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**ST. JOHN'S COLLEGE**

REPORT OF  
THE PRESIDENT



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## REPORT OF THE PRESIDENT

### TO THE VISITORS AND GOVERNORS OF ST. JOHN'S COLLEGE:

Changing times produce new fads and fashions on the college campus just as in the market place. Only two decades ago the by-word was "general education," a brave movement which foundered on survey courses and professional attachment to fields of specialization. More recently, colleges have become concerned with the "mix" of their student bodies. This apparently means assuring proper representation of rich and poor, male and female, white and black, scholarly and athletic, and so on. Another newly discovered *desideratum* in higher learning is "dialogue." I presume that this simply means that different people talk with each other, admittedly an essential feature of education, but one that is sometimes overlooked in the contemporary reliance upon the lecture amphitheater, closed circuit television, and the ubiquitous computer.

Now in 1968 the magic word seems to be "relevance." Numbers of students complain that the courses they are subjected to have no relevance to the world in which they live. They seem to want to live exclusively in the here and the now. They are threatened by the draft, frustrated by the machinations of politicians, concerned at the slow pace of the civil rights movement, sympathetic with the plight of the ghetto-dwellers, and disillusioned with the seeming hypocrisy of the adult world. Many students discover no relationship between their studies and the practical pressing problems of the world around them. In dissatisfaction they desert the classroom for VISTA and the Peace Corps or rally to the activist cause by demonstrating against Vietnam or by occupying the harassed president's office.

I recall Mark Van Doren's hypothetical institution, in which the sole requirement of its students was to read two hundred books, all of them acknowledged masterpieces. Three groups of students who enrolled in that institution left almost immediately, for they had entered by mistake. The first group left because they lacked the freedom to read what they pleased and therefore could not "develop their personalities"; the second because their previous diet of outlines, introductions, excerpts, and histories of thought had atrophied their ability to read.

Then there was a final group of pedantic youngsters who snorted at the reading list because it was not contemporary. They wanted as swift an introduction as possible to the civilization about them. To the reply that this was that, they were very scornful as they scurried off to become freshmen in some up-to-date college where field trips to factories alternated in the weekly schedule with lectures on large and immediate subjects.

Is education—and especially liberal education—relevant today? More specifically, just how relevant is the St. John's brand of liberal education? If by relevance we mean pertinence to living a life in the late Twentieth Century, then it is my conviction that true liberal education, as it is imperfectly and yet honestly approached on the two St. John's campuses, is highly relevant.

First I would turn to the books themselves, the books which we read and discuss over the four years. Their authors are sometimes called the Great Teachers, the most senior members of the St. John's Faculty. Parenthetically, I would note that they have no permanent tenure here; their terms depend upon the viability and the persisting freshness of their ideas—ideas formulated perhaps in the Fourth Century B.C. or in the Middle Ages but equally pertinent to us and to our situation today. Men are men, and they have always confronted the problems of family and government, law and justice, war and peace, education and change. Modes of living change as the wheel, steam power, electricity, radio waves, or atomic fission have their impact, but, surprisingly perhaps, the books still speak in relevant terms.

This is an election year. Read Alexis de Tocqueville's pre-TV analysis, as he described the American political scene in 1835:

I am inclined to attribute the singular paucity of distinguished political characters to the ever-increasing activity of the despotism of the majority in the United States.

Or consider the same observer's view of the confrontation of the two great present-day nation protagonists:

There are, at the present time, two great nations in the world which seem to tend toward the same end, although they started from different points: I allude to the Russians and the Americans. . . . Each of them seems to be marked out by the will of Heaven to sway the destinies of half the globe.

As to urban problems, Plato over two millennia ago well characterized the plight of our cities today:

A city is not one but two cities, the one of poor, the other of rich men; and they are living on the same spot and always conspiring against one another.

Even the generation gap receives attention. Plato deplored "the present style of admonition, which only tells them the young ought always to be reverential." Instead he advised parents,

The best way of training the young is to train yourself at the same time; not to admonish them, but to be always carrying out your own admonitions in practice.



Samuel John much later wrote with some prescience of certain current college students:

The mental disease of the present generation is impatience of study, contempt of the great masters of ancient wisdom, and a disposition to rely wholly upon unassisted genius and natural sagacity.

The Great Books of course do not always provide apt quotations like these. The real value of the books resides in their effect upon us and upon our thinking. Somehow the difficulties and problems now confronting us appear somewhat different after we have read these books. From this reading and discussion we gain new insights that enable us to approach current problems more intelligently and more imaginatively.

But the relevance of the St. John's Program goes beyond the content of the books themselves. In the seminar, and the tutorials as well, the concern of the College is with the processes of thinking. As all of us—tutors and students alike—seek to understand and develop an idea or a mathematical theorem, as we translate a passage of Greek or French into clear and precise English, as we move from particulars in the laboratory to hypotheses and scientific laws, our reasoning powers are enhanced and refined. Thirty-one years of experience with teaching the St. John's Program has enabled the Deans and the Faculty to evolve a curriculum well designed to inculcate in the learning mind the liberal or liberating skills which are the birthright of every man.

No curriculum and no individual course can anticipate the information and the special skills which a world in rapid flux may well require of any individual a decade after he has left the comfortable confines of the college campus. Instead, the best guarantee for the future is a well-disciplined and highly versatile mind which can function freely and effectively. Such a mind is capable of tackling new and unfamiliar problems; it can analyze situations and define alternatives; it distinguishes fact from propaganda; it is likely to make right decisions; it can communicate with others clearly and persuasively; it has developed a degree of competency in both the languages which all men use, the language of words and the language of numbers. Such a mind is best prepared to undertake the demands of a specific vocation or profession, to serve the state as citizen or official, and to seek intelligent solutions to the vast and intricate problems which can never be resolved by demonstrations and picket lines. The acquisition of the intellectual skills would appear to be a highly relevant activity.

