

1928

COLONIAL
ST. JOHN'S COLLEGE
ANNAPOLIS, MD.

1696-1928



FOUNDERS OF ST. JOHN'S

ALLEN	ANDREWS	ASQUITH	BAKER
BALLARD	BARNES	BAYNES	BEALL
BEANES	BECKETT	BERRY	BIRCH
BLAIR	BOARMAN	BOTELAR	BOWIE
BOWLEY	BRENT	BREWER	BRICE
BRISCOE	BROOKE	BROOKES	BROWN
BUCHANAN	BULLEN	BURGESS	CALLAHAN
CALVERT	CAMPBELL	CARBURY	CARCAUD
CARR	CARROLL	CAUSIN	CAWOOD
CHAMBERS	CHAPMAN	CHASE	CHEW
CHILTON	CLAGETT	CLAGGETT	CLARK
CLAUD	COALE	CONTEE	COOKE
COURTNEY	COURTS	COVINGTON	COWMAN
COX	CRADDOCK	CRAUFURD	CURSIN
DARNALL	DAVIDSON	DEAKINS	DEBUTTS
DENT	DIGGES	DORSET	DORSEY
DOWSON	DUCKETT	DUVALL	EASTMAN
EDEN	ENNALLS	EVERSFIELD	FAIRBOURNE
FERGUSON	FITZGERALD	FORBES	FORREST
FRAIZER	FRAIZIER	GANT	GASSAWAY
GATES	GIBSON	GILMORE	GOLDER
GOLDIE	GOODWIN	GOVER	GRAHAME
GRANT	GRAY	GREEN	GREENFIELD
GREENWELL	GWINN	HAGAN	HALKERSTONE
HALL	HAMERSLY	HAMILTON	HAMMOND
HANSON	HARWOOD	HARRISON	HAWKINS
HEARD	HEBB	HEIGHE	HEPBURN
HIGENBOTHAM	HILL	HILLEARY	HODGKIN
HOLLINGSWORTH	HOLLYDAY	HOWARD	HUGHES
HYDE	JENIFER	JENINGS	JOHNS

COLONIAL ST. JOHN'S COLLEGE

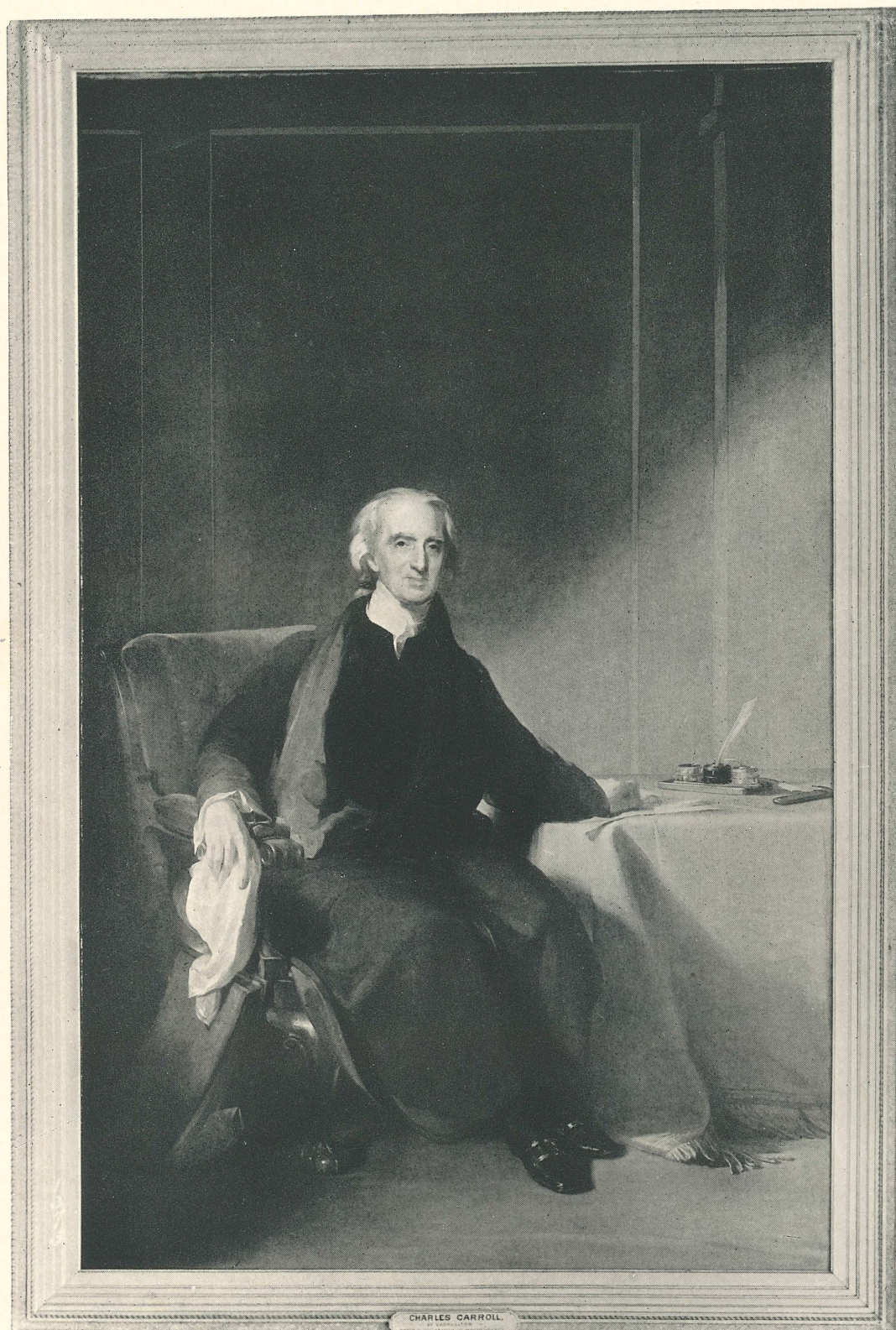
ANNAPOLIS, MD.

1696-1928



*The Commission for the Restoration and Enlargement of
Colonial St. John's College, Annapolis, Md.*

1928



Charles Carroll of Carrollton (1737-1832), Signer of the Declaration of Independence, member of the first Board of Visitors and Governors of St. John's. Two other Signers, Samuel Chase and Thomas Stone, served in like capacity, and a fourth, William Paca, was among the promoters of the College.

PHOTO BY PICKERING



FRANCIS SCOTT KEY
A graduate of St. John's in the Class of 1796.

THE American small college is again coming into its own. For the past half-century it has been obscured by the spectacular rise of the universities, but higher education in America is entering a new phase—a phase in which it is recognized that college and university have separate and distinct tasks and that one is as important as the other.

St. John's has always been a small college. It will remain a small college, carrying on the sound tradition of cultural training and comradeship in learning which institutions of its kind have established as a vital part of American life. It brings to its task, however, an age and tradition rare in America.

