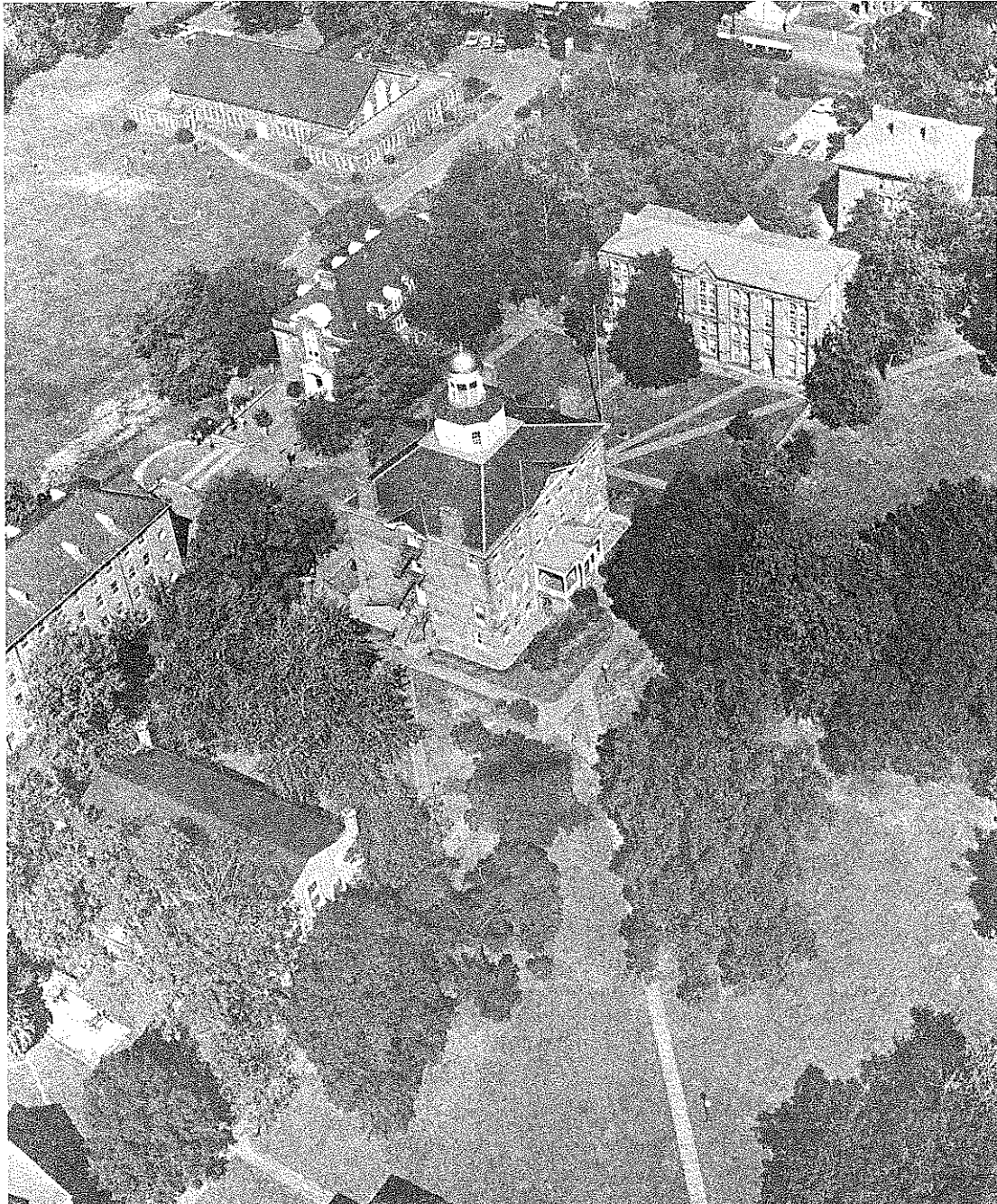


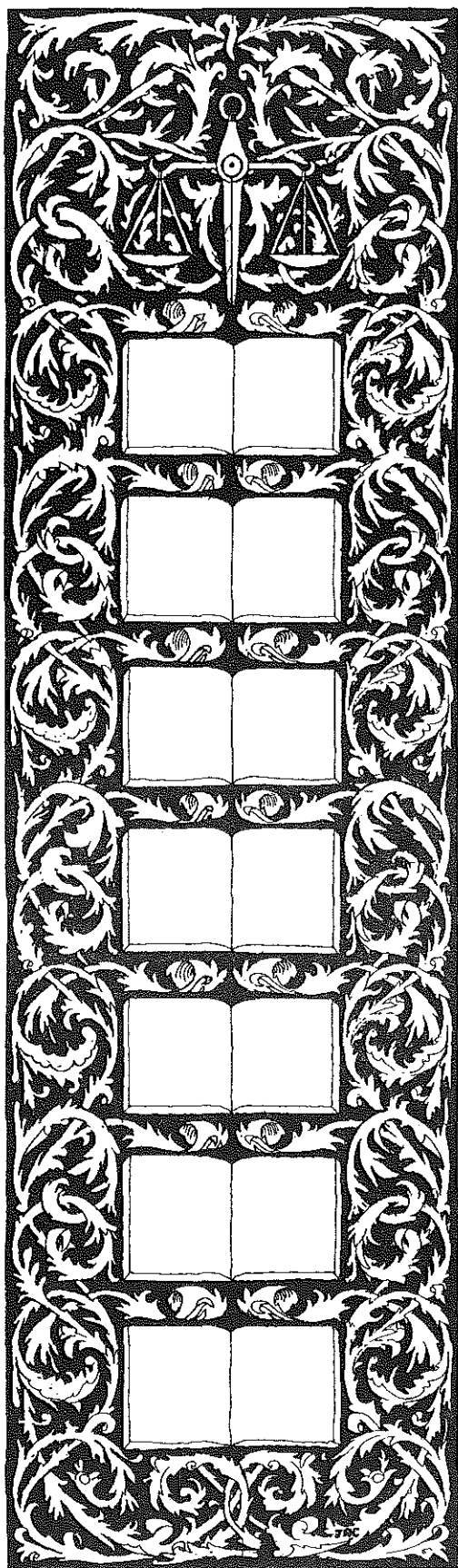
# THE COLLEGE

*Development*  
FILE

St. John's College  
Annapolis, Maryland  
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# THE LIBERAL ARTS MOVEMENT: FROM IDEAS TO PRACTICE

by  
Amy Apfel Kass

On the morning of November 19, 1929, the following editorial appeared in *The Daily Maroon*, the student newspaper of the University of Chicago:

Today amid scenes of academic grandeur, Robert Maynard Hutchins will be inaugurated as the fifth president of the University of Chicago. It is an occasion of vast moment in the history of the University and we as undergraduates are inspired with its significance. We are confident of the progressive spirit and the sympathetic understanding of the new administration. We are further convinced that the program of educational emancipation which has distinguished the University in American college circles will not be neglected.

In a consideration of the occasion's whole significance one aspect appears to us most distasteful. The functions and duties of a college administrator have changed radically in the course of recent years. He is no longer an educator, but a salesman and extortioner *ne plus ultra*. The planning and execution of educational policies is no longer his prime consideration. He must secure donations and endowments; he must acquire funds for the University's physical expansion. The importance of this mercenary and unsavory function of the administrator is particularly evident here where the grey towers continue to rise on a Gargantuan scale.

It is to be hoped that the pressure of this work will not require the whole devotion of President Hutchins. We feel that he, like former President Max Mason, possesses educational ideals which if given opportunity for development, will place the University of Chicago in far greater prominence than the addition of any