Third and finally, the relevance of the St. John's curriculum arises from its concern for each individual student. A liberal education, and especially a St. John's education, is education for

privacy, and therefore of maximum relevance to each person. Each of us is inescapably sentenced to live with himself for the balance of his natural life. This can be a happy prospect or an impending disaster. Far too many adults have never learned to live with themselves. They must constantly seek escape in gregarious activity, in fun and games, or in spectatorship at the ball park or before the television screen. They lack the inner resources to use their leisure, as man by nature should.

If St. John's College succeeds in its chosen task, it will have stimulated a love of learning for learning's sake, a voracious appetite for reading good books, an appreciation of good music, and a readiness to engage in genuine conversation about subjects that matter. The inculcation of such habits and tastes will make the next five or six decades of its students' lives not only bearable but satisfying and stimulating.

Even more importantly, St. John's aids each student to discover who he is and what it is to be a man. During these four years he confronts many of the persisting and almost unanswerable human questions which have puzzled men in all ages. The books concern themselves with these questions. One may agree or disagree with the positions which the Great Teachers take. The point is that the questions about man's existence, his world and his God must be asked, and that answers must be sought. This is essentially a philosophical enterprise, entered upon not for the sake of argument, but rather in the serious quest for truth—so that each student will know how he wishes to live his life and what values matter to him. To avoid such an enterprise during these four college years would indeed make his educational experience one of profound irrelevance.

### *Instructional Matters*

Certain proposals were advanced during the year to modify the curriculum in order to make it appear less formidable and more contemporary to prospective students. A second recommendation was the admission of transfer students from other institutions with advanced standing. Both of these matters were discussed at length in three joint meetings of the Instruction Committee and an *ad hoc* committee of the Board. At the same time a study of the St. John's admissions office and its procedures was made by John Hoy, Dean of Admissions at Wesleyan University, and Monroe Bush, a former staff member of Old Dominion Foundation.

One of the first concrete results of these discussions and of this report was a complete revision of the College Catalogue. Every effort was made to stress the freshness and the relevance of the St. John's program on the contemporary scene without sacrifice of the unique character of the Catalogue. An effort was made to state in persuasive



rhetoric the particular attractions of the St. John's program for the young high school graduate. The format of the Catalogue was revamped, and a new contemporary type face was used.

A second product of these conversations was a decision by the Instruction Committee that students who had had at least one year of creditable work in appropriate subjects at another institution and wished to transfer to St. John's College might complete their course of study in three years and one summer. It was agreed that the first and second years of the Program should remain as they are and that the third and fourth years might be condensed into a year and a summer for such transfer students. This new plan goes into effect this fall. Meanwhile, a February class of fifteen men and four women was admitted on the Annapolis campus and completed its second semester this past summer in Santa Fe. The group appeared to be of high caliber and seemed to justify the experimental plan approved by the Instruction Committee last year.

### *The Teaching Faculty*

The Dean reports that learning and teaching on the Annapolis campus were better than usual. He attributes this to the small number of new tutorial appointees and to the increasing experience of the many able men and women who have joined the faculty in recent years. He admits the difficulty of finding evidence of the quality of teaching, but cites as one source conversations with tutors. Their talk about their work provides an indication of the level of competent understanding which they have achieved. A second obvious source of evidence is student criticism. Complaints about individual tutors were far fewer than in other years.

For the coming academic year, the following new appointments have been made on the Annapolis campus: Harvey Flaumenhaft, a political scientist from the University of Chicago who has taught at Wheaton College; Harry Golding, who has an M.S. degree in Chemistry from Northwestern University and most recently headed the Natural Science Division of Shimer College; and Edwin Hopkins, who has just received the Ph.D. degree in Philosophy from Duke University. John Gump, who has served capably as Assistant Dean and Tutor for the past four years, is leaving the College to undertake work for his doctorate. Thomas K. Simpson and Edward Sparrow were on sabbatical leave during the past year, and Eva Brann was on partial sabbatical. For the coming academic year Alvin N. Main and Edward M. Wyatt have been granted sabbatical leaves, and Eva Brann will complete her sabbatical. Other leaves for 1968-69 have been granted to George M. Berry, Jr., to Robert D. Sacks, who will teach at St. Mary's College in California, and to Thomas K. Simpson, who will devote two-thirds of his time to development work at the Key School.

For Santa Fe, an exceptionally large contingent of new tutors has been appointed for the fall of 1968. Their training will pose a serious problem for the coming year, though fortunately two of their number did undergraduate work at St. John's. Those appointed are Elizabeth F. Gilbert, who holds a doctorate in Botany from the University of Michigan; R. Thomas Harris, Jr., with a Ph.D. in Mathematics from the University of Illinois; Michael Mechau, a St. John's graduate with a master's degree from the University of Chicago in Political Science; John C. Rodgers, with an M.A. from Indiana in Philosophy; Barnett J. Sokol, who has both the B.S. and M.A. degrees from California; George N. Stanciu, a physicist from Los Alamos, whose doctorate was earned at the University of Michigan; Genevieve Townsend, who has completed her master's degree in English at the University of New Mexico; and Lenke Vietorisz, a St. John's alumna with a licentiate in Mediaeval Studies from the Pontifical Institute in Toronto, Canada. John T. Rule, a retired Dean at the Massachusetts Institute of Technology, has been appointed a part-time tutor for the coming year. Alan B. Cotler, with an A.B. from the University of California at Los Angeles, has been appointed a teaching intern.

At the end of the academic year the Santa Fe campus lost the services of two tutors, who left to accept positions elsewhere, Donald J. Brady and Thomas H. Jameson. Thomas J. Slakey has been granted sabbatical leave for the coming academic year. Clarence J. Kramer will be on leave of absence, as well as Henry N. Larom, who accepted a short-term appointment with the Peace Corps in Africa.