Of American institutions for higher learning St. John's has, next to Harvard and William and Mary, the longest continuous history. Its story begins in 1696, with the establishment at Annapolis of King William's School. Into that story are knit names and associations which will be for-

Notable
Names

ever memorable. Washington visited St. John's in 1791, and sent to it his adopted grandson, George Washington Parke Custis. The names of three other members of the Washington family, Fairfax, Whiting and Needham Washington, stand on the early rolls of the College. Francis Scott Key was a graduate in the Class of 1796. St. John's counts among its promoters four Signers of the Declaration of Independence: Charles Carroll of Carrollton, Samuel Chase, Thomas Stone and William Paca. The first three served as trustees.

The setting of St. John's is in accord with its history. It is situated at Annapolis, a city which retains more of the atmosphere of Colonial times than any other center in America. The homes of three Signers are within a short walk of the campus, as is the old Maryland State House, under the graceful dome of which has been written many a colorful page in the annals of the country. Congress met there in 1783 to receive Washington's resignation as commander-in-chief of the Revolutionary armies, and again in 1784 to ratify the treaty of peace with Great Britain. A

meeting at the State House in 1786 led to the convention which framed the Constitution of the United States. Annapolis is known to architects the country over for its splendid pre-Revolutionary mansions, three of the finest of which, the Hammond-Harwood, Brice and Pinkney Houses, have been taken over by St. John's and are to be integral parts of its life.

At one corner of the campus stands the Liberty Poplar, a tree which has figured so prominently in Maryland history as to become almost a personage. The colonists gathered about its massive trunk in 1652 to



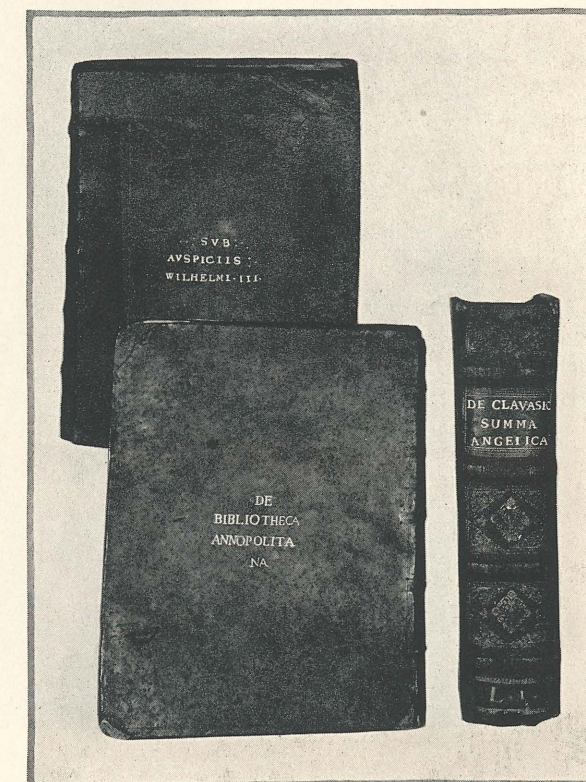
Memorial on the St. John's campus marking the graves of French soldiers and sailors who died at Annapolis during the Revolution. Erected in 1911 by the Sons of the Revolution.

[4]

conclude a treaty with the Susquehannock Indians, and during the troubled days before the Revolution they met there many times to hear Samuel Chase and other patriot orators. In 1824 the people of Anne Arundel gathered at their ancient forum to welcome Lafayette, who was later entertained at a banquet and ball in the Assembly Hall of St. John's. A memorial standing on the campus marks the graves of French soldiers and sailors who died at Annapolis during the Revolution. McDowell Hall, the central building of the College, was begun in 1744, and is one of the oldest college buildings in America.

An Historic
Campus

St. John's is rich in age; it is rich, also, in youth. Under a vigorous and progressive leadership it is meeting a most modern, national need—the need for institutions which provide intimate student fellowship, close contact between student and teacher, and an education based upon the traditional cultural studies which are the best preparation both for life and for advanced technical and professional training. To meet the obligations laid upon it, however, and to grow into the future of brilliant development open to it, the College needs a wider circle of friends. To that end it presents its story and its case—not only to the people of Maryland, but also to the country as a whole. Its appeal is varied and national; it is made to those who cherish the past and delight in its beauty as well as to that rapidly increasing group that believes in an education which is neither special or utilitarian, but which lays a foundation for intelligent, appreciative living. Americans are rediscovering that such a foundation is, moreover, a preparation for successful professional and business life.



Three of the 400 volumes which St. John's inherited from King William's School. Sent to Maryland in 1696, they were a part of one of the earliest free public libraries in America.

[5]



McDowell Hall, begun in 1744 by Thomas Bladen, Fifth Colonial Governor of Maryland, for a "Governor's Palace." It contains the Assembly Hall of the College, in which Washington was entertained in 1791 and Lafayette in 1824.

I

"TRAINING IN GOOD LETTERS AND MANNERS"