number of new buildings. We urge that the new administration take heed of its primary responsibility and its greatest opportunity—the progressive guidance of educational policies.

The students got their wish, with interest. Hutchins' ideas rapidly became common knowledge and the entire campus became a place of debate and conflict, sometimes verging on open warfare. Mortimer Adler's cryptic note to Hutchins on the eve of his inauguration had been more knowingly prophetic: "I trust that the University's funds are securely invested. Otherwise they may have to pawn the crown jewels before your inauguration. But you will probably wear the crown lightly in either circumstance."

## *The Department of Philosophical Studies*

As soon as Hutchins was appointed President of the University of Chicago, he invited Mortimer Adler to join him as his philosophical guide. Although Adler did not move to Chicago until the Fall of 1930, by the Spring of 1930, the end of Hutchins' first year at the University, a scheme had been hatched by Adler to institutionalize work he had begun at the People's Institute in New York with Scott Buchanan and Richard McKeon.

Adler proposed that Hutchins create a new department in the University, a Department of Philosophical Studies. Adler thought that such a department would provide by example a way to integrate learning within the University. The proposed Department of Philosophical Studies would be independent of but related to all existing departments in the University. "It would have no more or less to do with the regular Department of Philosophy," Adler said, "than it would have to do with the Law School, Medical School, or the Departments of Physics or Fine Arts." The members of the Department would be "student-

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professors," "a third class of professors along side of the already recognized classes of teaching-professors and research-professors." Their work would be to analyze and evaluate the principles and methods of the various subject matters and to relate these to each other.