Four of the most senior and most experienced tutors on the Annapolis Faculty retired at the end of the academic year. Ford K. Brown first joined the St. John's Faculty as Associate Professor of English in 1925. He served a period of active duty with the U. S. Navy during World War II and was on the staff of General Lewis Hershey in Selective Service. William Kyle Smith came to St. John's College in 1942 from the University of Virginia. For all but seven of the past twenty-six years he has been Assistant Dean as well as tutor. Both Mr. Brown and Mr. Smith held Addison Mullikin Tutorships. Simon Kaplan studied and taught in European universities in Germany, the Soviet Union, Austria and Paris before seeking refuge in this country. He joined the St. John's Faculty as a visiting scholar in 1942 and became a tutor the following year. He is known to generations of St. John's students for his extracurricular Bible classes on the Old Testament. Iola R. Scofield joined her husband on the St. John's Faculty in 1954, three years after the admission of women to St. John's College. Previous to that date she had taught at the University of California, at New York University, and at University College in the University of Chicago. St. John's College records a



deep debt of gratitude to all four of these tutors for the stimulus of their teaching and for the unselfishness of their devotion to their students and to the College.

#### *First Santa Fe Commencement*

For the first time in the long history of St. John's College there were two commencements. On June 2nd thirty-four members of the charter class of 1968 received their diplomas on the Santa Fe campus. One week later forty-seven seniors were awarded their Bachelor of Arts degrees on the Annapolis campus. With completion of the first four-year cycle on the campus in the Southwest, the members of the Board of Visitors and Governors can be justifiably proud of having achieved their objectives of seven years ago—to expand the usefulness of St. John's College through mitosis without sacrificing the essential benefits of smallness.

#### *The St. John's Student*

It is a curious anomaly that attrition on the Santa Fe campus was remarkably low, while that on the Annapolis campus was the highest in some years. Registration, in general, was slightly lower than in the preceding academic year, 486 students as compared with the previous year's 501. The distribution of the several classes was as follows:

<i>Annapolis</i>	<i>Men</i>	<i>Women</i>	<i>Total</i>
Freshmen	56	46	102
February Freshmen	15	4	19
Sophomores	49	36	85
Juniors	31	25	56
Seniors	34	20	54
	<hr/>	<hr/>	<hr/>
Totals	185	131	316

<i>Santa Fe</i>			
Freshmen	28	27	55
Sophomores	20	20	40
Juniors	28	12	40
Seniors	19	16	35
	<hr/>	<hr/>	<hr/>
Totals	95	75	170
	<hr/>	<hr/>	<hr/>
Grand Total	280	206	486

St. John's was fortunate in escaping the more dramatic forms of student unrest and rebellion that seem to characterize so many American campuses. For the most part, relations among students, tutors and the administration continue to be informal and cordial. It is interesting to note that, following long study and discussion, the Rules of Residence on both campuses were liberalized to permit visiting in men's and women's dormitories within certain specific hours. Every effort will be made by the administration and the faculty to encourage the students to use these new privileges in a responsible and beneficial way.

Student health both at Annapolis and at Santa Fe seemed to be generally good. There were more than 1,000 visits to the dispensary on the Annapolis campus, but less than two dozen admissions to the infirmary. On the Santa Fe campus this was the first full year of use for the new infirmary building, and both Dr. Julius L. Wilson, the College Physician, and Mrs. Peggy Elrington, the College Nurse, report that it is both functional and pleasant. Psychological counselling was available again this year on both campuses, Stuart Boyd, one of the tutors, serving helpfully on the Santa Fe campus, while student problems in Annapolis were referred to Dr. Robert Ward of the Johns Hopkins Hospital and Baltimore City Hospitals.

#### *Upturn in Admissions*

The general improvement in the admissions situation on both campuses is graphically demonstrated by comparative figures for the past five years:

<i>Annapolis</i>	<i>Applications Received</i>	<i>Applications Approved</i>	<i>Freshmen Enrolled</i>
1964	312	224	123
1965	295	200	116
1966	254	222	119
1967	209	180	102
1968	254	184	129
<i>Santa Fe</i>			
1964	128	88	83
1965	144	112	87
1966	115	98	73
1967	92	77	55
1968	206	159	119

The sharp increase in both applications and freshman entrants at Santa Fe can be attributed largely to the effective work of Mr. Price,



the new Director, and the excellent staff working with him, Gerald Zollars, Assistant Director, and Geraldine Foster and Julia Koontz, secretaries. The office is administratively sound and functions creatively and independently.

The Bush-Hoy Report produced a number of helpful suggestions which were adopted by both Mr. Price and James Tolbert, Director of Admissions on the Annapolis campus. Perhaps the most helpful and promising development was involvement of over 300 alumni in active recruitment of new students. The College is grateful to each alumnus who interviewed prospective students in this program. Their work throughout the country was clear evidence of the continuing interest of alumni in St. John's and of their commitment to its philosophy of education.

At Santa Fe the first year of the new Southwestern Scholars Program yielded over two hundred nominees, of whom 26 were finally awarded scholarships. This program, supported by individual Board members and by a generous grant from the Hattie M. Strong Foundation, accomplished its principal purpose of stimulating greater interest in the new St. John's in states of the Southwest. Analysis of origins of applications this year showed 61 from New Mexico, compared to seven in 1967; 15 from Colorado, compared with six last year; 11 from Arizona, as contrasted with two a year ago. Other states showing marked increases were Illinois (11), New York (10), and Massachusetts (8).

### *Progress of the Two Libraries*

A contract was awarded in May to W. H. Ward Contractors, Inc., for reconstruction of Woodward Hall on the Annapolis campus. Work began in June on sinking new foundations under the present structure so that the basement will now provide two full stack floors. These will extend outside the present walls of the building into a low annex along King George Street. The entire building is being gutted and a new roof is being installed. Both the west reading room on the first floor and the King William Room on the second floor will be restored in such a way as to retain their traditional atmosphere, but the entire building will be much more functional and attractive when the reconstruction is completed in the spring of 1969. The total project is estimated to cost over a half million dollars. It is completely funded, thanks to gifts from alumni and friends, as well as to helpful grants from the Hodson Trust and from the Maryland and Federal Governments.

