruction consisting of men who have come to St. John's from the University of Chicago, the University of Virginia, Columbia University, and Oxford. Ideally these men should be equally well trained in each aspect of the program, have read all the books in the list, and mastered all the arts. Actually the members of the staff have been educated during the period of academic specialization, and they therefore are

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specialists who have re-educated themselves in varying degrees. Together their specialties cover the range of the books and the arts, and students will achieve balanced training through a scheme of combination and rotation for teaching techniques; the same will be true for persons in charge. Such a scheme is dictated by the books and the liberal arts.

The teaching devices in the scheme are four: 1) reading and discussion of the books in seminars; 2) formal lectures on special topics in the liberal arts; 3) tutorials; 4) laboratories.

Seminars. Meetings of these seminars will occur twice a week with any additional meetings that special circumstances or difficulties may indicate. There will be two instructors in charge, and the instruction will make use of a wide range of devices from *explication de texte* to analysis of intellectual content and the dialectical treatment of critical opinion.

Formal Lectures. The liberal arts operate in the light of principles which constitute the liberal sciences. These sciences will be progressively expounded in formal lectures by various members of the staff as the course proceeds. They will be expository and critical also of themes that arise in the reading of the books. There will be at least two formal lectures a week.

Tutorials. There will be three kinds of tutorial instruction for small groups or individuals in original languages, in mathematics, and in writing.

The study of an original language will be initiated in an intensive manner during a period of six or eight weeks at the beginning of each year. The books will be read in English translation, but their proper interpretation is most rapid and efficient when they are studied as translations. This requires only a part of the knowledge commonly demanded now in language courses, a knowledge that is rapidly and easily acquired by the study and analysis of texts selected from the books on the list. This training will serve two purposes in the course, first as it contributes to a knowledge of universal or general grammar as we shall study that in the liberal arts, and as a cumulative skill in the genuine reading of any text including those in English. Greek will be thus studied in the first year, Latin the second, and French and German in the third and fourth. It should be noted that these correspond with the original languages of the texts in those years.

The second kind of tutorial will be ordered to the elementary study of the mathematical books. Modern students, more because of the diversity in previous trainings rather than because of any genuine differences in native endowments, vary a great deal in their mathematical abilities. The mathematical tutorials will be organized and taught on the basis of diagnoses of individual cases with the aim of leading each student into vital intellectual relations with the mathematical texts. This task will be facilitated by the

mathematical laboratory for those whose difficulties lie on the operational level.

The third kind of tutorial is concerned with training in writing. Selected texts will be memorized, imitated in style, translated, and criticized. The aim here will be triple: to induce active participation in the thought of the great authors, to increase the original literary ability of the student, and to encourage them in original literary creation. There are plans for a magazine of commentary and criticism to which students, teachers, and friends of the St. John's program may contribute. This will be closely connected with the writing tutorials and will be under student editorship.

Laboratories. There will be three kinds of laboratories: one in mathematics and measurement; one in experimentation; and one in the combination of scientific findings.

The mathematical laboratory will be equipped with the basic instruments of measurement in all the sciences. Here students learn the mathematical principles that have been embodied in the instruments, learn to operate them, and thus become familiar with the operational aspects of both mathematics and the natural sciences. They will also acquire the "feel" of elementary laboratory techniques for all the sciences.

The second kind of laboratory will allow students to repeat the crucial and canonical experiments in historic and contemporary science. There are classics in empirical science, experiments which once uncovered principles and laid the foundation for whole fields of investigation. Some of these go back to the lever and the balance, some of them, like Galileo's experiments with the inclined plane founded classical mechanics, others like Millikan's measurement of the force on the electron have set the themes for contemporary science. Students will study these scientific classics.

At the end of the course there will be a laboratory for combining scientific findings in order to investigate concrete problems of central importance. The best problems come from the medical sciences, problems of the cell, problems of blood balances, problems of embryology. They will be in charge of a member of the staff who is acquainted with medical science.

These laboratories will provide a proper pre-professional scientific training, will illustrate the liberal arts in their liveliest contemporary practices, and will focus the past on the present for the whole course. The mathematical laboratory will carry the student through the first year, the experimental laboratory through the second and third years, and the combinatorial laboratory the last year.

Schedule

A given week will contain a maximum of approximately seventeen hours of actual classroom and laboratory work. This will be divided as follows:

Seminars	4 hours	
Lectures	2 hours	
Tutorials		
Language (for 6 weeks)	3 hours	
Mathematics	3 hours	
Writing	2 hours	
Laboratory	2½ hours	
Total		16½ hours

Actually this total will vary between fourteen and seventeen hours with an average of hours for the week equal to the customary requirements of liberal colleges in this country.

Admission to this course

On account of the great variation in preparatory training for college students, no preparation is assumed for this course beyond a minimum of reading, writing, and arithmetic; eventually there will be a formulation of this minimum requirement. At the start and for some time in the future we shall apply the usual set of requirements for admission to St. John's College, with special consideration for candidates of outstanding ability whose previous records may not conform to the stated regulations. This course is not designed for any special type of student, either better or worse than the average. It has rigors to meet the abilities of the best students, and it has excellences and aids for the conventionally judged mediocre or even poor student who also should have the best educational material and teaching attention. The course is a single all required course, and can not be taken in part. It has within it so many degrees of freedom not frequently offered at present that no apology is needed for a formalism that is only apparent.

Students entering St. John's College in September, 1937, will be personally advised concerning the opportunities for their education that this course offers, and will be invited to enter it. Old students who wish to make a new start may also choose to enter it. It can not be taken in part as substitute for one, two, or three years that they still have to complete in the old curriculum. This rule also applies to students transferring from other institutions.

Degree Requirements

Satisfactory work in this course for four years will be accepted as fulfillment of the requirements for a Bachelor of Arts degree. There will be the usual semester examinations, either oral or written or both. There will be a final comprehensive examination, oral and written, at the end of the four years.

Specifically, the requirements are as follows:

Knowledge of the contents of the required books of the course.

Competence in the liberal arts.

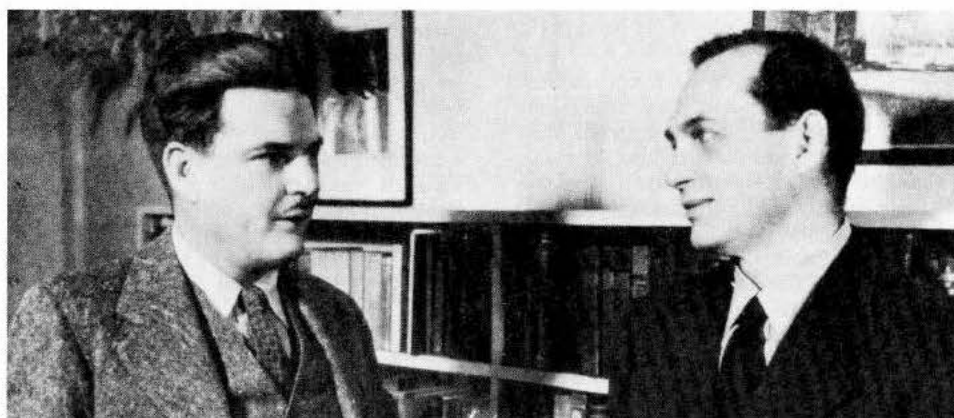
A reading knowledge in at least two foreign languages.

Competence in mathematics through elementary calculus.

Three hundred hours of laboratory science.

These requirements more than meet the demands of graduate schools in this country, whether medical, legal, theological, scientific, business, or in schools of the arts and sciences. There is enough freedom in the course for the individual student to meet any special requirements that his choice of career and graduate study may dictate.

Despite daily assertions to the contrary, there is no educational device for assuring wordly success to the student. It is more important to cultivate the rational human powers of the individual so that armed with the intellectual and moral virtues he may hope to meet and withstand the vicissitudes of outrageous fortune.



The Report of the President

All: Hark, the tower bell is sounding;
Hearts with hope and fear are bounding,
Anxious voices are resounding
As we congregate.

Soon the tutors and the Dean
Will examine Michael Green.
Now his future is unseen,
Will he graduate?

Miss: With pride we come here to extol
Leonard: This College and its noble goal,
Which is, of course, the truth.
For we are liberal artists all,
Our speech is dialectical,
We swoon before the truth.

Chorus: Our speech is dialectical.
We swoon before the truth.

Middies: Their speech is dialectical.
They swoon before the truth.

So began *Trial by Johnny* a musical parody on Gilbert and Sullivan's *Trial by Jury* which the Senior Class in Annapolis wrote and produced as its "senior prank" in May. Under the baton of Thomas Ascik, '72, "Sovereign and Conductor" according to the program, the seniors amused and delighted the entire college community, which had earlier been locked out of the seminar rooms in McDowell Hall. Two choruses, composed of "a motley collection of Johnny women" and "amorous midshipmen", responded to the lyrics of the principals. Especially uproarious was the *deus ex machina* appearance of a senior impersonating Mortimer Adler with his *Syntopicon*. To Sir Arthur Sullivan's music he sang in five notable verses his autobiography. As he said, "I'll tell you how I came to be a sage."

This performance was indicative of the excellent morale which seemed to pervade the Annapolis student body. Dean Robert Goldwin reported that "the senior prank was so good-natured, so original, and so tasteful that there was a visible lifting of spirits for everyone." Other events which followed - Reality Weekend, the Senior Dinner, and Commencement - were equally auspicious and enjoyable. Both Paul Newland, the Provost, and the Dean, in commenting upon this happy state of affairs, noted that special attention will need to be paid to the matter of student morale in the forth-coming academic year because of the high enrollment. Ways must be found to alleviate the strain that is always characteristic of



1971

1972

study at St. John's, for such tension will be heightened by crowding in class and elsewhere on campus.