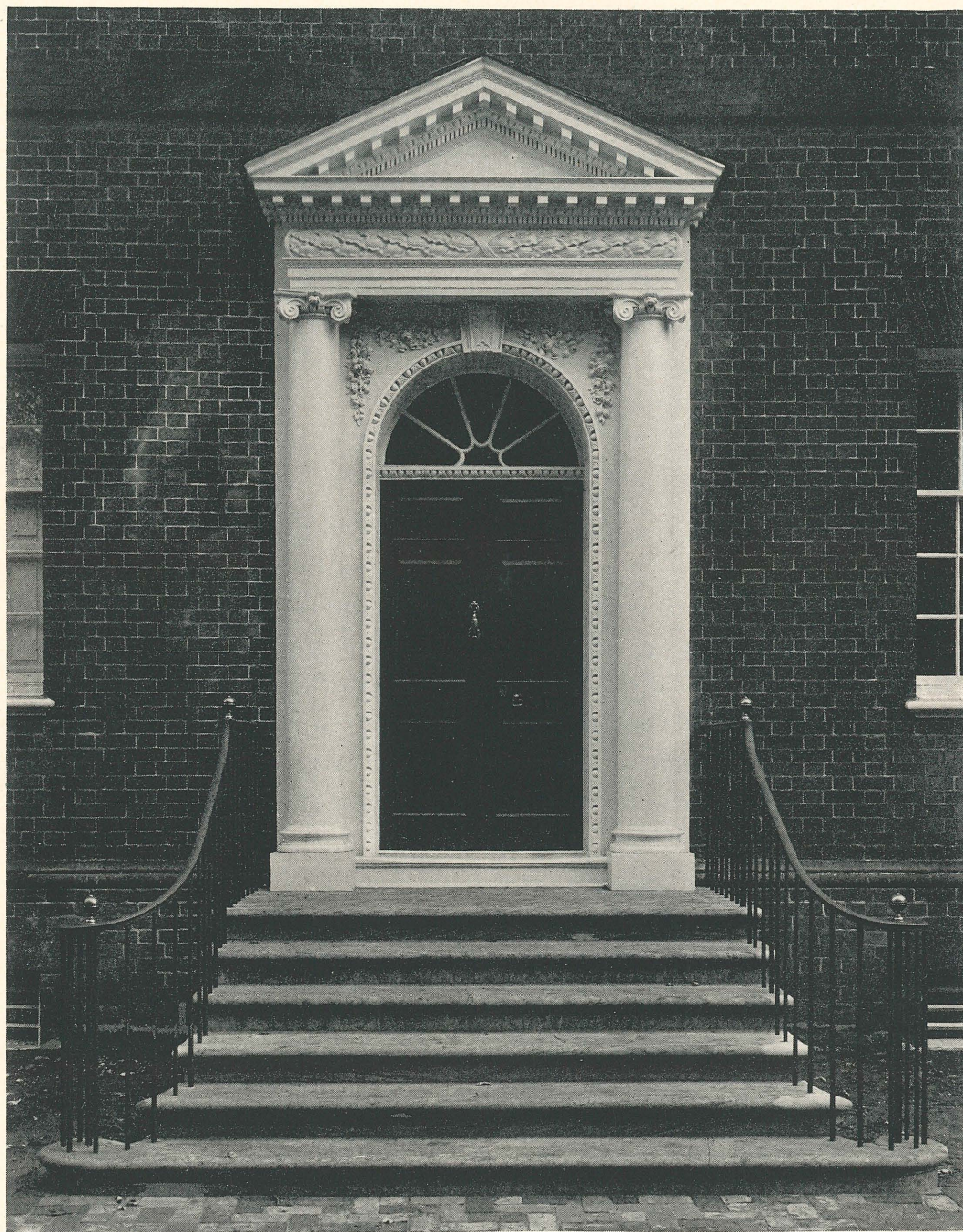
AS early as 1664 the Maryland colonists testified their wish to "make learning an handmaiden to devotion" by founding free schools which would train youth "for the service of Church and State in this uncultivated part of the world." Private schools appear very early in the history of the Colony, but it was not until 1696 that the project for free schools took definite shape.

*A Free
Public School*

The first completed legislation of the Assembly of that year was "An Act for the Advancement of Learning," which provided for a free school for the education of Maryland youth in "good letters and manners." The Royal Governor, Sir Francis Nicholson, promised £50 toward a building and £25 a year toward the master's stipend, and the Assembly voted 45,000 pounds of tobacco toward a school structure. The members of the Council gave from 1,000 to 2,000 pounds each of the same staple, "each and every gentleman," according to a chronicle of the time, "vying with his neighbors . . . in making generous donations of hundreds of pounds of tobacco." The Archbishop of Canterbury was named Chancellor, and the first trustees were as follows: Governor Nicholson; his secretary, Sir Thomas Lawrence; Colonels Hutchins, Robotham and Addison of the Council; the Rev. Peregrine Cony and the Rev. John Hewett; John Bigger, Edward Boothby, Kenelm Cheseldyne, Henry Coursey, William Dent, Edward Dorsey, Thomas Ennals, Francis Jenkins, Robert and Thomas Smith, Thomas Tasker and John Thompson.

*The Foremost
Gentlemen of
Maryland*

King William's flourished until the Revolution. It drew the cream of Maryland youth, among them William Pinkney, U.S. Attorney-General, Minister to England and Minister Plenipotentiary to Russia. Pinkney



Doorway of the Hammond-Harwood House, built between 1770-1774 by Matthias Hammond. St. John's is appealing for funds with which to make this and three other pre-Revolutionary dwellings a permanent part of its holdings. The Hammond-Harwood House is to be a Colonial museum; the Brice, Pinkney and Peggy Stewart Houses faculty and student residences.

drew the declaration of war against England in 1812. At the opening of the War for Independence, however, the school closed and its building became, according to tradition, a gun shop. At the close of the great struggle there were many natural reasons why it should resume not as a school but as a college. There were plenty of lower schools in Maryland, but as yet no college. It had been customary for the sons of the large planters to go to Oxford or Cambridge, but with the breaking of ties between the Colony and the mother country agencies for higher education must be established at home. There can be no doubt also that the men who had created a new nation foresaw its amazing possibilities of development and believed that sound growth depended upon a most generous provision for higher education. Some of them wrote as much into the charter of St. John's, which reads in part: "Institutions for the liberal education of youth . . . are of the highest benefit, in order to train up and perpetuate a succession of able and honest men for discharging the various offices and duties of life. . . . Such institutions have accordingly been promoted and encouraged by the wisest and best-regulated States. . . ."

*The
Revolution*

In 1784 a group petitioned the Legislature for a college charter. The charter was granted, and by legislative action the funds, property, masters and students of King William's School passed to the new institution. By legislative action, also, it received a grant of land near the State House, on which stood a mansion begun in 1744 by Thomas Bladen, Royal Governor from 1742 to 1747. Royal names were out of favor, and it was natural that King William's should lose its ancient appellation, but it is not exactly known how the College received its present name. It is probable that among the remarkable men who guided the transition from school to college were some who had been students at St. John's, Oxford. By giving the name of this college to the new institution they testified to an affection which had survived the bitterness and hardships of the Revolution.

*King William's
Becomes
St. John's*

They wrote into the charter, also, those principles of religious freedom which earned for early Maryland the name of "The Land of Sanctuary." To quote again from the charter: ". . . the said college shall be founded and maintained forever upon a most liberal plan, for the benefit of youth

Tolerance

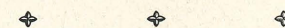


Woodward Library. St. John's has recently received a grant from the Carnegie Foundation for book purchases and from the same source an excellent art collection.

of every religious denomination nor shall any preference be given in the choice of a principal, vice-principal, or other professor, master, or tutor in said college, on account of his particular religious profession."

It is certain that no college or university in the country has had more distinguished patrons and friends than those who promoted St. John's. The foremost gentlemen of Maryland responded to an appeal for funds, just as their ancestors had responded to the appeal for King William's School. The subscribers' book, still preserved in the College Library, is a roster of the most noted families of the State. All four of the Maryland Signers gave to St. John's, as did Alexander Hamilton, who came to Annapolis in 1786 as delegate to the meeting which was the real beginning of the American Constitution. Thomas Stone and Samuel Chase were elected to the Board in 1784, and Charles Carroll of Carrollton in 1789. Other noted subscribers and trustees were William Pinkney, Jeremiah Townley Chase, John Eager Howard, Philip Barton Key, Dr. Thomas John Clagett, first Protestant Episcopal Bishop to be ordained in the United States, Dr. John Carroll, first American Roman Catholic Archbishop, and John Hanson, first President of the Continental Congress.