Unhappily, no matching funds were found on the Santa Fe campus to enable the College to claim a proffered federal grant of \$311,000 toward the construction of the much needed library and fine arts building. These funds were released by the College in the

spring of 1968. Hopefully, they may be claimed again when the College is successful in raising the matching monies. Meanwhile, the Santa Fe library collection has grown to 15,000 books, phono-discs, phono-tapes and musical scores, in spite of the problem of a divided operation. The main library is still located in the future college bookstore in the Student Center. The mathematics, science and music collections have been moved into temporary space on the first floor of Calliope House in the women's dormitory complex.

### *The Santa Fe Deanship*

Clarence J. Kramer, first Dean of the Santa Fe campus, resigned his administrative duties at the end of the academic year for personal reasons. He deserves the gratitude of the College for his tireless efforts over the past four years in welding together a new faculty, in working with students, and in developing traditions for the new campus. Mr. Kramer goes on leave for the coming academic year and then expects to return to the Faculty.

The new Dean, William A. Darkey, is a graduate of St. John's College in the Class of 1942. He received an M.A. in English and Comparative Literature at Columbia University and since 1949 has been a tutor at St. John's College. In 1961 Mr. Darkey was a member of the faculty site committee which recommended Santa Fe as the location for the new St. John's. Appropriately, he joined the western faculty when the new campus opened in 1964 and has, since that time, served as Director of Adult Education in addition to his undergraduate teaching responsibilities. Mr. Darkey's appointment has been well received by tutors and students alike.

### *Other Administrative Personnel*

Following the resignation of John Gump to pursue postgraduate work, Charles Finch was appointed Assistant Dean on the Annapolis campus for the coming academic year. Other administrative appointments at Annapolis included Miss Ann Wright, replacing Mrs. Candida Allanbrook as Assistant Librarian; Mrs. Christiana White, Secretary to the Dean, replacing Mrs. Louise McCarthy; Mrs. Susan Platt, Secretary in the Admissions Office; Everett Whitehead, Music Librarian, replacing Mrs. Deborah Massell; and Miss Phyllis Doyle, Laboratory Technician, replacing Mrs. Alice Kurs. Mrs. Annabelle Harris, Miss Carol German and Mrs. Mary Miller, all staff members of the Development Office, Miss Mary Warner, Secretary in the Assistant Dean's Office, and Mrs. Eileen Doolittle, Secretary in the Peace Corps Office, all left the service of the College in the course of the year.

At Santa Fe the principal administrative appointment was that of Kirk Tuttle as Treasurer of the College. Mr. Tuttle had been head of



an advertising firm in Cleveland, Ohio, and took early retirement to assume the western treasurership. He succeeded Wilbur J. Hannon, who resigned in September. Mr. Tuttle has already shown a high degree of administrative skill and has won the confidence and friendship of both tutors and students.

Other appointments on the Santa Fe campus are: Mrs. Virginia F. Robertson, Assistant to the Director of Development; Mrs. Louise Tamotzu, Secretary to the Director of Development; Mrs. Holly Tani, Library Assistant; Mrs. Patricia Atkisson, Bookstore Manager, succeeding Mrs. June Greene; Mrs. Margaret Gonzales, Cashier; Mrs. Dorothy Farley, Bookkeeper in the Treasurer's Office; and Mrs. Arlette Keir, part-time secretary in the Dean's Office.

### *Alumni Activities*

The year was characterized by a much greater involvement of alumni in the affairs of the College, thanks largely to the initiative of Jack Carr, of the Class of 1950, outgoing President of the St. John's Alumni Association. His appointment of an Alumni-College-Student Relations Committee resulted in a number of helpful developments, such as alumni assistance in student recruitment, a panel discussion on graduate schools to inform juniors and seniors, and inauguration of the Alumni Lecture Series, the first of which was given by Christian Hovde, of the Class of 1945. It seems clear that better understanding has been brought about and a closer relationship developed between the College and its alumni.

Julius Rosenberg, of the Class of 1938, was elected President of the Association at Homecoming in the fall. Philip I. Bowman, of the Class of 1931, and W. Bernard Fleischmann, of the Class of 1950, were elected to three-year terms on the Board of Visitors and Governors, replacing John D. Alexander, of the Class of 1953, and Joseph L. Bean, of the Class of 1932, who had completed two consecutive terms. Thomas L. Parran, Jr., of the Classes of 1942 and 1959, continues to work constructively as Director of Alumni Relations. Publication of a new Alumni Register was one of the major accomplishments of the Alumni Office during the year.

### *Graduate Institute in Liberal Education*

The second summer of the Graduate Institute in Liberal Education was even more successful than the first. Elliott Zuckerman, Annapolis Tutor, succeeded Robert Goldwin as Director of the Institute and maintained a high enthusiasm among the participants. Enrollment practically tripled this summer, with 91 teachers and other adults registered for the M.A. program.

This summer, for the first time, the second and third sequences of readings were offered, those in Literature and Poetry and in

Philosophy and Theology. The sequence in Politics and Society was repeated. Only in 1969 will the fourth and final sequence be offered, that in Mathematics and Science. Eight tutors from Annapolis taught in the eight-week program, as well as five from Santa Fe. Jacob Klein and Eva Brann of the Annapolis Faculty were visiting tutors for a fortnight. Alfred Kazin, Distinguished Professor of English at the New York State University at Stony Brook, gave two general public lectures, which were well received.

Again the Graduate Institute was materially aided by helpful fellowship programs which made it possible for a large number of teachers to attend from inner-core city schools. There were twelve Hoffberger Fellows from Baltimore, eight of them returning for a second summer. Twelve new fellows were appointed from Washington, D.C., six each on generous grants from the Cafritz Foundation and from the George Bunker Foundation. The Richardson Fund of New York City also made a helpful grant of \$5,000, which was used for general financial assistance to participating teachers. These several foundation grants proved of great value, since the major sustaining commitment from the Carnegie Corporation of New York was reserved exclusively for the overall support of the Graduate Institute.