Pleasantly enough, the problem of numbers will be one of the pressing problems on the Annapolis campus this fall. After years of struggling with insufficient enrollments and with a high rate of attrition, the College now confronts a record number of 370 students. The Provost and the Dean are gratified that larger numbers of students are continuing at St. John's and that there have been waiting lists for the rising sophomore and senior classes since May. I agree with the Dean when he writes that "the College should face these new problems with a glad heart."

The Santa Fe campus has not yet been confronted with the problem of numbers. Dean William A. Darkey reports a good year from the standpoint of instruction, although the retention rate of freshman students left something to be desired.

It seems fruitless to speculate on the possible causes of attrition. The Annapolis campus suffered from this malady for years. It was only in the 1960's when capacity freshman classes were recruited and when total enrollment finally passed the 300 figure that real improvement began. I remain optimistic that a similar effect will be seen on the Santa Fe campus. This of course will not occur automatically. Full freshman classes of qualified students must be sought. As a step in this direction the Santa Fe campus will admit its first January class of twenty freshmen this year. Greater numbers of students mean more variety in the composition of seminars and tutorials over the four years, wider choice of social contacts, and larger potential constituencies for sports and other extra-curricular activities-hence a healthier total college situation.

Instruction

There were no major changes in the instructional program of the College. Dean Goldwin regretted that insufficient progress had been made to carry out the recommendation in the Dean's Statement of Educational Policy and Program of 1971 that ways and means be found to reduce the work in the curriculum. At the joint meeting of the Instruction Committee, held in Annapolis in February, a pilot graduate preceptorial on the Santa Fe campus was approved, revision of the Graduate Institute curriculum in Politics and Society was decided upon, and two papers on the language program, one by Dean Darkey and the other by Edward Sparrow, were considered. Further attention to the language program remains a matter of high priority for the coming year.

Under the capable leadership of the Provost, reorganization of duties was undertaken in the Dean's office in Annapolis, so that Mr. Goldwin can devote a greater proportion of his time to instructional matters in the future. A number of administrative and clerical functions were reassigned to other offices. Furthermore, an Advisory Committee on New Appointments was created to conduct preliminary correspondence, screening, and interviewing of faculty applicants. This committee, composed of former members of the Instruction Committee, will free the time of the current Instruction Committee to consider instructional proposals. The Instruction Committee will still retain full responsibility for all final appointments, as stipulated in the Polity, and will also deliberate all non-tenure reappointments and tenure appointments on the Faculty.

This year marked the termination of the so-called transfer program, whereby students entering St. John's after one or more years at another college might earn the B. A. degree in three years and one summer session. Last year Annapolis conducted this program for five summer seniors and Santa Fe for eleven. This past summer the figures were ten and three respectively. Both years the program operated at some financial loss. The conclusion to be drawn is that this truncated program, originally conceived as a means of stimulating enrollment, cannot attract a large enough number of students to justify either its cost or the expenditure of tutors' time and energy.

The Tutors

Unfortunately, the College lost another of its retired senior tutors during the year. Mrs. Iola Riess Scofield, widow of Richard Scofield, died on March 27, 1972. She was the second woman tutor to be appointed to the College following the introduction of co-education in the early 1950's. A tutor of keen sensitivity and insights, Mrs. Scofield was dedicated to teaching and to her students. She had retired in 1968 after sixteen years of devoted service to the College.

New tutors appointed for 1972-3 on the Annapolis campus are: Burton Blistein, who holds the A.B. and M.A. degree from the University of Chicago, taught for eight years at Shimer College, and will now become currently Tutor and Artist-in-Residence; Cecil H. Fox, who earned the B.S. and M.S. degrees from Trinity University, the Ph.D. degree from Clark University, and the Fil.Lic. from Lund University in Sweden; Leon Kass, who has both an M.D. from the University of Chicago Medical School and a Ph.D. from Harvard University and who is this year a Guggenheim Fellow; Brother Robert Smith, who was for many years head of the Integrated Program of St. Mary's College in California and has taught before both on the Annapolis campus and in the Graduate Institute at Santa Fe; David E. Starr, who graduated from Gordon College and then received the M.A. and Ph.D. degrees from Boston University; and Robert S. Zelenka, a graduate of Rice University, who was awarded the M.A. degree by the Johns Hopkins University and the Ph.D. degree by the University of Maryland. William DeHart and Errol Pomerance completed their appointments and left the College, while Robert Sacks, who spent the year in Jerusalem on sabbatical leave, has decided to move west to the Santa Fe Faculty. Laurence Berns, Joseph P. Cohen, and Robert B. Williamson return from sabbatical leave, as Robert S. Bart, John Sarkissian, David H. Stephenson, and James M. Tolbert begin their sabbaticals. Gisela Berns resumes teaching following leave, while Alvin Main will be absent on leave during the first semester. The Annapolis Faculty will number 53 for the year commencing this September.

On the Santa Fe Campus there were five new appointments: Alfred J. DeGrazia III, who has the B.A. degree from Swarthmore College and the M.A. from Howard University; Norman S. Grabo, who holds both the M.A. and Ph.D. from the University of California at Los Angeles and who taught for five years at Michigan State University and then for nine years was Professor of English at the University of California in Berkeley; Philip LeCuyer, a graduate of the Colorado College who earned a B.A. at Merton College, Oxford University, as a Rhodes Scholar and has been a tutor in the Institute of Social Research and Development at the University of New Mexico while working toward a doctorate in Biology; Mary I. Robinson, a graduate of the University of Chicago, who is a Ph.D. candidate in biochemistry at the University of Arizona; and Alfreda L. Verratti, who graduated from St. John's College in 1966, became a Ph.D. candidate at Washington University in philosophy, and taught at Webster College. Last year's report omitted one late appointment, that of Allan N. Pearson, whose B.A. was earned at Boston College and A.M. at Boston University in German language and literature and who taught for five years at the University of California at Riverside. Mrs. Toni Drew completed two years as a Teaching Intern and has now received a regular tutor's appointment. Paul D.

The College

Mannick will continue for a third and final year as a Teaching Intern, while Patrick Hanson, a June graduate, has been appointed as Teaching Intern with responsibility for organizing and maintaining equipment in the physics and chemistry laboratories.

Tutors returning from sabbatical leave are Robert M. Bunker, David C. Jones, and Robert D. Sacks, while Michael Ossorgin and John S. Steadman will take sabbatical leave during 1972-73. Elliott T. Skinner will be on leave during the first semester to complete his doctoral dissertation. Unhappily for the College, Don B. Cook, a tenured Tutor, decided to resign from the Faculty in order to try preparatory school teaching. Dennis V. Higgins and Henry N. Larom left the College at the end of the academic year, since they did not receive tenure appointments. Aaron Kirschbaum resigned in order to undertake the study of law. The Santa Fe Faculty will number 39 for the year commencing this September.

The Students

On June 4, 1972, the College awarded 28 Bachelor of Arts degrees on the Santa Fe campus, one *magna cum laude* and three *cum laude*. One week later the College awarded 39 Bachelor of Arts degrees to seniors on the Annapolis campus, three of them *magna cum laude* and nine of them *cum laude*. Errol Pomerance was awarded the degree of Master of Arts. At the end of the summer Bachelor of Arts degrees were awarded to seven seniors in Annapolis and two seniors in Santa Fe. By happenstance the latter two were both women. They therefore constitute the smallest St. John's class on record and the only exclusively female class to graduate from the College. Two graduating seniors received Watson Traveling Fellowships, Christel M. Stevens at Annapolis and Jonathan Krane at Santa Fe.

Enrollment figures for the beginning and the end of the academic year were as follows:

	Men		Women		Total	
	Sept.	June	Sept.	June	Sept.	June
Annapolis						
Freshmen	71	62	54	56	125	118
February Class	—	11	—	9	—	20
Sophomores	59	55	39	33	98	88
Juniors	46	44	39	37	85	81
Seniors	26	27	19	20	45	47
Graduate Students	1	1	—	—	1	1
Totals	203	200	151	155	354	355
Santa Fe						
Freshmen	49	34	58	46	107	81
Sophomores	44	32	37	28	81	59
Juniors	25	26	22	19	47	45
Seniors	16	17	11	12	27	29
Totals	134	109	128	105	262	214

Both Directors of Admissions, Michael Ham in his first year on the Annapolis campus and Gerald Zollars in his second year on the Santa Fe campus, did excellent jobs in the recruitment of this fall's entering classes. Comparative figures for 197-71 and 1971-72 follow:

	Annapolis		Santa Fe	
	1970-71	1971-72	1970-71	1971-72
Applications	265	257	241	256
Accepted	181	202	182	175
Rejected	60	44	50	60
Withdrawn	80	74	83	81
Deposits Received	125	128	108	108
Enrolled	125	128	106	108
Inquiries	3,383	3,612	3,867	5,118
Visitors	277	319	208	174

Once again there was a wide geographical distribution of students in the two entering classes. St. John's College continues to be national rather than regional in its appeal to prospective students. (In each case the first figure is for Annapolis, the second for Santa Fe).