King William's School became St. John's College through the same general forces which created a free America. In the College records stand an impressive number of those names which are honored for their connection with the founding of the Republic.



The College opened its doors in 1789, with a procession from the State House and impressive exercises in the chapel. Its story from that year is best told by an account of its alumni. It was founded to create able citizenship, and its real history lies in the great degree in which it has accomplished that purpose, often in the face of great difficulties. The charter promised an annual grant from the State; in 1806 the Legislature, by a majority of six votes, withdrew the grant. St. John's was saved only by the heroic efforts of Rev. Bethel Judd, rector of old Queen Anne's, and by the eloquent appeals of Francis Scott Key. The College suffered heavily, also, during the Civil War, when its buildings were in use as a Federal hospital.

*Distinguished
Patrons*

*1789 to the
Present*

*Hardships of
the Civil War*



President Carey meets the Student Council. The enrollment at St. John's is limited to 400; a small student body and a large faculty insure close and friendly contact between teachers and pupils. St. John's has one of the ablest small college faculties in the country.

In the "succession of able and honest men" turned out by St. John's the greater number have won distinction in the field of public service, although physicians and teachers have always formed important groups in the alumni body. Army and Navy, Law and Politics have, however, long been traditional careers in the South, and it is in these fields that St. John's men have been most numerous and have won the greatest distinction. Upwards of 500 have been commissioned officers in the armed forces of the country. The military tradition of the College was honorably upheld during the World War. Four hundred and fifty-two alumni saw service; 90 per cent. were commissioned officers, of whom half held the rank of captain or above. St. John's men won thirty-five decorations and citations, American and foreign; twenty-four laid down their lives.

*Army and Navy,
Law and
Politics*

Of individuals who have won a conspicuous position in the life of the country it is possible to speak of only a few: Francis Scott Key, who wrote his name in the heart of the nation; Reverdy Johnson, U. S. Attorney-General and Minister to England; John Tayloe Lomax, Chief Justice of the Supreme Court of Virginia; T. U. P. Charlton, Chancellor of South Carolina; Alexander Contee Magruder, Chief Judge of the 1st Judicial District of Maryland; John Hanson Thomas, famous as an orator; Judge William H. Tuck, of the Maryland Court of Appeals; Somerville Pinkney Tuck, Alabama Claims Commissioner and Judge in the Court of International Claims at Alexandria, Egypt; William Peaco and Richard Randall, governors of Liberia before that commonwealth became self-governing; Ninian Pinkney, Medical Director of the United States Navy; Thomas Holme Hagner, chairman of the Judicial Committee in the first Florida Legislature; Frederick Stone, codifier of the laws of Maryland; Thomas Stockett Alexander, author of a work on Maryland Chancery Practice; C.S. Winder, a brilliant Confederate leader, whose death at Cedar Mountain was mourned by Jackson; William Pinkney and Cleland K. Nelson, bishops in the Protestant Episcopal Church; Leighton Parks, for over twenty years the beloved rector of St. Bartholomew's Church, New York City; James Booth Lockwood, who gave his life to science, dying at Cape Sabine on the Greely Polar Expedition; Keith Neville, Governor of

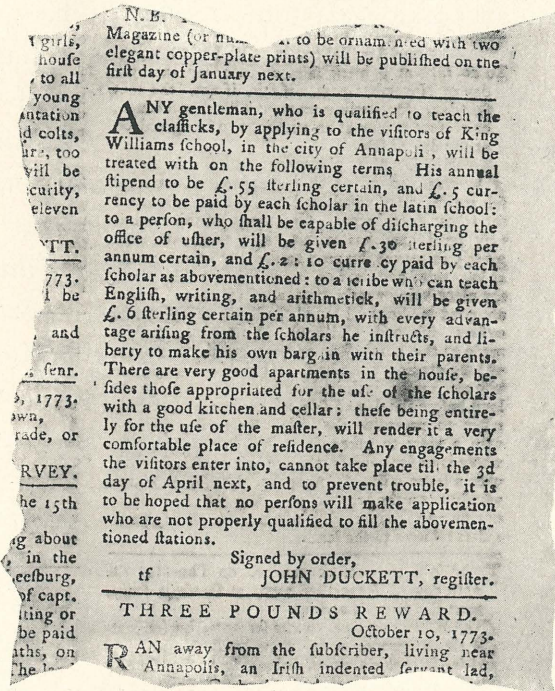
*St. John's
Men*

*National
Service*

Nebraska, and one of the youngest men ever to be elected to a governorship. Seven alumni have held important posts in the foreign service of the government; five have been United States Senators, and eleven have been members of Congress.

The service of the College has been genuinely national, but St. John's has most pride in its Maryland tradition. No institution has roots which reach deeper into the history and life of the State. Every important post in the government of Maryland has been filled at least once by an alumnus and most have been filled several times. Since 1789, when the College opened, one out of every six governors has been an alumnus of St. John's, as have been thirty-five judges in the higher courts of the State, and over seventy members of the Legislature.

Generation after generation there have stood on the College rolls those family names which have run like strong threads through the whole story of the Free State.



King William's advertises in the *Maryland Gazette* for teachers.

II
THE ST. JOHN'S OF TODAY

ON this solid foundation of past achievement stands the St. John's of today. In fundamentals it has not changed—its purposes and practices are essentially what they were when Washington made the College the medium for educating his ward. It is striving to create able citizenship for the twentieth century just as it strove to create able citizenship for the eighteenth, and it is accomplishing its purpose by nearly the same means.