### *Finances*

Lower student enrollment, unanticipated expenditures, and a relatively small flow of current gifts caused the Annapolis campus to close the fiscal year with a deficit of \$25,433. Income for the year amounted to \$1,457,384, as compared to the budget figure of \$1,453,512. Actual expenditures totaled \$1,482,816, considerably more than the budget of \$1,453,512. The deficit would have been even larger had not the sum of \$41,603, representing one-third of gains realized on the sale of securities, been included in current income.

To return the Annapolis campus to a sound fiscal position four steps are being undertaken. First, every effort will be made to effect economies within the budget for the coming year. Second, active work has been undertaken to develop one or more summer programs to carry the College's normal overhead during this slack period of the year. Third, a better coordinated plan for annual gifts by alumni and friends will be undertaken. Finally, the Board has adopted a new investment policy whereby a larger yield will be achieved on the endowment portfolio without sacrifice of growth.

The Santa Fe campus faced a seemingly impossible task, since its regular and capital budgeted expenditures were estimated at \$1,224,993, while only \$573,145 was anticipated in normal income. I am happy to report that unrestricted gifts were received in suffi-

cient number and amount so that the year ended with a modest excess of income over expenditures and appropriations. The total expended for the normal operations of the College amounted to \$939,917. The summer programs required \$60,892; debt service on both long- and short-term notes came to \$162,841; capital items amounted to \$35,682. The total expended for current purposes and appropriations thus amounted to \$1,199,269, while current income totaled approximately the same amount. It may provide perspective on the overall financial situation of the Santa Fe campus to review the aggregate of the monies expended for all purposes and the sources of these funds since the inception of the new campus:

*Source of Funds, 1961-1968*

Student Fees (Tuition, Room & Board)		\$1,486,816
Income from Investments		10,977
Federal Grants		209,961
Gifts and Grants		3,749,083
Annuities		250,000
Miscellaneous		89,190
Borrowings		
Annapolis Loan		1,461,000
1964 Dormitory Loan		876,000
1965 Dormitory Loan		900,000
First National Bank, Santa Fe		250,000
		<hr/>
		\$9,283,027

*Application of Funds, 1961-1968*

Invested in Plant		
Land and Improvements	\$ 260,580	
Buildings	4,775,739	
Equipment & Furnishings	346,216	
Library Books	59,600	
Other Land and Buildings	85,676	5,527,811
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Unexpended Capital Funds		6,093
Endowment Funds		40,739
Current Operating Budgets		
1961-64 (Preparatory years)	198,800	
1964-65	491,100	
1965-66	752,115	
1966-67	921,688	
1967-68	1,092,658	3,456,361
	<hr/>	
Other Projects		
Federal Programs	46,501	
Peace Corps Program	146,033	
Summer Institute	60,489	252,023
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		\$9,283,027



### *Western Consolidation Campaign*

In January a decision was reached to move the headquarters for the Western Consolidation Campaign to Santa Fe and to place responsibility for this program upon Frank McGuire, who was promoted to be Director of Development. The fund-raising drive received new impetus under Mr. McGuire's leadership. Gifts and pledges from members of the Board reached a total of \$2,430,000. The first major foundation commitment was received from the Arthur Vining Davis Foundation of Miami, Florida, \$50,000 annually for four years in the Foundations' Living Endowment Program. Finally, mention should be made of the College's first annual giving effort in the Santa Fe area. A total of \$26,000 has been raised toward a goal of \$40,000 within the calendar year 1968.

An important part of the Development Office's work has been in the area of public relations and information. Three issues of the newsletter *Progress* were published and news releases and features sent to local and national media. Boards of Associates were activated in Santa Fe, Los Alamos, Albuquerque, and Denver. These citizens' groups performed important work in interpreting the College to the broader community, in helping with scholarship activities, in planning Commencement events, and in working with the Director of Development in raising funds.

A decision has now been reached to extend the period of the Western Consolidation Campaign to June 30, 1971. The goal for the coming three years will be \$3,896,000: the endowment of three tutorial chairs, \$1,200,000; lectureship and concert endowments, \$275,000; library endowment, \$125,000; scholarship endowment, \$400,000; a physical education center, including gymnasium and swimming pool, \$1,000,000; and funds to underwrite current operations through June 30, 1971, as well as to clear the current bank loan, \$896,000.

### *Gifts, Grants and Bequests*

For the year just ended the aggregate of gifts, grants, and bequests to the Annapolis campus was \$406,630. Nearly three-quarters of this represented additions to the permanent endowment funds of the College. One hundred and fourteen alumni contributed an average of nearly \$150 each toward the endowment, while four bequests were received as follows: Walter I. Dawkins, of the Class of 1880, \$57,649; Sprignell P. Wiley, of the Class of 1897, \$7,542; the Reverend William L. Mayo, of the Class of 1899, \$334; and Charles E. Athey, of the Class of 1931, \$5,000. Old Dominion Foundation again generously matched contributions for endowment purposes, thus contributing a further \$144,502 to the St. John's permanent funds. A total of \$62,137 was received for current purposes: \$13,875 from alumni, \$17,132 from Maryland and other

business companies through the Association of Independent Colleges in Maryland, \$20,000 from the Hodson Trust, \$6,625 from friends, and \$4,405 from corporations. A total of \$40,017 was received toward the renovation and addition to Woodward Hall, and \$15,472 toward the cost of a future men's dormitory to be known as Harrison House.

All those who have contributed so generously to both St. John's campuses this past year—alumni, friends, foundations, and corporations—have had a significant part in this ongoing educational venture. Those of us within the College are deeply mindful of the important role which all of our supporters play in the College. It is a debt of gratitude that we can repay only by our own devotion and commitment to these two small communities of learning.