Alabama	—	1	D.C.	4	—	Kansas	2	—
Alaska	—	2	Florida	1	2	Kentucky	1	—
Arizona	—	6	Georgia	1	—	Maine	1	—
Arkansas	—	1	Hawaii	—	2	Maryland	20	2
California	3	15	Illinois	2	5	Massachusetts	4	—
Colorado	—	11	Indiana	2	2	Michigan	5	2
Connecticut	6	2	Iowa	—	2	Minnesota	3	1
Missouri	3	2	Rhode Is.	2	—	Austria	—	1
Nebraska	1	—	Tennessee	—	1	Canada	1	—
New Hamp.	2	—	Texas	—	14	England	—	1
New Jersey	9	2	Vermont	—	—	Hongkong	—	1
New Mexico	—	10	Virginia	14	1	Japan	1	—
New York	21	3	Wash.	2	1	Singapore	—	1
Ohio	1	5	W. Va.	2	—	Turkey	1	—
Oregon	—	6	Wisconsin	2	1			
Penna.	10	1	Wyoming	1	1	Totals	128	108

The Staff

The College suffered a real loss when Julius Rosenberg resigned as Director of Development in order to accept an important position in Baltimore. He had worked loyally and tirelessly for the College. Fortunately, the Directors of the Alumni Association chose him to fill the unexpired term of Baker Middleton on the Board of Visitors and Governors. Russell Leavenworth, of Fresno, California, was appointed as Interim Director of Development in January. He had been associated with the Provost and with Mr. Rosenberg for the preceding year and a half. The Provost effected a number of organizational changes in the offices of the Dean, the Registrar, and the Director of Development. Miss Miriam Strange, the perennial Registrar of the College, was appointed

College Archivist and Alumni Secretary. Mrs. Margaret Lauck became the new Registrar. Within weeks of her appointment, however, she had to undergo a major operation from which she never recovered. Her death is mourned by the entire college community. Mrs. Christiana White, who had moved from the Dean's office to the Development Office, was then appointed Acting Registrar.

Thomas Parran, Director of Alumni Activities, was given additional duties in programmed or deferred giving and certain of his alumni duties were redistributed to others in the Development Office. Mrs. Christine Constantine, '72, joined the Development Office as an Intern. The major objectives in making all of these changes were to diminish the administrative work in the Dean's office, to increase the capability and effectiveness of the Development Office, and to establish a new area of fund-raising in a programmed giving operation.



Mrs. Christine Constantine

At its May meeting the Board instituted a pension plan for staff members whereby those who had completed at least fifteen years of service and had attained the age of 65 while still in the College's employ would be eligible to receive \$7.50 per month per year of service, the total not to exceed a maximum of \$250 per month. The surviving spouse would also be eligible to receive half of the pension for a period of up to ten years from the date of the

employee's death. This plan applies primarily to older staff members. Younger and newer members will have available to them the same retirement arrangements as faculty members. The Board also voted to make available to all staff members major medical insurance, decreasing life insurance, and disability insurance, in addition to the hospital and medical benefits already in effect. These provisions, which apply to both campuses, constitute appropriate and well-earned recognition of the fine and dedicated service of staff members to the College over many years.

The Libraries

In November the basement area of the new Tower Building was ready to become an auxiliary library for the Santa Fe campus. Mrs. Alice Whelan, the Librarian, reports an amazingly smooth transfer of three-quarters of the circulating book collection, as well as all records and tapes. The new facility is serving the college community well under the immediate supervision of Mrs. Beth Floyd. The major acquisition project of the year was an effort to build up secondary sources relating to classic Greek and Roman authors. Once again the Library Associates Committee, under the able chairmanship of Richard Stern, made notable contributions to the Library, largely through its successful Book and Author Luncheons: *The Art of Mankind* (16 volumes), Henry Fielding's complete works (16 volumes), Hegel's *Samtliche Werke* (26 volumes), *The International Encyclopedia of the Social Sciences* (17 volumes), *The Medieval Science Series* (14 volumes), *Tudor Church Music* (11 volumes), and a collection of classic French drama, recorded by Le Theatre National Populaire and La Comedie Francaise.

Charlotte Fletcher, the Librarian on the Annapolis campus, reports a new peak in service to students and tutors. There was a fifty per cent increase in the books borrowed by students during the year. This reflects an impetus which began with the beautiful renovated building and with the improvement in the book collection made possible by Title II grants. Major purchases include the *Encyclopedia Judaica*, a new 20-volume edition of Hegel in German, Wallis' *Opera Mathematica*, and a 1768 edition of John Locke in four volumes. Both libraries find that the spiraling cost of new books results in a greatly decreased purchasing power of the annual book budgets. It seems clear that increased funds must be made available in the future.

The Graduate Institute

The 1972 session of the Graduate Institute enrolled 140 students. At the end of the summer eighteen received the Master of Arts degree, bringing the total number of Institute graduates to 75. During the middle four weeks of the session, sixteen inner-city high school students from Albuquerque,

The College

Baltimore, New York and Washington lived on campus pursuing a program of studies in political philosophy conducted by three Institute alumni and two St. John's College seniors. According to the testimonials of most of these students, and the judgments of the staff, they were enormously and positively affected by the ideal of intellectual pursuit to which they were exposed. It is our hope that as a side-benefit from this program the College will be able to reach more capable Blacks and Hispanos interested in enrolling as freshmen; at least three members of this first group expressed such interest.

The Alumni

The Alumni Association completed another active year under the presidency of William R. Tilles '59. Homecoming was held in conjunction with the 275th Anniversary celebration of the College with a large number of alumni in attendance. At the dinner that evening alumni Awards of Merit were made to William B. Athey '32, Edward J. Dwyer '30, and Paul Mellon x'44. Dr. Eugene N. Cozzolino, '29, and John D. Oosterhout, '51, were elected as Alumni representatives on the Board of Visitors and Governors for three-year terms. As already noted, Julius Rosenberg, '38, was later chosen to fill the vacancy caused by the resignation of J. S. Baker Middleton, '38, who retired from business and moved to New Hampshire.

Under Mr. Middleton's conscientious chairmanship, an alumni committee gave consideration to the desirability of changing the name of the College so as to avoid confusion with church-related institutions and to reflect more accurately the College's program. A survey was conducted which showed that a large majority of alumni strongly favored continuing the St. John's name. Both Faculties similarly expressed themselves. The Board voted at its May meeting to abandon any thought of a possible name change.

Again this year alumni served the College in a variety of ways. Counseling sessions with seniors were held on graduate schools, law schools, business and government. Interviews with prospective students were conducted in many parts of the country. In the area of fund-raising a total of \$44,840 was received in annual giving, including a bequest of \$12,000 from the estate of the late Vincent W. McKay, x'46. The sum of \$306,890 was received from the estate of Richard H. Elliott, '17, thus establishing the permanent endowment for the Richard Hammond Elliott Tutorship.

Harrison Health Center

Designed by James Wood Burch and William H. Kirby, Jr., the new two-story Harrison Health Center on the Annapolis campus will be completed in time for the fall term. The building is in the shape of a Greek cross; its configuration, its red brick walls, and its slate roof blend harmoniously with the Charles

Carroll Barrister House immediately to the north. The infirmary and a college guest suite are located on the first floor; the upper floor contains apartments for an assistant dean and for the College Nurse. A construction contract was awarded to Stehle, Beans and Bean, Inc., in December at a figure of \$262,058. The new structure is largely the gift of Mrs. John T. Harrison of Greens Farms, Connecticut, as a memorial to her late husband, John T. Harrison, '07, for many years a member of the board of Visitors and Governors.

Tower Building

On December 4, 1971, a ribbon was cut by Mr. and Mrs. John Murchison, of Dallas, Texas, officially opening the new Tower Building at Santa Fe. Experience of the first ten months confirms the value of having centralized all administrative offices and of having freed from office use temporarily occupied classroom and dormitory space. The cost of the Tower Building, including reserves for some furnishings still on order, was \$582,932, all of which was fully funded.

Holzman Music and Fine Arts Center

Ground was broken on August 23, 1972, for the Holzman Music and Fine Arts Center, a wing of the future library, to be located just south of the Peterson Student Center on the Santa Fe campus. Designed by William R. Buckley, the new structure will contain two music seminar rooms, a music library, and two practice rooms or offices on the first floor; a large listening lounge, an office, and a fine arts studio on the second floor, and six practice rooms, a ceramics studio and mechanical equipment on the ground floor. The construction contract in the amount of \$374,500 was awarded to John C. Cornell, Inc. of Clovis, New Mexico. Occupancy is planned for the late spring. Principal donor of the building is Jac Holzman, x'52, of New York City, a Visitor and Governor of the College, who is making the gift in memory of his grandparents. The Kresge Foundation, of Detroit, Michigan, has helpfully voted a grant of \$75,000 toward the cost of the building. A bequest from the late Miss Flora Conrad of Santa Fe, an anonymous pledge from a Board member, and several smaller gifts account for the balance of the financing.

The Campuses

Under the guiding hand of Arthur Kungle, '67, flower beds bloomed this year in many areas of the Annapolis campus. Mr. Kungle's horticultural knowledge and enthusiasm attracted many students who worked long hours planting and weeding. The campus has never looked better, nor have students ever taken more interest in its appearance. The Provost calls Mr. Kungle's dedication and service invaluable and speaks for the college community in expressing gratitude. At

the same time a tree conditioning program has been undertaken and new trees have been planted to replace those which had to be removed as potential dangers to life and limb.

At Santa Fe the College was successful in preserving its clear and unobstructed vista to the north. Upon earnest entreaty, the developer who proposed to buy and seek rezoning for twelve acres of land immediately adjacent to the campus withdrew the option to buy and the request for rezoning. It is hoped that friends will now purchase the property and give it to the College. In March the residence of the late Witter Bynner was deeded to the College. Through the generosity of Mr. and Mrs. Dean Haggard a loan has been advanced to recondition this property and make it suitable as an off-campus residence for a dozen students.

St. John's Film

During the year the Santa Fe campus commissioned Mr. Carroll Williams to produce a short twelve-minute color-sound film on the College. The film will be ready for distribution this fall. It is expected to help materially with the recruitment of students, particularly since the Admissions Office plans activity in the relatively new territory of the mid-West. The film will be shown to teachers, counsellors, prospective students, and to alumni groups and prospective donors as well. The seminar sequence in particular seems to be well done.