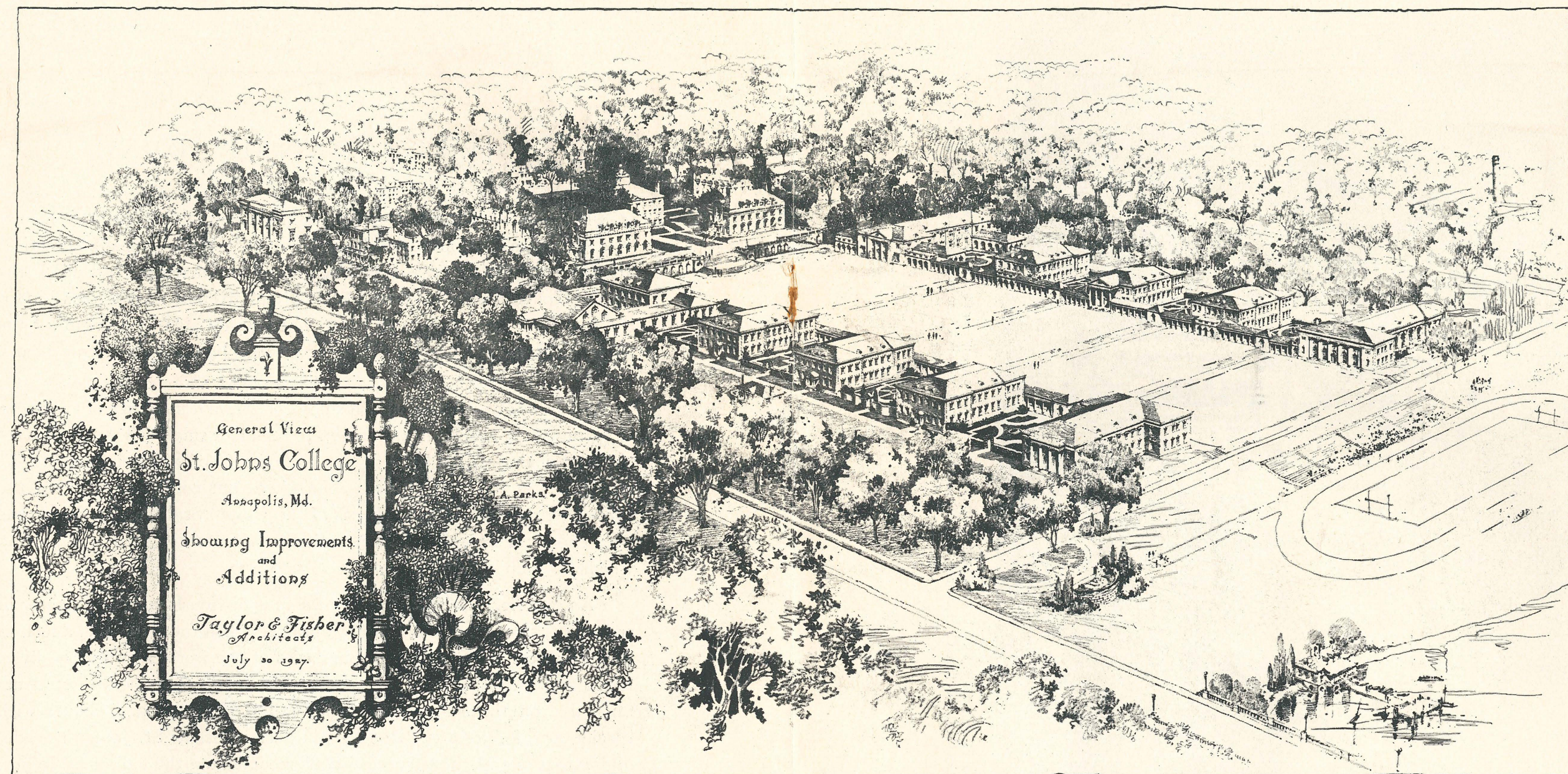
*Unchanged
in Essentials*

St. John's has always been a small college, and in an age of enormous educational expansion, it has chosen to remain a small college. It has set the limit of the student body at 400, a number approximately equal to the enrollment in the larger colleges of Oxford, but considerably below the average enrollment in the colleges of the United States. This figure has been chosen because it best serves the purposes of the kind of education which St. John's aims to give.

Fellowship

An experience in intimate fellowship is obviously a mighty factor in creating character. It can only be obtained when the student can feel, as he does at St. John's, all the boundaries of the world in which he lives. Large size means, in the average institution, that numbers of students must live off the campus, that they fall into groups and cliques with special outside interests. Rooming in dormitories as St. John's men do, dining together at the Commons Hall, modelled on the hall of St. John's, Oxford, exercising together in the gymnasium or on the playing fields, every St. John's man comes to know every other St. John's man. In such an atmosphere individual powers are developed; harmful eccentricities are weeded out, and the example of a justly admired leader has full play. There is no substitute for the vivid student life such as St. John's provides

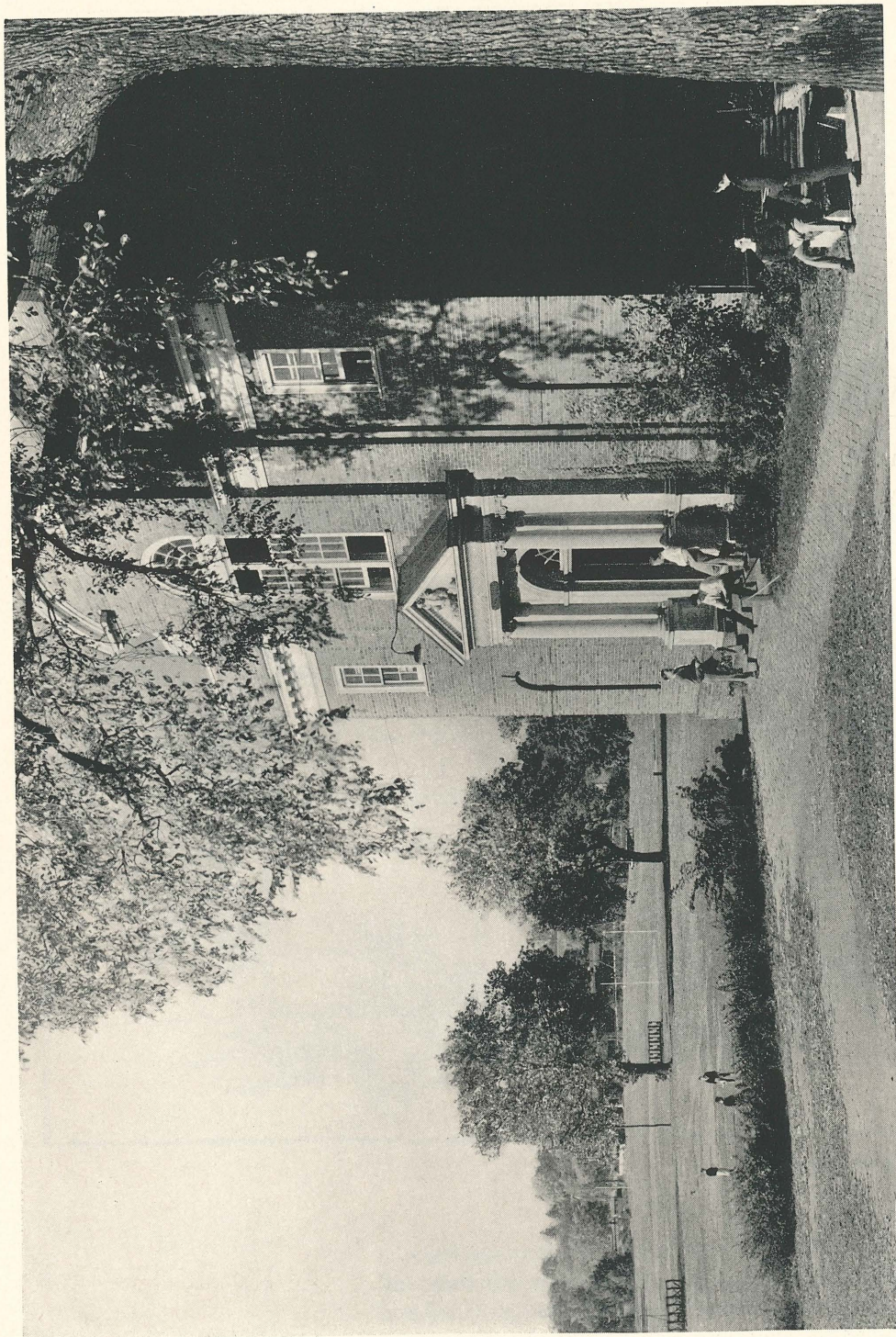
Student Life



A Scheme of Architectural Development, prepared for the Committee on Buildings and Grounds.