"First of all," Adler suggested, the student-professors

would study a subject-matter maturely and critically. Secondly, they would actively participate in the work of the department, in class and out. And lastly, after they had trained themselves and educated themselves sufficiently, and if they had achieved a critical re-organization or approach to the subject matter, they might give others the benefits of this insight by giving a course which might be equally profitable to undergraduates, graduate students, and professors of the other two varieties.

In practice, the student-professors would go from one department of the University to another, staying in one place only as long as they found it useful to themselves. (Adler assumed that when they ceased to learn from a given department, they would no longer be useful to that department.) As the student-professors passed from one department to another, they would create new lines of inquiry into borderline areas and promote integration by offering interdisciplinary courses. For example, as students of philosophy they could bring philosophy to the Law School; after immersing themselves in the study of law they would offer a course in the philosophical foundations of law. They could then bring philosophy and law to the next department in which they decided to study, and so on. In addition, because they were continuing their own education in different fields, these student-professors would be unusually well-suited to offer courses in the great books, an additional means of promoting the integration of learning. Moreover, Adler thought that these courses would educate good undergraduates "in such a way that they might be recruited for the work of the Department of Philosophical Studies." Thus, Adler's scheme provided for its own perpetuation as well as a congenial home for himself and his fellow "liberal artists," Buchanan and McKeon. For Adler insisted to Hutchins that the success of his and Hutchins' plans for the University required the reunion of the "triune," Adler, Buchanan, and

McKeon.

Though the "student-professors" were to be vagabonds within the University, they were to be appointed to a separate official department in order to make it possible to get an endowment and thus insure their financial independence from other departments. Adler innocently thought that if his department had its own budget it would require minimal co-operation from other departments, and therefore, that his plan would not be viewed as a threat or a challenge.

### *The "Chicago Fight" and Its Consequences*

Many faculty members were, however, immediately wary of the plan and became increasingly suspicious of its proponents. Members of the Philosophy Department were especially alarmed, seeing in the plan the seeds of a revolution against their kind of philosophizing. Others saw the plan as a "power conspiracy on the part of the administration, which was pictured as a 'baby president,' aided by Savonarola and Richelieu" (Buchanan, *Poetry and Mathematics*, page 23). They regarded Hutchins as a radical upstart against the revered "Chicago School," as a man in search of a new religion. Still others saw Hutchins as dangerously conservative, as a man seeking to resurrect beliefs and practices of less enlightened ages.

United by a common enemy, these various groups joined forces and prepared themselves for a long and bitter crusade. Their battle cries became "Facts vs. Ideas," "Empiricism vs. Speculation," "Science vs. Dogma." The "Chicago Fight" was quickly overshadowing the "Chicago School." One can better understand the severity of the faculty reaction if one appreciates the long-standing and pervasive influence of the "Chicago School."

The "Chicago School" was originally identified with the names of John Dewey, George Herbert Mead, James R. Angell, and James H. Tufts. In a review of some of the early philosophical papers by these men, William James wrote, shortly after 1900:

The rest of the world has made merry over the Chicago man's legendary saying that 'Chicago hasn't had time to get round to culture yet, but when she does strike her, she'll make her hum!' Already the prophecy is fulfilling itself in a dazzling manner. Chicago has a School of Thought!—a school of thought which, it is safe to predict, will figure in literature as

the School of Chicago for twenty-five years to come.

He concluded with the comment that the work of Dewey and his colleagues and disciples presented "a view of the world, both theoretical and practical, which is so simple, massive, and positive that, in spite of the fact that many parts of it yet need to be worked out, it deserves the title of a new system of philosophy."

John Dewey had come to the University of Chicago in 1894 as Professor of Philosophy. James Angell was appointed the same year as Assistant Professor of Psychology and Director of the Psychological Laboratory that had been started the previous year. Tufts and Mead had been at Chicago from its beginning in 1892. In 1894, Dewey, the oldest of the group, was thirty-five, Angell, the youngest, was twenty-five. They were all interested in psychology. They all collaborated in their early publications.