Finances

In a year when many colleges and universities have experienced severe financial difficulties St. John's College on both its campuses fared surprisingly well. The Annapolis campus closed the year with a small deficit of \$11,036, all of which was met from a reserve fund. Expenditures amounted to \$1,991,859, exceeding the budget by \$41,000. Total revenues came to \$1,980,823. This surpassed expectations by \$30,000.

The Santa Fe Campus was even more fortunate, since it completed the year with a modest surplus of \$3,346. Total revenues came to \$1,783,916, as compared with expenditures and appropriations of \$1,780,570. Savings of \$75,978 were effected on the budget which was adopted a year ago. A considerable part of this was in financial aid to students. It is college policy to ask scholarship students to use their own funds during the first semester and to apply grants during the second semester. This saving therefore resulted from scholarship students who left the College in the middle of the year and therefore did not benefit fully from funds awarded to them.

As Burchenal Ault, Vice President in Santa Fe, correctly states, an institution's budget is one of its clearest statements of intention and its most purposeful and effective evaluations of priorities. The

budgets for the coming year are the largest in the College's history, \$2,192,508 on the Annapolis campus and \$1,949,080 on the Santa Fe campus. The new faculty salary scale ranging from just under \$10,000 for a new tutor twenty-six years of age to a maximum of \$19,500 represents a needed upward adjustment in compensation. Furthermore, removal of any limitation on the number of annual service increments will do greater justice to the more senior members of the Faculty. At the same time administrative salaries and expenses have been held to previous levels as far as possible. Increased student fees of \$3,900 have been offset in part by major increases in financial aid to undergraduates.

On January 1, 1971 the College's investment portfolio was placed under the supervision of T. Rowe Price and Associates, Inc., of Baltimore, Maryland. By instruction of the Finance Committee the portfolio was divided into two parts, one for growth and one for income. As of June 30, 1972, the endowment principal totaled \$9,676,130 in market value as compared with a book value of \$8,702,149. The growth fund had a total accomplishment index of 147.3 with an annual yield of 1.7%; the income fund a total accomplishment index of 111 with an annual yield of 6.5%. The College continued to adhere to the total yield concept drawing down 6% of the average market value of the endowment fund over the past three years. As of July 1, 1972 the Santa Fe campus placed \$130,330 in the investment pool at a unit value of \$11.7399.

Public Relations

During the year an *ad hoc* committee was appointed to study the publication, *The College*. Members were Russell Leavenworth, Director of Development, Deborah Traynor, Robert L. Spaeth, Edward M. Wyatt, Tutors, and Mrs. John Oosterhout, '55, speaking for the alumni. As a result of the committee's study publication of *The College* became an in-house operation upon an offset press purchased by the College. Jeffrey Sinks, '73, is in charge of the new facility which will be used by the Admissions Office and other offices as well. The cost of publishing *The College* annually has been reduced from \$16,000 to \$5,000 as a result of this change. Much of the labor cost is expended for student aid. During the year ahead the *ad hoc* committee will continue as a permanent editorial committee. Mr. Spaeth succeeds Mr. Wyatt as editor.

The Caritas Society and the Annapolis Friends of St. John's continued their activities on behalf of the College. The Development Office provides coordination and clerical help to these organizations. The most noteworthy event of the past year was an all-day symposium on "Women in Focus through the '70's," conducted jointly by the Caritas Society and the Annapolis Chapter of the American Association of University Women. The Key Memorial was filled

for the morning and afternoon sessions which featured such speakers as: Dr. Barbette Blackington, Director of the International Institute for Women Studies; Jane Howard, author and LIFE writer; Barbara Mikulski, Baltimore City Councilwoman; Anais Nin, author of *Diaries*; and Marlo Thomas, actress.

In Santa Fe the Boards of Associates from Albuquerque, Los Alamos, and Santa Fe met periodically to gain new understandings about the College. Under Mr. Ault's leadership an Indian Table was instituted whereby interested persons from outside and within the College met monthly for dinner to hear a speaker on Indian culture. A succession of interesting shows in the gallery on the balcony of the dining hall attracted much local interest. Among these were the work of Fritz Holder, a joint exhibition by Peter Hurd and his wife, Henriette Wyeth Hurd, Public Architecture in the Southwest by John Gaw Meem, and the Lessing Rosenwald Collection of 15th and 16th century prints by Albrecht Durer, and others on loan from the National Gallery of Art. The College and Community Chamber Orchestra gave two concerts, one conducted by Henry Schuman of New York City, who spent a week in residence on campus. These activities and the regular Friday evening lectures and concerts have won for the College a firm place in the affections of the community.



Jeffrey Sinks ('73), Editor of the Collegian and Manager of the St. John's Press.

275th Anniversary Fund

At the end of the first year in the three-year Anniversary Fund campaign, the half-way point has been reached. New gifts and pledges received since the drive opened July 1, 1971, have been less than hoped for since they amounted to only \$1,560,311. The Annapolis campus sent out over a hundred proposals to foundations with very little success. Both campuses have been slow in organizational efforts, but hopefully city solicitation committees will begin active work this fall. Against its campaign goal of \$5,000,000, the Annapolis campus has now raised \$1,810,151; against its goal of \$10,000,000, the Santa Fe campus has now raised \$5,568,345.

Gifts and Grants

During the year a total of \$753,256 was received in new gifts and pledge payments on the Annapolis campus and \$1,115,393 on the Santa Fe campus. The two charts below show sources of these gifts and grants and the purposes to which they were applied:

	Annapolis	Santa Fe
<i>Donors</i>		
Board	\$ 10,277	\$ 734,704
Faculty, Staff,		
Students	3,604	8,880
National Committee	—	14,738
Alumni	394,732	2,232
Parents	3,095	43,338
Friends	34,264	92,351
Foundations	106,850	160,710
Corporations	26,934	13,380
Government	173,500	45,050
	<u>\$ 753,256</u>	<u>\$ 1,115,393</u>
<i>Purposes</i>		
Unrestricted	\$ 205,155	\$ 620,982
Library	150	6,584
Scholarships	2,665	48,109
Graduate Institute	—	104,670
Special Projects	19,598	—
Endowment	352,259	74,948
Plant	173,429	155,100
Debt repayment	—	105,000
	<u>\$ 753,256</u>	<u>\$ 1,115,393</u>

The College is deeply grateful to all of its alumni and friends, to corporations and foundations, and to faculty, staff and Board members, who by their gifts and grants have demonstrated commitment to St. John's College and confidence in the future of this exemplar of the liberal arts upon its two campuses. Once again in the year ahead we will need to look to these same friends - and to new ones - for something over a million dollars, a quarter of the total to balance the eastern budget and three-quarters to underwrite the western.

Television Seminars

Dean Goldwin devoted considerable time during the academic year to conducting a series of fifteen one-hour television seminars. Three students participated regularly, Mrs. Christine Constantine, '72, Michael Jordan, '73, and Steven Sedlis, '73. JoAnn Morse, '74 was an alternate. For each seminar there was an invited guest. For example, Alexander Bickel of the Yale Law School participated in the seminar on Plato's *Crito*; Robert Novak, the columnist, in the seminar on Aristotle's *Politics*; Senator Charles Mathias in the seminar on *The Prince*; Huw Wheldon of the British Broadcasting Corporation in the seminar on *As You Like It*; Senator Charles Percy in the seminar on *The Federalist* No. 10; Admiral James Calvert of the United States Naval Academy in the seminar on *Billy Budd*; and Representative Abner Mikva in the seminar on the political thought of Abraham Lincoln.

The project was financed by the Maryland Center for Public Broadcasting with partial assistance through a grant from the National Endowment for the Humanities. The video tapings are to be shown over educational television channels this fall and winter. The Public Broadcasting Service Library has accepted the entire series for national distribution. The Dean says that in his opinion none of the programs disgrace the College and that some are really excellent examples of good seminar discussion. He notes that only time will tell whether the efforts required to produce the seminars were justified.

The academic year that was concluded in June was the thirty-fifth since inauguration of the present curriculum at St. John's College. The fall of 1972 is a far cry from that of 1937 when less than sixty freshmen enrolled on a bankrupt and dilapidated campus in Annapolis. By contrast St. John's College today is a flourishing enterprise, which has expanded to a second campus in the Southwest without sacrificing the integrity of its educational program or the sense of close community which animates the College. From less than 150 students in 1937, enrollment has grown to over 650, the Faculty from some twenty to nearly a hundred. Graduates of St. John's are indeed fulfilling the goal of the 1784 Charter by "discharging the various offices and duties of life, both civil and religious, with usefulness and reputation..." No longer can this college be termed an experiment, as it was in the late thirties. The concept and practice of liberal education at St. John's College have earned for this small but **venerable** institution a respected place upon the American educational scene.