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Fortunately the year has enabled me to complete certain outside commitments, thus freeing me for greater activity on behalf of the College. In January I presided over the annual meetings of the Association of American Colleges in Minneapolis and then yielded the gavel to my successor. I continue as a member of the Board of Directors of the Association for this final year. In March I completed my term of service as Vice Chairman of the Independent College Funds of America. My main task over the past year was to chair the Search Committee which discovered and recommended the new President of that organization. My duties as Chairman of the Maryland Commission on the Capital City continue. This coordinating body has a great opportunity to effect the orderly development of Annapolis as State Capital, as County seat, as a city in its own right, and as home of both the United States Naval Academy and St. John's College.

During the year ahead the Santa Fe campus will undergo evaluation by the North Central Association of Colleges and Secondary Schools. A team will arrive on campus in the spring, and a decision on accreditation will be rendered in July. At that time accreditation of the western campus by the Middle States Association will cease. There is real challenge to all of us in the forthcoming North Central visit. We must bend every effort to consolidate our enrollment gains, to move forward the Western Consolidation Campaign, to preserve the viability of the parent campus in Annapolis, and above all, to foster the searching, the questioning and the reasoning which so distinguish a St. John's education.

RICHARD D. WEIGLE  
*President*

September 3, 1968

ST. JOHN'S  
Annapolis,  
  
BALANCE SHEET,

ASSETS

CURRENT FUNDS

Unrestricted	
Cash.....	\$ 75,279
Accounts Receivable.....	2,193
Sundry Receivables.....	38,779
Inventory—Bookstore.....	24,154
Total.....	<u>\$ 140,405</u>
Restricted	
Cash.....	82,966
Loans Receivable.....	90,153
Investments.....	9,869
Total.....	<u>\$ 182,988</u>
Total Current Funds.....	<u><u>\$ 323,393</u></u>

ENDOWMENT FUNDS

Cash.....	\$ 43,074
Accounts and Notes Receivable.....	1,548,428
Matching Funds and Pledges Receivable.....	42,293
Investments at Cost.....	7,033,809
Accrued Income.....	7,041
Total Endowment Funds.....	<u><u>\$ 8,674,645</u></u>

PLANT FUNDS

Cash.....	\$ 328,398
Land and Campus Development.....	363,505
Building and Improvements.....	4,537,666
Equipment.....	389,367
Total Plant Funds.....	<u><u>\$ 5,618,936</u></u>

Total Funds.....	<u><u>\$14,616,974</u></u>
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COLLEGE  
Maryland

June 30, 1968

LIABILITIES AND CAPITAL

CURRENT FUNDS

Unrestricted	
Notes Payable.....	\$ 60,000
Accounts Payable.....	29,120
Due to other Funds.....	8,508
Student Advance Deposits.....	28,124
	<hr/>
	125,752
Reserve for Current Operations.....	14,653
	<hr/>
Total.....	\$ 140,405
Restricted	
Advanced from U. S. Government.....	\$ 79,685
	<hr/>
	79,685
Fund Balance.....	103,303
	<hr/>
Total.....	\$ 182,988
Total Current Funds.....	\$ 323,393
	<hr/> <hr/>

ENDOWMENT FUNDS

Principal—Income Expendable	
Unrestricted Endowments.....	\$ 6,283,354
Restricted Endowments.....	886,876
Reservation of Profits—Sale of Securities.....	1,496,333
Unexpended Income.....	8,082
	<hr/>
Total Endowment Funds.....	\$ 8,674,645
	<hr/> <hr/>

PLANT FUNDS

Funds Available for Plant Expansion.....	\$ 328,398
Investment in Plant.....	5,290,538
	<hr/>
Total Plant Funds.....	\$ 5,618,936
	<hr/> <hr/>
Total Funds.....	\$14,616,974
	<hr/> <hr/>

ST. JOHN'S  
Santa Fe,

BALANCE SHEET,

ASSETS

CURRENT FUNDS

General Current

Cash.....	\$ 81,309.81
Investments.....	50,000.00
Due from Other Funds.....	7,341.08
Notes and Accounts Receivable, less Reserve.....	2,946.39
Deferred Expenditures.....	30,373.32
Other Assets.....	14,391.10

Total..... \$ 186,361.70

Restricted Current

Cash—Restricted.....	\$ 50,920.27
Cash—Loan Fund.....	3,207.38
Notes Receivable—Students.....	97,261.92
United Student Aid Fund Deposit.....	1,000.00
Investments.....	537.50
Due from Current General Fund.....	31,448.86

Total..... \$ 184,375.93

Total Current Funds..... \$ 370,737.63

ENDOWMENT FUNDS

Cash.....	\$ 33,729.03
Investments.....	2,218.75
Note Receivable.....	4,790.87

Total Endowment Funds..... \$ 40,738.65

ANNUITY FUNDS

Due from Plant Funds..... \$ 250,000.00

Total Annuity Funds..... \$ 250,000.00

PLANT FUNDS

Cash.....	\$ 6,292.50
Retirement of Indebtedness Funds.....	37,600.12
Land and Land Improvements.....	260,580.32
Buildings.....	4,766,130.42
Equipment and Furnishings.....	354,998.23
Library Books.....	59,600.14
Other—Land and Buildings.....	85,450.46

Total Plant Funds..... \$5,570,652.19

Total Funds..... \$6,232,128.47

COLLEGE  
New Mexico

June 30, 1968

LIABILITIES AND CAPITAL

CURRENT FUNDS

General Current	
Notes Payable.....	\$ 250,786.65
Accounts Payable and Accrued Expenditures.....	84,991.58
Deferred Income.....	49,392.74
Total.....	\$ 385,170.97
Cumulative Fund Deficit for Years 1963-68.....	(198,809.27)
Total.....	\$ 186,361.70
Restricted Current	
Fund Balances—Restricted.....	\$ 82,906.63
Loan Fund—Principal of Funds.....	101,469.30
Total.....	\$ 184,375.93
Total Current Funds.....	\$ 370,737.63

ENDOWMENT FUNDS

Total Endowment Funds.....	\$ 40,738.65
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ANNUITY FUNDS

Total Annuity Funds.....	\$ 250,000.00
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PLANT FUNDS