A modern, well-equipped, physical plant is a necessity if St. John's is to continue its development into an outstanding small college. A growth of 60 per cent. within the last four years has taxed present facilities to the utmost. Immediate necessities are:

a new dining hall and residence unit, a new student residence, a science building and a heating plant. In addition Pinkney and Humphreys Halls (the present dormitories) must be renovated and the Library remodelled to give more reading-room and stack space.



Dining Hall and Playing Fields. St. John's adds to its historic charm the values of a modern small college, with an intimate student life and athletics for all. College Creek, an arm of the Severn, forms one boundary of the playing fields and the grounds of the United States Naval Academy another.

and the widespread movement among larger institutions toward breaking up their undergraduate bodies into smaller units is testimony to its value.

Young men discover in the small college, also, quieter surroundings, greater tolerance and kindlier opportunities. They are free from the over-intense student activities against which scholastic work must compete. They have time for study and time for association with teachers—both, according to educators, crying needs in the educational world of today.

✦ ✦ ✦

St. John's is keeping its student body small; it is keeping its faculty large. Faculties generally grow much more slowly than do student bodies, and the consequence is that student and teacher become but names to one another. St. John's now maintains a ratio of one teacher to every ten students and hopes to improve even that excellent proportion. The lecture system is subordinated to individual and group conference—the natural method of teaching the humanities, and one which the larger institutions of the country are making strenuous efforts to provide. It means, however, that the faculty becomes a key factor; if it is made up of able, inspiring men the work of the College succeeds; if it is made up of men who lack such qualities, the work of the College fails. Thus far St. John's has had its share of fortune in securing and holding such men. Three of the present group are Rhodes scholars; the Sorbonne, Göttingen, Leipzig and many other Continental institutions of note, as well as most leading American universities, are represented in the advanced work done by St. John's teachers. The scholarly ripeness which they bring to their work is shown by the fact that the faculty group as a whole has had teaching experience at some thirty institutions other than St. John's.

✦ ✦ ✦

As a factor in creating intelligent participation in modern life St. John's is concentrating on the liberal arts curriculum. To a large extent men serve their generation through an appreciation of the generations which have gone before, and they gain this appreciation through an acquaintance with the traditional cultural subjects.

By concentrating on these studies St. John's is, moreover, in accord with one of the most powerful trends in modern education. The recent

*Comradeship
in Learning*

*The Liberal
Arts Curriculum*



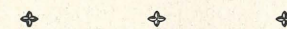
The "Liberty Poplar," scene of a treaty between the Colonists and the Susquehannock Indians in 1652, of many patriotic meetings during the Revolution, and of a welcome to Lafayette in 1824.

vast growth of American institutions for higher learning is too well known to need elaboration here; it is not so well known that the greater proportion of this growth is in the liberal arts schools. The era of great technical and professional school development seems to have come to a pause, and undergraduates are again seeking the general cultural training characteristic of an earlier period. According to figures compiled by the Federal Bureau of Education the proportion of students enrolled in liberal arts courses is double what it was in 1910.

The growing insistence of the best professional schools of the country on the arts degree as a preliminary to advanced study is one factor in this movement. Another is a demand among the great business organizations for men who are "educated" as well as technically trained. A third and probably more important cause is a growing demand among students themselves for "training in good letters and manners." America is rediscovering that such training is a necessary preliminary not only to professional study, but also to well-balanced participation in the general affairs of life.

*A Foundation
for Professional
Training*

By moving to meet this national demand St. John's assures itself a constant supply of the best student material. Since 1923, when the College rearranged its curriculum on the liberal arts basis, enrollment has increased over 60 per cent.



St. John's is rated as a "standard" college. This is the highest rating given. Its graduates enter without examination the leading professional and technical schools of the country.

*New and
Old Values*

The College has a varied enrollment; eighteen states and four foreign countries are represented in its present student body. Fifty-three per cent. of its students come from Maryland—the rest mainly from the North and Middle States. More and more St. John's draws boys from sections which have high standards and traditions in education.

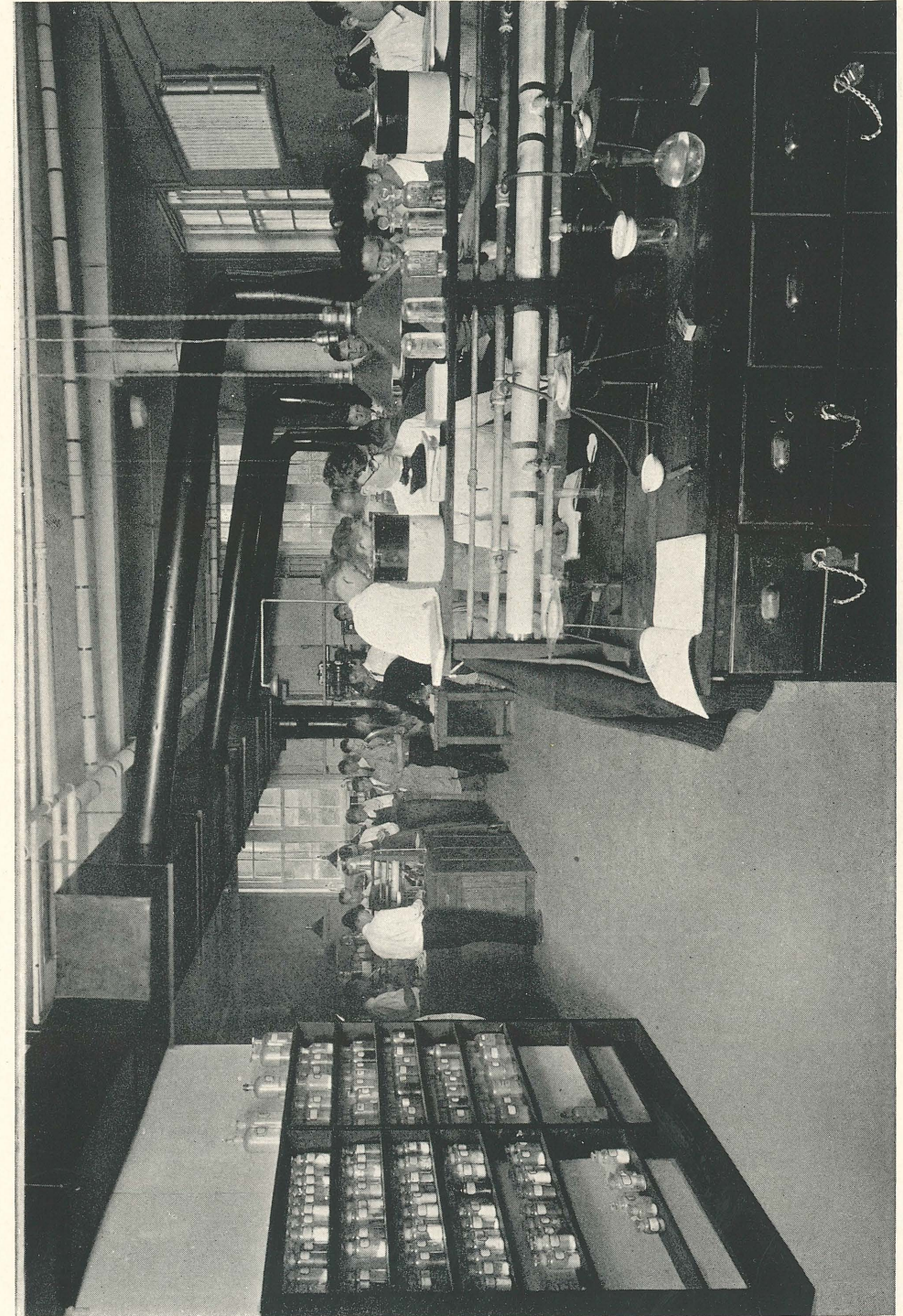
They are drawn by the modern excellence of the College and by the advantages of its location. Annapolis provides more than a background of