Richard D. Weigle
President

Santa Fe, New Mexico
September 1, 1972



St. John's College
Annapolis, Maryland
Comparative Balance Sheet, July 1, 1971 - June 30, 1972

ASSETS		
CURRENT FUNDS	1971	1972
Unrestricted		
Cash	\$ 50,830	\$ 44,026
Investments - At Cost	157	157
Accounts Receivable	4,316	5,094
Due from St. John's College Santa Fe	17,878	16,769
Other Receivables	1,503	14,152
Deferred Expenses	442	19,376
Bookstore Inventory	25,514	26,595
	\$100,640	\$126,169
Restricted		
Cash	\$317,331	\$ 7,014
Loans Receivable	840	840
Investments - At Cost	12,169	278,230
	\$330,340	\$286,084
Total Current Funds	\$430,980	\$412,253
LOAN FUNDS		
Cash	\$ 5,893	\$ 13,011
Student Loans Receivable	2,031	731
National Direct Student Loans	146,290	161,034
Total Loan Funds	\$154,214	\$174,776
ENDOWMENT FUNDS		
Cash	\$ 5,680	\$ 30,354
Friedland Student Loans	6,759	6,288
Faculty Home Loans	141,221	159,117
Santa Fe Campus Note	1,375,625	1,265,594
Other	1,740	1,010
Investment Cash Account	225,992	79,354
Investments - At Cost	6,578,456	7,161,370
Total Endowment Funds	\$ 8,335,474	\$ 8,703,097
PLANT FUNDS		
Cash	\$ 64,363	\$ 325
Investments - At Cost	-	79,158
Land and Campus Improvement	375,677	375,677
Buildings	5,194,327	5,373,537
Equipment	394,220	894,221
Total Plant Funds	\$ 6,028,587	\$ 6,222,918
Total Funds	\$ 14,949,255	\$ 15,513,044

LIABILITIES AND FUND BALANCES		
CURRENT FUNDS		
Unrestricted		
Accounts Payable	\$ 19,478	\$ 23,583
Due to Other Funds	-	230
Student Advance Deposits	44,249	56,279
Deferred Income	23,453	31,487
Reserve for Future Operations	13,460	14,590
	\$ 100,640	\$126,169
Restricted		
Fund Balances	\$ 329,843	\$ 286,084
Due to Other Funds	497	-
	\$ 330,340	\$ 286,084
Total Current Funds	\$ 430,980	\$ 412,253
LOAN FUNDS		
Federal Advances for NDS Loans	\$ 137,590	\$ 159,191
Fund Balances	16,624	15,585
Total Loan Funds	\$ 154,214	\$ 174,776
ENDOWMENT FUNDS		
Principal, Unrestricted as to Income	\$ 7,187,807	\$ 7,530,057
Principal, Restricted as to Income	958,820	972,207
Reservation of Profits - Sale of Securities	186,381	199,885
Unexpended Income	2,466	948
Total Endowment Funds	\$ 8,335,474	\$ 8,703,097
PLANT FUNDS		
Due to Other Funds	\$ 1,917	\$ -
Investment in Plant	5,964,224	6,143,435
Unexpended Plant Funds	62,446	79,483
Total Plant Funds	\$ 6,028,587	\$ 6,222,918
Total Funds	\$ 14,949,255	\$ 15,513,044

St. John's College
Santa Fe, New Mexico
Comparative Balance Sheet, July 1, 1971 — June 30, 1972

ASSETS		
CURRENT FUNDS	1971	1972
Unrestricted		
Cash	\$ 5,084	\$ 38,480
Investments - At Cost	—	16,340
Accounts Receivable	59,718	11,747
Due from Other Funds	34,956	—
Prepaid Expenses	27,236	51,072
Bookstore Inventory	23,106	21,629
	\$150,100	\$ 139,268
Restricted		
Cash	\$238,505	\$ 42,122
Investments - At Cost	3,226	174,388
	\$241,731	\$ 216,510
Total Current Funds	\$391,831	\$ 355,778
LOAN FUNDS		
Cash	\$ 3,668	\$ 12,740
United Student Aid Deposit	1,000	1,000
National Direct Student Loans	139,782	144,064
Other Student Loans	24,675	26,402
Total Loan Funds	\$169,125	\$ 184,206
LIFE ESTATE FUNDS		
Due from Other Funds	\$210,910	\$ 207,125
Total Life Estate Funds	\$210,910	\$ 207,125
ENDOWMENT FUNDS		
Cash	\$ 44,000	\$ 9,881
Receivables	2,443	—
Investments - At Cost	15,596	125,876
Total Endowment Funds	\$ 62,039	\$ 135,757
PLANT FUNDS		
Cash	\$ 91,286	\$ 1,038
Investments	185,000	185,226
Bond Sinking Fund Investments	136,774	154,479
Land and Campus Improvements	315,495	314,024
Buildings	4,874,412	5,403,448
Construction in Progress	284,743	—
Equipment and Furnishings	436,757	472,567
Library Books	77,452	116,969
Total Plant Funds	\$ 6,401,919	\$ 6,647,751
Total Funds	\$ 7,235,824	\$ 7,530,617

LIABILITIES AND FUND BALANCES		
CURRENT FUNDS	1971	1972
Unrestricted		
Note Payable	\$ —	\$ 10,000
Accounts Payable	13,627	15,984
Due to Annapolis Campus	17,878	16,769
Due to Other Funds	20,512	19,631
Deferred Income	93,815	75,987
Reserve for Future Operations	4,268	897
	\$ 150,100	\$ 139,268
Restricted		
Fund Balances	\$ 222,740	\$ 216,510
Due to Other Funds	18,991	—
	\$ 241,731	\$ 216,510
Total Current Funds	\$ 391,831	\$ 355,778
LOAN FUNDS		
Federal Advances for NDS Loans	\$ 126,714	\$ 155,600
College Loan Fund Balance	29,394	28,606
Due to Other Funds	13,017	—
Total Loan Funds	\$ 169,125	\$ 184,206
LIFE ESTATE FUNDS		
Liability under Agreements	\$ 210,910	\$ 207,125
Total Life Estate Funds	\$ 210,910	\$ 207,125
ENDOWMENT FUNDS		
Fund Balances	\$ 62,039	\$ 135,757
Total Endowment Funds	\$ 62,039	\$ 135,757
PLANT FUNDS		
Note Payable	\$ —	\$ 2,154
Loan Payable to Annapolis Campus	1,375,625	1,265,594
Dormitory Bonds - Series 1964	838,000	824,000
Series 1966	855,000	840,000
Due to Other Funds	199,399	187,494
Net Investment in Plant	2,722,836	3,187,766
Unexpended Plant Funds	274,285	186,264
Dormitory Bond Sinking Fund	136,774	154,479
Total Plant Funds	\$ 6,401,919	\$ 6,647,751
Total Funds	\$ 7,235,824	\$ 7,530,617

ST. JOHN'S COLLEGE
Annapolis, Maryland Santa Fe, New Mexico

CONDENSED STATEMENTS OF REVENUE AND EXPENDITURES

Fiscal Years Ended June 30, 1971 and 1972

REVENUES	ANNAPOLIS		SANTA FE	
	1970-71	1971-72	1970-71	1971-72
Educational and General				
Tuition	\$ 784,578	\$ 902,135	\$ 625,291	\$ 640,126
Endowment Income	418,754	414,987	2,833	5,122
Gifts and Grants	186,190	193,329	554,932	673,744
Graduate Institute Grants	—	—	89,445	90,584
State of Maryland Grants	—	23,500	—	—
Student Financial Aid	87,464	87,117	40,713	45,324
Miscellaneous	18,242	16,465	31,573	34,890
Totals	\$1,495,228	\$1,550,416	\$1,344,787	\$1,489,790
Auxiliary Enterprises				
Bookstore	47,798	48,486	33,875	36,147
Dining Hall	161,390	166,031	140,260	137,163
Dormitories	139,780	128,773	125,355	120,816
Totals	\$ 348,968	\$ 343,290	\$ 299,490	\$ 294,126
Total Revenues	\$1,844,196	\$1,980,823	\$1,644,277	\$1,783,916
EXPENDITURES				
Educational and General				
Administrative	\$ 191,571	\$ 288,220	\$ 205,283	\$ 213,148
General	183,392	145,130	159,586	145,674
Instruction	750,562	817,361	513,771	566,277
Graduate Institute	—	—	117,688	151,110
Student Activities	15,391	19,194	25,667	27,160
Operation & Maintenance	332,652	338,306	160,013	186,022
Totals	\$1,473,568	\$1,608,211	\$1,182,008	\$1,289,391
Auxiliary Enterprises				
Book Store	\$ 46,127	\$ 49,550	\$ 34,141	\$ 33,975
Dining Hall	150,259	148,950	103,383	89,889
Dormitories (Debt Service)	—	—	109,302	109,303
Totals	\$ 196,386	\$ 198,500	\$ 246,826	\$ 233,167
Miscellaneous				
Student Financial Aid	\$ 174,242	\$ 185,148	\$ 171,170	\$ 189,348
Federal Programs	—	—	17,094	16,369
Capital Appropriations	—	—	22,912	52,295
Totals	\$ 174,242	\$ 185,148	\$ 211,176	\$ 258,012
Total Expenditures	\$1,844,196	\$1,991,859	\$1,640,010	\$1,780,570
Excess Revenue or (Expenditures)	—	(\$11,036)	\$ 4,267	\$ 3,346