Unexpended.....	\$ 6,292.50
Retirement of Indebtedness Funds.....	37,600.12
Invested in Plant	
Dormitory Bonds of 1964.....	876,000.00
Dormitory Bonds of 1966.....	900,000.00
Notes Payable.....	1,461,000.00
Due to Other Funds.....	257,000.00
From Contributions and Current Funds.....	2,032,759.57
Total Plant Funds.....	\$5,570,652.19
Total Funds.....	\$6,232,128.47



ST. JOHN'S COLLEGE  
Annapolis, Maryland  
CONDENSED STATEMENT OF REVENUE AND EXPENDITURES  
Fiscal Year Ended June 30, 1968

REVENUE

Education and General	
Tuition Fees.....	\$ 562,107
Adult Education.....	330
Endowment.....	320,144
State Appropriations.....	92,511
Miscellaneous.....	19,421
Transfer of Reserves.....	40,000
Total.....	<u>\$1,034,513</u>
Auxiliary Enterprises	
Dining Hall.....	\$ 137,140
Dormitories.....	128,462
Bookstore.....	28,809
Coffee Shop.....	1,028
Total.....	<u>\$ 295,439</u>
Other Non-Educational Revenue.....	\$ 64,839
Gifts and Grants.....	\$ 62,592
Total Revenue.....	<u><u>\$1,457,383</u></u>

EXPENDITURES

Education and General	
Administration.....	\$ 174,552
General.....	124,112
Instruction.....	567,930
Student Activities.....	11,969
Adult Education.....	1,203
Plant Operation and Maintenance.....	269,297
Total.....	<u>\$1,149,063</u>
Auxiliary Enterprises	
Bookstore.....	\$ 33,087
Dining Hall.....	115,431
Total.....	<u>\$ 148,518</u>
Other Non-Educational Expenditures	
Scholarships and Grants in Aid.....	\$ 174,008
Others.....	11,227
Total.....	<u>\$ 185,235</u>
Total Expenditures.....	<u><u>\$1,482,816</u></u>
Expenditures in Excess of Revenue.....	<u><u>\$ 25,433</u></u>

ST. JOHN'S COLLEGE  
Santa Fe, New Mexico  
CONDENSED STATEMENT OF INCOME AND EXPENDITURES  
Fiscal Year Ended June 30, 1968

INCOME

Educational and General	
Tuition.....	\$ 327,828.30
Adult Education.....	2,183.60
Endowment.....	345.85
Miscellaneous.....	7,085.06
Total.....	\$ 337,442.81
Auxiliary Enterprises	
Dining Hall.....	\$ 83,948.27
Dormitories.....	76,973.50
Bookstore.....	17,813.94
Total.....	\$ 178,735.71
Other Non-Educational Income.....	\$ 36,938.50
Gifts and Grants.....	\$ 631,810.80
Organized Activity Relating to Instructional Departments.....	18,224.65
Total Income.....	<u>\$1,203,152.47</u>

EXPENDITURES

Educational and General	
Administrative and General.....	\$ 217,851.27
Instruction.....	430,627.30
Student Activities.....	10,684.79
Operation and Maintenance.....	122,752.17
Total.....	\$ 781,915.53
Auxiliary Enterprises	
Dining Hall.....	\$ 67,885.86
Dormitories.....	89,904.96
Bookstore.....	19,860.34
Total.....	\$ 177,651.16
Other Non-Educational	
Student Aid.....	\$ 88,813.79
Interest.....	72,936.52
Annuity Payments.....	7,500.00
Summer Program.....	2,243.63
Organized Related Activities.....	20,249.61
Miscellaneous.....	1,943.73
Total.....	\$ 193,687.28
Total Expenditures.....	<u>\$1,153,253.97</u>

Appropriations

For National Defense Student Loans.....	\$ 2,685.00
For Capital Outlay.....	43,330.28
Total Appropriations.....	\$ 46,015.28
Total Expenditures and Appropriations.....	<u>\$1,199,269.25</u>
Excess of Income over Expenditures and Appropriations...	<u>\$ 3,883.22</u>



ST. JOHN'S COLLEGE  
Annapolis, Maryland  
PERMANENT ENDOWMENT FUNDS

June 30, 1968

	<i>Gift of Donor</i>	<i>Old Dominion Foundation Matching Gift</i>	<i>Total Fund</i>
<b>TUTORSHIP ENDOWMENTS</b>			
Addison E. Mullikin, 1895. ....	\$1,989,953	\$ 500,000	\$2,489,953
Arthur deTalma Valk, 1906. ....	150,215	150,000	300,215
	<hr/> \$2,140,168	<hr/> \$ 650,000	<hr/> \$2,790,168

<b>SCHOLARSHIP ENDOWMENTS</b>			
Annapolis Self-Help. ....	\$ 15,000	\$ 15,000	\$ 30,000
George M. Austin Memorial, 1908. ....	25,000	25,000	50,000
Chicago Regional. ....	3,070	3,070	6,140
Class of 1897. ....	8,672	.....	8,672
Class of 1898. ....	87,933	.....	87,933
Corporal George E. Cuniff, III, 1930. ....	135	135	270
Faculty. ....	18,886	2,359	21,245
John T. Harrison, 1907. ....	25,025	20,025	45,050
Hillhouse High School, 1927. ....	8,667	7,367	16,034
Richard H. Hodgson, 1906. ....	150,250	150,250	300,500
Alfred Houston, 1906—Student Aid. ....	13,500	2,500	16,000
Houston Regional. ....	500	500	1,000
Jesse H. Jones and Mary Gibbs Jones. ....	36,000	36,000	72,000
Robert Edward and Margaret Larch Jones. ....	21,821	.....	21,821
Arthur E. Landers and Hilda Combs Landers. ....	1,000	.....	1,000
Massachusetts Regional. ....	22,685	22,685	45,370
Philip A. Meyer, 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. ....	10,000	.....	10,000
Clifton H. Roehle. ....	7,055	.....	7,055
Clarence J. Stryker. ....	3,643	3,413	7,056
Friedrich J. von Schwerdtner. ....	1,552	.....	1,552
	<hr/> \$ 512,481	<hr/> \$ 323,864	<hr/> \$ 836,345