great natural and architectural beauty; it affords the quiet which is essential to a college, accessibility, also, to the great libraries, museums and other educational facilities of Washington and Baltimore. Modern ease of transportation has removed any bar of isolation which may have existed in the past.

Students are drawn by the rare historic charm of St. John's as well as by its modern educational program. It is a unique blending of old and new values which gives the College a place by itself among American institutions of learning, and opens to it a future of brilliant promise.



The Pinkney House built about 1750 and owned for many years by one of the most famous of Maryland families. It is one of the four pre-Revolutionary dwellings which St. John's is seeking to own. It faces the St. John's campus and is particularly suited for use as a College residence.



Chemistry Laboratory. The greatest single need of St. John's is a science building which will house the laboratories now located in the basements and garrets of various buildings. The laboratory here pictured occupies quarters needed by the Library for additional stack and reading-room space.



Gymnasium, erected in 1910 by the Alumni.

III

ST. JOHN'S OF THE FUTURE

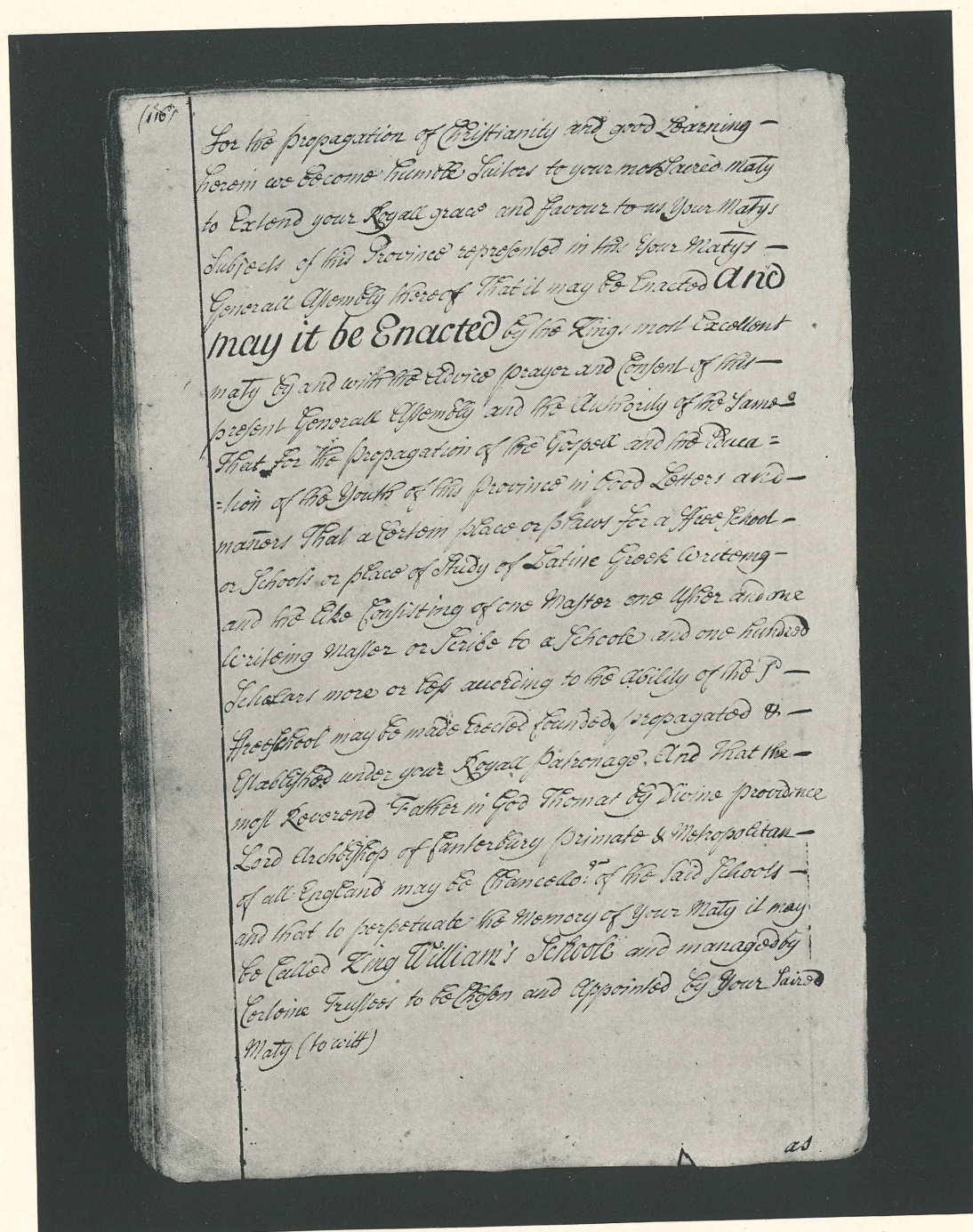
THE leaders in Colonial life who founded King William's School worked with a definite vision of what that school was to be and what it was to accomplish. A similarly clear ideal animated those who in 1784 raised King William's to the level of a college. St. John's now stands at a critical point in its career, moving to meet needs and opportunities as significant as any that have existed in the past. The growing demand for a liberal education has already been discussed; there is another and a special opportunity for St. John's which deserves emphasis. It is found in the announced intention of the Johns Hopkins University to curtail its undergraduate work and eventually to concentrate upon research and advanced training. St. John's is the logical successor in Maryland to the undergraduate work of that institution which has had so much to do with the development of the university idea in the United States.