ST. JOHN'S COLLEGE

Annapolis, Maryland

PERMANENT ENDOWMENT FUNDS, June 30, 1972

	Gift of Donor	A. W. Mellon Foundation Matching Gift	Total Fund Principal
TUTORSHIP ENDOWMENTS:			
Richard Hammond Elliott, 1917	\$ 306,865	\$ —	\$ 306,865
Andrew W. Mellon	—	2,679,846	2,679,846
Addison E. Mullikin, 1895	1,989,953	500,000	2,489,953
Arthur de Talma Valk, 1906	150,216	150,000	300,216
	\$2,447,034	\$ 3,329,846	\$5,776,880
SCHOLARSHIP ENDOWMENTS:			
Annapolis Self Help	\$ 15,000	\$ 15,000	\$ 30,000
George M. Austin, 1908	25,000	25,000	50,000
Walter S. Baird, 1930	5,000	—	5,000
Chicago Regional	3,070	3,070	6,140
Class of 1897	8,672	—	8,672
Class of 1898	87,933	—	87,933
Dr. Charles Cook	13,705	—	13,705
George E. Cunniff III, 1930	135	135	270
Faculty	32,463	2,359	34,822
John T. Harrison, 1907	25,025	20,025	45,050
Hillhouse High School, 1927	9,667	7,367	17,034
Richard H. Hodgson, 1906	150,250	150,250	300,500
Alfred and Ruth Houston, 1906	42,787	2,500	45,287
Houston Regional	500	500	1,000
Jesse H. Jones and Mary Gibbs Jones	36,000	36,000	72,000
Robert E. and Margaret Larsh Jones, 1909	31,533	—	31,533
Arthur E. and Hilda Combs Landers, 1930	5,445	—	5,445
Massachusetts Regional	22,685	22,685	45,370
Philip A. Myers II, 1938	19,362	9,000	28,362
Oklahoma Regional	26,000	26,000	52,000
Thomas Parran, 1911	6,165	—	6,165
Pittsburgh Regional	560	560	1,120
Reader's Digest Foundation	12,500	—	12,500
Clifton A. Roehle	7,056	—	7,056
Murray Joel Rosenberg	3,356	—	3,356
Hazel Norris and J. Graham Shannahan 1908	3,664	—	3,664
Clarence Stryker	3,668	3,413	7,081
Friedrich J. Von Schwerdtner	1,552	—	1,552
	\$ 598,753	\$ 323,864	\$ 922,617
ALUMNI AND MEMORIAL ENDOWMENTS			
Granville Q. Adams, 1929	\$ 1,100	\$ —	\$ 1,100
Charles Edward Athey, 1931	6,125	—	6,125
William C. Baxter, 1923	25	—	25
Drew H. Beatty, 1903	600	200	800
Dr. William Brewer, 1823	125	125	250
Frederick W. Brune, 1874	855	507	1,362
Benjamin Duvall Chambers, 1905	2,638	—	2,638
Henry M. Cooper, Jr., 1934	1,000	1,000	2,000
Helen C. and George Davidson, Jr., 1916	21,025	—	21,025
Walter I. Dawkins, 1880	58,683	—	58,683
Robert F. Duer, Jr. 1921	3,365	335	3,700
Dr. Philip H. Edwards, 1898	1,135	985	2,120

Joseph W. Fastner, Jr., 1960	2,000	—	2,000
Allen Lester Fowler, 1915	500	500	1,000
Edna G. and Roscoe E. Grove, 1910	16,556	—	16,556
Charles W. Hass, 1927	40	—	40
Dr. Amos F. Hutchins, 1906	658	633	1,291
Clarence T. Johnson, 1909	100	—	100
Clifford L. Johnson, 1911	100	—	100
Helen B. Jones and Robert O. Jones, 1916	18,357	7,563	25,920
Jonathan D. Korshin, 1966	200	—	200
Oliver M. Korshin, 1963	200	—	200
Dr. W. Oscar LaMotte, 1902	5,140	—	5,140
John H. E. Legg, 1921	23,223	—	23,223
William Lentz, 1912	1,020	1,020	2,040
Leola B. and Thomas W. Ligon, 1916	5,000	—	5,000
Harrison McAlpine, 1909	325	325	650
Vincent W. McKay, 1946	9,000	—	9,000
Robert F. Maddox, 1876	650	—	650
The Rev. William L. Mayo, 1899	12,219	—	12,219
Ridgely P. Melvin, 1899	100	100	200
William S. Morsell, 1922, Athletic Fund	5,000	5,000	10,000
John Mullan, 1847	10,000	10,000	20,000
Walter C. Mylander, Jr., 1932	5,133	—	5,133
M. Keith Neville, 1905	1,000	1,000	2,000
Dr. John O. Neustadt, 1939	1,109	—	1,109
Blanchard Randall, 1874	851	330	1,181
Susan Irene Roberts, 1966	652	—	652
Leroy T. Rohrer, 1903	100	100	200
Harrison Sasscer, 1944	4,551	—	4,551
Charles H. Schoff, 1889	500	500	1,000
Henry F. Sturdy, 1906	28,633	—	28,633
The Rev. Enoch M. Thompson, 1895	3,000	3,000	6,000
John T. Tucker, 1914	2,500	—	2,500
Dr. Robert S. G. Welch, 1913	125	125	250
Willis H. White, 1922	625	625	1,250
	\$ 255,843	\$ 33,973	\$ 289,816

LECTURESHIP ENDOWMENTS

Fund for Tomorrow	\$ 3,000	\$ 3,000	\$ 6,000
Clare Eddy and Eugene V. Thaw, 1947	10,900	—	10,900
	\$ 13,900	\$ 3,000	\$ 16,900

LIBRARY ENDOWMENTS

Alumni Memorial Book Fund	\$ 355	\$ —	\$ 355
Benwood Foundation	25,000	25,000	50,000
Mary Safford Hoogewerff	31,683	—	31,683
Library Fund	560	400	960
Ellen C. Murphy	1,500	1,500	3,000
Henry H. and Cora Dodson	—	—	—
Sasscer Newspaper Fund	1,500	—	1,500
Elma R. and Charles D. Todd	19,500	19,500	39,000
Clara B. Weigle	1,196	—	1,196
Jack Wilen Foundation in Memory of Murray Joel Rosenberg	1,000	—	1,000
	\$ 82,294	\$ 46,400	\$ 128,694

LOAN FUND ENDOWMENTS

George Friedland	\$ 22,872	\$ 20,000	\$ 42,872
John David Pyle, 1962	5,247	1,470	6,717
	\$ 28,119	\$ 21,470	\$ 49,589

October 1972

PRIZE ENDOWMENTS

Philo Sherman Bennett	\$ 308	\$ —	\$ 308
Floyd Hayden	77	25	102
James R. McClintock, 1965	457	—	457
Mrs. Blair T. Scott	518	—	518
Kathryn Milroie Stevens	1,250	—	1,250
Millard Tydings	1,000	—	1,000
Amos W. W. Woodcock	2,000	1,000	3,000
	\$ 5,610	\$ 1,025	\$ 6,635

OTHER ENDOWMENTS

Hertha S. and Jesse L. Adams Concert Fund	\$ 60,000	\$ 60,000	\$ 120,000
George A. Bingley Memorial Fund	17,600	—	17,600
Scott Buchanan Memorial Fund	5,770	—	5,770
H.A.B. Dunning Memorial Fund	10,000	—	10,000
Monterey Mackey Memorial Fund	600	—	600
Emily Boyce Mackubin Fund	75,192	—	75,192
Kate Moore Myers Landscaping Fund	124,349	—	124,349
Adolph W. Schmidt Fund	15,628	—	15,628
Richard Scofield Memorial Fund	1,345	—	1,345
Daniel E. and Jessie N. Weigle Memorial Fund	2,500	—	2,500
Victor Zuckerkandl Memorial Fund	19,325	—	19,325
Alumni Endowment Fund	206,112	186,309	392,421
General Endowment Fund	526,404	—	526,404
	\$1,064,825	\$ 246,309	\$ 1,311,134

Total Andrew W. Mellon Foundation Grants \$ 4,005,887

Reservation of Profits—

Sale of Securities \$ 199,885 \$ 199,885

Total Endowment Principal \$4,696,263 \$ 4,005,887 \$ 8,702,150

SANTA FE ENDOWMENT FUNDS

Scholarship Endowments

Graduate Institute	\$ 162
Helen & Everett Jones Scholarships Fund	30,000
Public Service Co. of New Mexico	1,000
Readers Digest Foundation Scholarship Fund	7,500
Nina Otero Warren Memorial Scholarships Fund	1,875
General	2,103
	\$ 42,640

Library Endowments

Emlen Davies Memorial	\$ 1,118
Angeline Eaton Memorial	1,150
Nina Garson Memorial	2,000
Edith B. King Memorial	500
Bradley Skeeel Memorial	550
Dr. George Stewart Memorial	500
Duane L. Peterson Memorial	800
Winfield Townly Scott Memorial	2,499
Clara B. Weigle Memorial	600
Victor Zuckerkandl	4,200
Other Memorials	13,728
Life Memberships	13,005
General	748
	\$ 41,398

Other Endowments

Henry Austin Poetry Prize Fund	\$ 4,500
Fletcher Catron Memorial	1,400
Margo Dawn Gerber Prize Fund	1,141
Elizabeth R. & Alvin C. Graves Memorial	8,881
Margaret Milliken Hatch Memorial	25,000
Dr. Florence Kluckhohn	1,000
Frank Patania Memorial	3,340
E. I. "Tommy" Thompson Memorial	1,920
Millard E. Tydings Prize Fund	1,000
Clara B. Weigle Memorial	3,600
Jessie N. & Dan E. Weigle Memorial	2,500
General	306
	\$ 54,588

Total Endowment Funds

\$138,626



*Robert Spaeth, Editor of The College, interviewed
Miss Barbara Leonard in September, 1972.*

An Interview with Barbara Leonard

ROBERT SPAETH: Miss Leonard, you've been a Tutor at St. John's for 20 years. You came when the first girls came, when St. John's became co-educational in 1951. Has co-education proved to be a success at St. John's?

BARBARA LEONARD: Well, I would say that it certainly has. There were 24 girls in that entering class — they came in as Freshmen. At the present time almost half the student body, or close to 180 students, are women. I think if you check the records of the graduating class, a good share of the honors have been earned by the women students. In the last ten years the silver medal offered by the Board of Visitors and Governors to the Senior who has the highest standing has been awarded five times to women.

SPAETH: There had been only men at St. John's for many, many years. Was there a period of adjustment when the men became used to having girls in class and on the campus?