<b>STUDENT LOAN FUND ENDOWMENTS</b>			
George Friedland. ....	\$ 24,849	\$ 20,000	\$ 44,849
John David Pyle, 1962—Memorial. ....	4,211	1,470	5,681
	<hr/> \$ 29,060	<hr/> \$ 21,470	<hr/> \$ 50,530

<b>ALUMNI MEMORIAL ENDOWMENTS</b>			
Granville Q. Adams, 1929. ....	\$ 1,100	\$ .....	\$ 1,100
Charles Edwards Athey, 1931. ....	5,825	.....	5,825
Drew H. Beatty, 1903. ....	200	200	400
Dr. William Brewer, 1823. ....	125	125	250
Frederick W. Brune, 1874. ....	854	507	1,361
Henry Duvall Chambers, 1905. ....	2,638	.....	2,638
Henry M. Cooper, Jr., 1934. ....	1,000	1,000	2,000
Walter I. Dawkins, 1880. ....	58,683	.....	58,683

ST. JOHN'S COLLEGE  
Annapolis, Maryland  
PERMANENT ENDOWMENT FUNDS  
June 30, 1968

	<i>Gift of Donor</i>	<i>Old Dominion Foundation Matching Gift</i>	<i>Total Fund</i>
<b>ALUMNI MEMORIAL ENDOWMENTS—Continued</b>			
Robert F. Duer, Jr., 1921.....	\$ 3,065	\$ 335	\$ 3,400
In Honor of: Dr. Philip Edwards, 1898.....	1,135	985	2,120
Allen Lester Fowler, 1915.....	500	500	1,000
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.....	50	.....	50
Helen Barnes Jones and Robert O. Jones, 1916..	18,357	7,563	25,920
Dr. W. Oscar LaMotte, 1902.....	5,140	.....	5,140
William Lentz, 1912.....	1,020	1,020	2,040
Col. Harrison McAlpine, 1909.....	325	325	650
James McClintock, 1965.....	286	.....	286
Robert F. Maddox, 1876.....	400	.....	400
William L. Mayo, 1899.....	12,219	.....	12,219
Ridgley 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.....	4,433	.....	4,433
H. Keith Neville, 1905.....	1,000	1,000	2,000
Dr. John O. Neustadt, 1939.....	1,108	.....	1,108
Blanchard Randall, 1874.....	850	330	1,180
Susan Irene Roberts, 1966.....	197	.....	197
Leroy T. Rohrer, 1903.....	100	100	200
C. H. Schoff, 1889.....	500	500	1,000
Rev. Enoch H. 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
Dr. Willis H. White, 1922.....	625	625	1,250
Amos W. W. Woodcock Fund, 1903.....	2,000	1,000	3,000
	\$ 145,258	\$ 34,973	\$ 180,231

**OTHER ENDOWMENTS**

Hertha S. and Jesse L. Adams Concert Fund.....	\$ 60,000	\$ 60,000	\$ 120,000
Alumni Memorial Book Fund.....	350	.....	350
Philo Sherman Bennett Prize Fund.....	308	.....	308
Benwood Foundation Library Fund.....	25,000	25,000	50,000
George A. Bingley Memorial Fund.....	13,897	.....	13,897
Scott Buchanan Memorial Fund.....	5,145	.....	5,145
Helen Cropsey Davidson and George Davidson, Jr.	10,025	.....	10,025
Mary Safford Hoogewerff Memorial Library Fund.	31,683	.....	31,683
Fund for Tomorrow Lectureship.....	3,000	3,000	6,000
Floyd Hayden Prize Fund.....	77	25	102
Library Fund.....	560	400	960
Monterey Mackey Memorial Fund.....	100	.....	100
Ellen C. Murphy Memorial Library Fund.....	1,500	1,500	3,000
Henry H. and Cora Dodson Sasscer Newspaper Fund.....	1,500	.....	1,500
Adolph W. Schmidt Fund.....	10,181	.....	10,181

ST. JOHN'S COLLEGE  
Annapolis Maryland  
PERMANENT ENDOWMENT FUNDS

June 30, 1968

	<i>Gift of Donor</i>	<i>Old Dominion Foundation Matching Gift</i>	<i>Total Fund</i>
<b>ALUMNI MEMORIAL ENDOWMENTS—Continued</b>			
Mrs. Blair T. Scott Memorial Prize Fund.....	\$ 518	\$ .....	\$ 518
Kathryn Mylroie Stevens Memorial Prize Fund...	1,250	.....	1,250
Elma R. and Charles D. Todd Memorial Library Fund.....	19,500	19,500	39,000
Clara B. Weigle Memorial Fund.....	1,196	.....	1,196
Victor Zuckerkandl Memorial Fund.....	19,311	.....	19,311
Alumni Endowment.....	201,444	186,309	387,753
General Endowment.....	406,005	.....	406,005
	<u>\$ 812,550</u>	<u>\$ 295,734</u>	<u>\$1,108,284</u>

**PERMANENT ENDOWMENT FUNDS**

Old Dominion Foundation Grants Not Applied to Named Funds.....		\$2,204,669	\$2,204,669
Reservation of Profits, Sale of Securities.....	\$1,496,333		\$1,496,333
Total Endowment Principal.....	<u>\$5,135,850</u>	<u>\$3,530,710</u>	<u>\$8,666,560</u>



## GIFTS AND BEQUESTS

St. John's College is a non-sectarian, independent liberal arts college deriving its income from student fees, from a limited appropriation by the Maryland General Assembly, and the gifts of its friends and alumni and from permanent endowment funds. The College's permanent endowment now exceeds \$8,500,000, but increasing educational costs will require future additions to these funds.

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

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

the sum of .....dollars."

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