*Forward-
looking
Leaders*

What picture of the future St. John's is in the minds of those who are carrying on the work of earlier leaders? That picture can be drawn—its elements are determined by the tradition of the College and by its present opportunity. It shows no innovations, but a perfection of what already exists. The best of the old is to be preserved and combined with the best of the new. It shows the Hammond-Harwood, Brice, and Pinkney Houses a permanent part of the College holdings, also the Peggy Stewart House, famous as the residence of Anthony Stewart, who was forced by patriots in 1774 to burn his brig and its cargo of taxable tea. Plans call for the restoration of these dwellings, and for the conversion of the Hammond-Harwood House into a Colonial museum and the others into faculty and student residences. The Brice House will serve also as a social center for

*Tradition and
Opportunity*

Colonial Homes



Excerpt from the Act which established King William's School at Annapolis in 1696. St. John's is the successor to King William's, and because of the connection is considered as America's third oldest college.

the College. The historic interest of these old houses and their exquisite good taste are to be actual educational forces in the life of the future St. John's.

Plans call for the restoration of the Colonial campus of the College, with unsightly modern structures removed and Pinkney and Humphreys Halls, the present dormitories, modernized. The Library is to be remodelled, and a modern structure built which will house the laboratories now scattered among the basements and garrets of several buildings. New dormitory and dining hall space must be provided so that all students will enjoy the advantages of an intimate campus life. With these additions to its physical plant, but with its historic charm untouched St. John's can enter another period in its history with physical facilities adequate to a task which is now national in its scope.

The St. John's student of the future will pursue almost the same studies and courses as does the St. John's student of today. Changes will come only with an enlargement of knowledge in the essential subjects which are the mainstay of a liberal education: literature, languages, philosophy and art; the physical science which plays so mighty a part in the civilization of the present, and the social science which explains the complexity of modern life and lays the foundation for a successful participation. St. John's will not devote its energies to a multitude of special subjects and special courses but will leave that task to institutions with different plans and different ideals.

Curriculum

To this College will come students from every section of the country, and representing the soundest strains in our national life. They will come as boys—they will graduate as men, men who have been made aware, as far as human effort can accomplish, of the obligations and beauties of life, men trained to be alert and fearless, and to live honorably, courteously and understandingly with their fellows in the modern world.

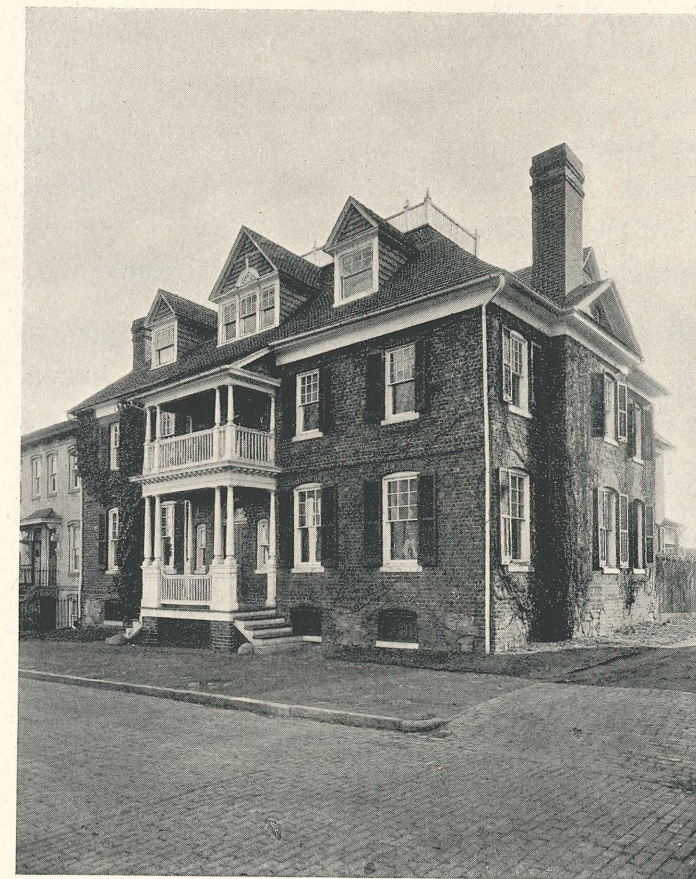
Making Men

This is the vision which is before the successors of Nicholson and Cheseldyne, Carroll and Chase. Under their leadership St. John's is embarking upon the greatest effort in its long career—an effort to secure



The Brice House, built about 1740, a supreme example of Georgian architecture. Washington often made it his home when staying in Annapolis. St. John's plans to convert it into a faculty dwelling and student social center. Tradition and architectural beauty are important factors in the educational program of St. John's.

the added resources with which this vision can become reality. Liberally supported it can do more than accommodate the young men of Maryland and of the country who seek its services—it can become, because of the unique manner in which it brings the best of a great past to the service of the present, one of the outstanding educational institutions of America.



The Peggy Stewart House, famous as the residence of Anthony Stewart, who was forced by patriots in 1774 to burn his brig, the *Peggy Stewart*, and its cargo of taxable tea. Sought by St. John's for use as a College residence.

MEMORIALS AND SPECIAL GIFTS

THE present effort of St. John's to increase its resources is an invitation for the establishment of memorials. They can perpetuate the name of a donor or of a person, living or dead, whom a donor wishes to honor. A giver may specify, also, that his contribution, however small, is to be applied to a special need of the College. The objectives of the present fund-raising effort are as follows:

Hammond-Harwood House	\$ 56,000
Brice House	50,000
Pinkney House	21,500
Peggy Stewart House	22,500
Restoration Fund	40,000
<hr/>	
Total for the purchase and restoration of Colonial homes.	\$190,000
New Science Building and Equipment	\$300,000
New Dining Hall and Student Residence Unit	200,000
New Student Residence	110,000
New Heating Plant	65,000
Grading of Grounds	50,000
Renovation of Pinkney and Humphreys Halls	20,000
Remodelling Library	15,000
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Total for additions and improvements to the College buildings	760,000
A General Fund for financing the building program and for various College purposes	50,000
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Grand Total	\$1,000,000

The Commission for the Restoration and Enlargement of Colonial St. John's College, Annapolis, Md.

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950 EQUITABLE BUILDING
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