LEONARD: There was an adjustment in the first year just getting used to having them around, having them in the dining hall. It wasn't a problem in the Freshman class since it was a co-educational group that came in. It was a problem for the sophomores, juniors and seniors. The girls who came in were mainly older ones; some of them were wives of students who were already in college so that they had had some contact with the program. There was obviously more adjustment, I think, on the part of the men than there was on the part of the women.

SPAETH: Do you remember very well the first class that included women?

LEONARD: Yes, I do, very much so. All of us, with the exception of the married ones, lived in Randall. I had two rooms there. Three of the married ones lived with their husbands in the housing units near the

The College

location of the present Heating Plant. The wife of one of the present Tutors was a member of that class, Mrs. Kutler (Emily Jane Martin); in fact her husband was a sophomore at that time. Mr. Sacks, who is a Tutor, was also a sophomore at that time. Barbara Brunner, one of the first women, is now Mrs. John Oosterhout, the wife of an alumnus who is also a member of the Board of Visitors and Governors. There were three wives of students; one was a registered nurse, Lydia Aston, who after she graduated came back and was College Nurse for two or three years. There were several who had two or three years at other colleges such as Barnard and Swarthmore, and there were — a minority, I think — who entered right out of high school. One married lady, Ruth Barron, was in her mid-forties.

SPAETH: Have the girls in the classes of the 60's and 70's been different from those early classes?

LEONARD: Well, that's a hard question to answer because we've always had some older girls in all the entering classes. The younger ones coming in from high school now are more mature in many ways than students coming into the College 20 years ago would have been. They have been exposed to more things, have had more varied experiences than students used to have at the high school level; things that used to be encountered first in college are now encountered in high schools and junior high schools.

SPAETH: You were also the first woman Tutor at St. John's. Was there any adjustment necessary on the faculty's part?

LEONARD: Well, I can't speak for the rest of the faculty. I had a lot of adjusting to do. It wasn't such a problem adjusting to being in a male environment because I had done my graduate work on a men's campus and had broken in as the first woman graduate assistant on the men's campus at the University of Rochester. My adjustment came in getting used to trying to learn Euclid and Greek, teach biology with a new approach — the so-called St. John's approach — and co-leading a seminar with Jacob Klein. This was all rather difficult since I had not been in contact with anything but zoology since I had graduated quite a few years before, so that I was forced to think in areas that had not been my primary concern.

SPAETH: It's also true that you came not only as a Tutor, but as an Assistant Dean, which means that you immediately plunged into all sorts of academic and non-academic problems of students. You have continued to be an Assistant Dean for these 20 years; could you say why you've persisted in dealing with

difficult problems for that long?

LEONARD: Well, I must admit that sometimes I wonder myself. However, I do enjoy working with the students and I think the relationship as Assistant Dean and Tutor is the ideal relationship. I certainly wouldn't want to be an Assistant Dean if I weren't actively engaged in teaching. The students, in addition to experiencing the problems similar to those of any student going to college, have particular problems that arise out of the program. One of these is the problem that appears when one questions one's beliefs. And I think the students need someone to go to who can give them some foundation or can restore a little perspective and can reassure them that the world does go on and caution them that it is not wise to question everything all at once.

SPAETH: Perhaps you would explain what the job of an Assistant Dean is.

LEONARD: It really amounts to almost everything that isn't done in the classroom. We are concerned with the health of the students, their housing, their emotional problems, their financial problems. When I first came, the financial aid was all done in our office, mainly by me. Any placement that was done was handled through our office. Now there is a special officer for Financial Aid and Placement. Discipline, both academic and non-academic, is handled by the Assistant Deans. The welfare in general of the students outside of the classroom is really the responsibility of the Assistant Dean's office. Now even details of class scheduling are part of the Assistant Dean's duties.

SPAETH: Have the problems of the students that you've had to deal with over these 20 years changed from the early 50's to the early 70's?

LEONARD: I think the problems have remained pretty much the same. Some things have become more open; things that used to be considered taboo now are accepted in society at large so that they don't cause the problems that they used to cause. There have been changes in the patterns in the students' reactions to problems. At one period violent hysterics was the way that quite a few of the students released their tensions. That is now old-fashioned, and you very seldom see a case of real hysterics. The students have developed other ways of coping or not coping with problems. Some of these ways are better, some of them possibly worse.

SPAETH: I remember hearing a story — I don't know for sure whether it is true — that on occasion you would give a teddy bear or a ragdoll to one of the

girls who was upset. Is this true, or is it something that you and the students involved would deny?

LEONARD: Well, the students might deny it, but it worked at times with certain students.

SPAETH: Throughout these years you've also taught in the program a great deal. You came as a professional biologist, but I know you've taught in other areas of the program. Could you say something about how you made progress in the St. John's program? You said earlier that you began co-leading a seminar with Mr. Klein and that you were learning Greek in your early years. What parts of the program have you become involved in?

LEONARD: Well, in the first few years in addition to teaching in the laboratory — the first year then was biology for the first semester and measurement the second semester — and co-leading the seminar, I audited as much as I could. Subsequently, I have taught in the freshman, sophomore and junior mathematics tutorials. I have taught all the first three years of the laboratory program and have audited the fourth year. I've co-led the seminars of all four years and I have taught beginning Greek class. I have also audited part of the senior math and part of the Music tutorial.

SPAETH: Twenty years ago it must have seemed an unlikely possibility to a biologist that you'd be teaching Greek. How did you make the plunge into that area?

LEONARD: It so happens that when I entered Oberlin College as a Freshman, I was going to be a classics major. That was before I had taken my biology course. I had no science until my sophomore year in college. Then I decided that I really preferred science, and I dropped the Greek. Therefore, I had had an introduction to Greek and had studied it at one time, so the plunge might not be as drastic as it looks at first sight.

SPAETH: Has it been possible for you to keep up with the field of biology while you've been so busy with teaching other parts of the program and doing the job of an Assistant Dean?

LEONARD: It has been very difficult to do that. The only way I can keep up at all is through reading and through contacts I have made during my sabbatical leaves. On my first sabbatical leave I taught biology in two Indian colleges; one at the undergraduate level and one at the graduate level, and during that time I had a chance to bring myself up to date somewhat. And this past sabbatical I had similar opportunities to catch up a little bit, but I certainly

could not say that I have been able to keep up the way a research biologist or even a full-time teacher of biology should.

SPAETH: St. John's students study the entire program; that means that all of our students study biology. Have you found in your teaching of biology that students find it interesting, important, no matter what their inclination is, or can you reach, in a significant way, only a fraction of the students?

LEONARD: I think you will always find a certain number of students who cannot see the reason for the laboratory, whether the subject matter is biology or physics. They put up with it because it is part of the program. Some of them think that they've had all the biology they need or just aren't interested in the dissection part or cannot understand what biology can possibly offer them. They are the ones, sometimes, I think, who don't know enough to know what they are missing.

SPAETH: Perhaps we could talk a little about your experience in teaching in India. A few years ago St. John's had an Indian lady as a Tutor, Ida Doraiswamy, whom you and I both know very well. Perhaps you could tell us how you made your contacts with India and how you met Miss Doraiswamy and what teaching you have done in India.



LEONARD: Well, my contact was made through an association in Oberlin who had connections with the two colleges in India where I taught, and I went out there in the summer of 1959 with my sister who was visiting these colleges, and at that time the principal of Lady Doak College wanted me to stay and teach. I

told her I would come back on my sabbatical, which I did. I applied for a Fulbright Award and went as a Fulbright Lecturer and Honorary Professor of Zoology.

SPAETH: I believe that was in 1962.

LEONARD: That was in 1962-63. I taught a genetics course and an embryology course there. The teaching is done in English, so the language was no problem. The problem is that there are no textbooks for the students, so you have to give them the factual information. You have to teach from a syllabus on which questions for the final exam are based. The examination is given by the University, and anything the student does in the class during the year has no bearing on his final standing for the year — that is, you have no control over the grade the student will get — everything depends upon how the student does in the examination. This restricts your teaching pretty much to the material that is given in the syllabus. You don't do the student a favor by branching off into topics that aren't covered by the syllabus. It was a little difficult for me coming from the St. John's method of teaching to have to confine myself to lectures, and mainly factual lectures at that. However, in the postgraduate program I had more leeway — that was a co-educational program. While I was there I filled in in two mathematics classes for a teacher who had the mumps. Miss Doraiswamy knew that I had taught math at St. John's College. This was unusual in India because at that time zoologists, once they had decided to major, which they do at the end of the first year of college, can no longer take mathematics even if they want it. And I also gave a paper at a post-graduate five-college mathematics seminar, which again surprised the Indians because zoologists are not supposed to know math, and in addition, I was the first woman to address them.

SPAETH: You didn't say what the colleges were and where they are located in India.

LEONARD: The women's college was Lady Doak College. The men's college was American College. These two colleges are located in Madurai in South India.

SPAETH: And you were there in 1962-63, and you met Miss Doraiswamy and she came here as a Tutor from 1964-1966 and then you went back to Lady Doak during your second sabbatical in 1970.

LEONARD: Well, I met Miss Doraiswamy the first time I was in India in 1959. Then she came to the United States to Oberlin College on a fellowship in 1961, and I believe you met her in Wisconsin in 1961.

Then she went back to Lady Doak College. I, of course, enjoyed her company there, and then after I returned to the United States, she expressed a desire to teach at St. John's College, and she came here from 1964-66. You asked if I went back to India again. Yes I did, twice. I visited there in the summer of 1969 and was there for six months in 1971, this time staying but not teaching at Lady Doak College. There is now a University of Madurai in the city, and I delivered some lectures on Population Genetics to the post-graduates in the Biology Department there. I was an advisor on several science projects at Lady Doak College and gave talks at different functions at various institutions. I travelled around by myself in India for over a month visiting game parks and other places of interest. I spent three weeks birding in Nepal and northern India (Kashmir and Darjeeling). I was in Darjeeling when the Bangladesh eruption took place. I was within ten miles of the border, witnessed small troop movements and had to sleep in the Calcutta airport because of the disturbance.

SPAETH: I'm sure you had an affect on Lady Doak College and American College because of Miss Doraiswamy's reaction to St. John's and the St. John's method of teaching. I visited New Delhi in 1967 soon after Miss Doraiswamy had left St. John's and I learned that she was tremendously affected by the program here. She's a mathematician, as you know, but her contact with the seminar and with the other parts of the program left quite an impression on her. What is her position today in India?

LEONARD: She is head of the mathematics department at Lady Doak College, and since Lady Doak is affiliated with the new University of Madurai instead of the University of Madras, the affiliated colleges have had a chance to liberalize their curricula quite a bit, and Miss Doraiswamy has introduced discussion classes into the mathematics department. She also has brought outsiders in who can cross departmental lines. Her college was chosen for a three-year grant from the Indian government for a college science improvement program (COSIP) which allows them to improve their library and teaching facilities, to give further training to the faculty and to permit the students to undertake projects. Miss Doraiswamy's department has had very high ratings from the government on the basis of what she is doing. She has said that she would not have been able to do all that she is doing if she had not had her two years at St. John's College. She would like to return to St. John's sometime.

CLASS NOTES

1932

Robert L. Burwell, Jr., professor of chemistry at Northwestern University, in August was announced as the 1973 winner of the American Chemical Society's Award in Colloid or Surface Chemistry. The Award was established by the Kendall Company in 1952 to recognize and encourage outstanding scientific contributions in colloid or surface chemistry in the United States and Canada. The presentation will take place next April in Dallas.

1938

J. S. Baker Middleton, who last spring retired from the Keuffel and Esser Company as vice president for Industrial Relations, has taken a position as Deputy Special Assistant for Manpower for the State of New Hampshire.

1948

A first-hand report on Raphael Ben Yosef (better known to his classmates as Ralph C. Finkel) comes to us from Julius Rosenberg '38, who has just returned from a trip to Israel. Raphael has been living in Israel since the early 1950's, is married to an Israeli girl, and they have two children. He issued a most sincere invitation for any St. Johnnies who are in Israel to visit him. His address is Aravah A.T.L., Inc., Maya House, 74, Derech Petah Tikvah Road, Tel-Aviv. His mailing address is P.O. Box 14051, Tel-Aviv.

1949

Michael Mok wrote an interesting article in the August 7th issue of *Publishers Weekly* concerning a Publishing Procedures course offered at Radcliffe. After a number of years with *Life* magazine, Mike is now News Editor of the *Weekly*.

1953

Publishers Weekly crops up again: Paul Nathan's column "Rights and Permissions" reports the publishing efforts of Jeremy Tarcher. After a number of years of "packaging" books for other publishers, J. P. Tarcher, Inc., will release "The Sex-Life Letters", a selection of rather candid letters originally appearing in the magazine *Penthouse*. Any volunteer reviewers?

A recent note from R. M. R. (Mike) Hall reports that he is an associate professor of linguistics at Queens College, CUNY, and is at present chairman of the department. His wife Beatrice, who teaches linguistics at SUNY Stony Brook, and he have daughters aged three years and 14 months. Mike feels

that there is something about the St. John's training that turns people toward systematic and scientific study of language.

1962

Charles Bentley is secretary of the Rio Grande Educational Association. He and his wife, Dianne (Stone), make their home in Santa Fe.

John P. Chatfield, working for his Ph.D. degree in philosophy at the New School for Social Research, has been made editor of the *Graduate Faculty Philosophy Journal*. This is a student publication, sponsored by the Graduate Faculty, which first appeared last May. For the time being there will be one issue a year, and it is available by subscription. You may address John at the Philosophy Department, Graduate Faculty, New School for Social Research, 66 West 12th Street, New York, N.Y. 10011.

1965

Judith Andrea Jacobson received her Ph.D. degree in psychology from the Johns Hopkins University on May 26th.

1967

July brought another good letter from Meredith Burke, with news that she is now in Philadelphia, starting on a research project at the Human Resource Center of the University of Pennsylvania. She also sends news of Fred Feddersen, who has finished his post-graduate course in cultural anthropology at Cambridge. He will now work with the United Kingdom equivalent of VISTA on community development in large cities. A final bit from Meredith's letter advises that Gay (Singer) Baratta has finished her first year at Harvard's Graduate School of Design.

1968

A Ph.D. degree in the History of Science was awarded to William R. Albury this past spring by the Johns Hopkins. Randy's dissertation was on French chemistry and biology at the end of the 18th century. This year he will be a Macy Postdoctoral Fellow in the History of Medicine and the Biological Sciences at the Hopkins. His wife Becky (McClure) will be working for her master's degree in U. S. foreign policy at the same university.

The summer issue of *The Law School Record* from the University of Chicago brings news that Bartholomew Lee, one of last year's Bigelow Fellows at the Law School, has been named Senior Bigelow Teaching Fellow and Instructor. Bart has been taking courses in the Graduate School of Business, in addition to teaching full-time this past year at the Law School. Mean-

while, he has found time to write an article, "A New and Legal Pun in Chaucer: A Significatio for the Summoner," which will appear in *Modern Philology*.

Mary C. Howard and the Rev. James G. Callaway, Jr., were married on May 20th at Union Theological Seminary. Belated congratulations and best wishes.

Donald J. Schell (SF) is now associate Episcopal chaplain at Yale University.

Another Santa Fe graduate, Steven Shore, makes the news: he is now a financial analyst with Westinghouse Broadcasting in New York City.

1969

A good letter from John H. Strange lets us know that he is in his third year of study toward the degree of Master of Divinity at Austin (Texas) Presbyterian Theological Seminary. John anticipates receiving his degree and being ordained as a Minister in the Presbyterian Church next spring. John and the former Camille Phillips of San Marcos, Texas, were married on September 2nd. The new Mrs. Strange, a honors graduate of Southwest Texas State University, will receive her master's degree in German literature from the University of Texas next May.

1970

July brought our annual John R. Dean postcard from far-away places, this time from Yugoslavia. John was on his way to England for a summer of study at Trinity College, Oxford. He also reports that Dimitri Devyatkin works in "The Kitchen", a "cybernetics extravaganza in N.Y.C."

In Memoriam

- 1904 - Burtis N. Cooper, June 15, 1972.
- 1907 - The Rev. Walter B. McKinley, Boonsboro, Md., June 20, 1972.
- 1915 - Calman J. Zamoiski, Sr., Baltimore, Md., September 3, 1972.
- 1919 - James K. Wood, Annapolis, Md., August 21, 1972.
- 1921 - George W. Barnes, Cherry Hill, N.J., July 26, 1972.
- 1921 - William P. Maddox, Rocky Hill, N.J., September 27, 1972.
- 1921 - J. Milton Willey, Springfield, Pa., July 26, 1972.
- 1922 - Edward W. Cashell, Clarksville, Md., August 27, 1972.
- 1926 - H. Stanley Schmidt, Cockeysville, Md., May 19, 1972.
- 1927 - Gordon S. Duvall, Edgewater, Md., July 5, 1972.
- 1931 - W. Tate Robinson, Honolulu, Ha., July 19, 1972.
- 1932 - George E. Rudolph, Baltimore, Md., August 15, 1972.
- 1970 - Joan Leslie Kramer, New York, N.Y., August 1972.

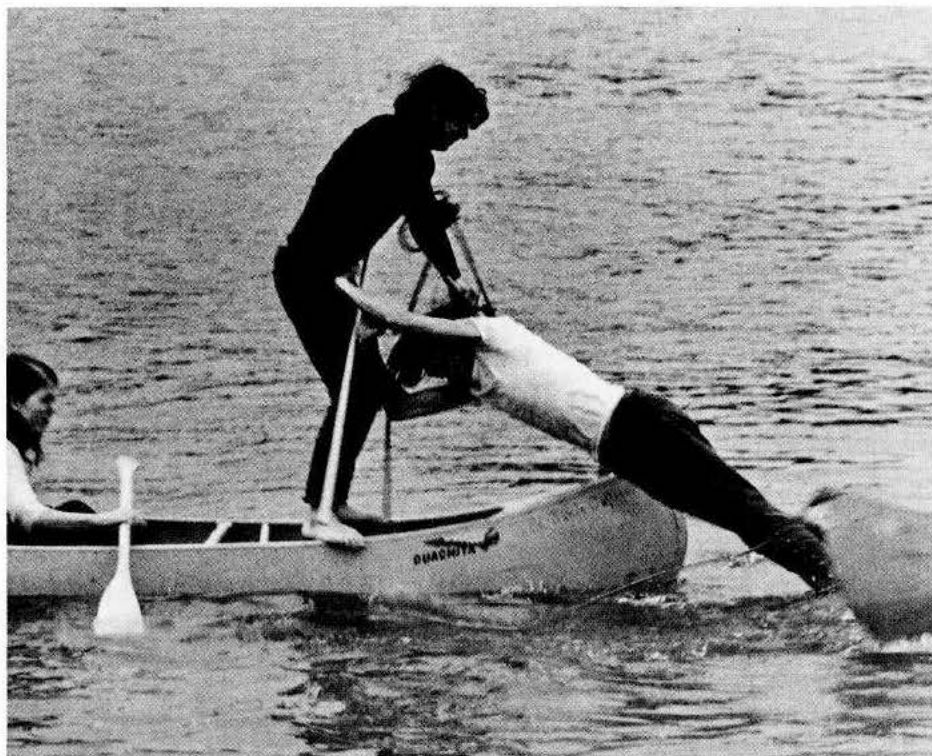


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