When Dewey left the University of Chicago in 1904, the spirit that had come to characterize the Philosophy Department lingered. In the meantime, it had spread to other parts of the University as well. The "Chicago School" came to be identified with a certain attitude toward knowledge and the nature of the knowable and, hence, with a certain view of education and the role of a university. The assumptions underlying this view could be found in the new mechanistic biology, in behaviorism, in the new scientific sociology, as well as in writings and ventures in progressive education. The ideas of the Chicago School were related to a more general American cultural revolt that began at the end of the nineteenth century; Morton White has called it the revolt against formalism. It was characterized by the conviction that traditional learning was inadequate to a proper understanding of society and incapable of assimilating and promoting social and cultural progress. Time-honored theories were eagerly attacked. Beliefs in the existence of immutable truths were ridiculed. Philosophers, physicists, chemists, and mathematicians, as well as social scientists and even humanists, vied with one another to break through barriers, to efface outlines, and to supersede current concepts. Undergraduate education became pre-professional training. The devotion to "progress", scientific and social, required special training in facts, methods, and techniques.

Adler and Hutchins found this spirit as prevalent in the Chicago of 1930 as it had been in the Chicago of

1904. Dedicated to their separate disciplines, the faculty correctly perceived Hutchins' animus against specialization. They made it impossible for Hutchins to create the Department of Philosophical Studies by going through the normal academic channels. Also, it became exceedingly difficult for him to find a home for Mortimer Adler anywhere at the University outside of the President's office.

Hutchins' negotiations with the Philosophy Department on Adler's behalf were doomed from the beginning. Prior to coming to Chicago, Adler submitted a list of the courses that he was interested in offering, a list which included such diverse topics as the logic of science, the logic of induction, the philosophy of law, and the history and analysis of psychological theory. His proposal was summarily rejected. Writing on behalf of the Department of Philosophy, James H. Tufts stated their position as follows: "It so happens that these identical courses have already been announced to be given in the Department for the next year (at least the copy has gone to the printer)." No attempt was made to ascertain whether the coincidence of titles also meant a coincidence of subject matter. Furthermore, a perusal of the published announcement for that year indicates overlap on only two topics, the logic of science and the logic of induction. In their later negotiations, Adler suggested changing the titles of the courses he proposed to "Apologetics of Natural Science" and "Theory of Probability." But the Department of Philosophy held to its original position. By rejecting Adler's suggestions for possible courses, they made it quite clear that they were not interested in Adler and that they did not share the interdepartmental frame of mind that was so crucial to Hutchins' and Adler's plans for the University. In the years that followed, Adler's ever-precarious faculty status at the University became the symptom if not the chief sign of Hutchins' own failure to effect fundamental change.

Hutchins was forced to cancel the provisional appointments he had offered to Scott Buchanan and Richard McKeon and to shelve the plan for a Department of Philosophical Studies. In its place one seminar in the reading and discussion of the great books was offered to undergraduates at the University. This seminar was Adler's major teaching assignment during his first year at Chicago. His co-leader in the seminar was Hutchins. It was the first of several similar seminars that Hutchins and Adler taught during the next several years in various parts of the University, in the College, at the High School

of the University, and in the Department of Education. A more elaborate seminar was designed for the Law School. Despite these signs of retreat, the fires that had been kindled by the Adler-Hutchins proposal could not be extinguished. The old guard in the Department of Philosophy, the venerable George H. Mead and two of his younger colleagues, resigned, as did other members of the faculty, and many more remained but fumed.

Discouraged but not defeated, Hutchins and Adler persisted in their efforts to bring the liberal arts to Chicago. In 1934, McKeon, who had remained in New York (teaching at Columbia and at the Muhlenberg Branch of the New York Public Library), was once again invited to the University, this time as a Visiting Professor in the Department of History. By first bringing McKeon to the University under the auspices of a department other than the Philosophy Department, Hutchins was eventually able to secure a permanent position for him. In 1935, McKeon was made Dean of the Division of the Humanities and Professor of Greek, and later, also Professor of Philosophy. McKeon continued as Dean for the next twelve years and in that capacity played a major role in restructuring general education in the College and the graduate programs in the Humanities.

Unable to secure a position for Buchanan at Chicago, Hutchins arranged for Buchanan to meet Mrs. Ethel S. Dummer, a social activist and philanthropist whom he had met in connection with his fund-raising activities. Mrs. Dummer had read Buchanan's book, *Poetry and Mathematics*, and had concluded that Scott Buchanan could be of some assistance to her in her study of the writings of George Boole, the English logician and mathematician, and his wife, Mary Boole. Buchanan was attracted by the study because of its relation to his own intellectual interests. George Boole, he explained in a memorandum to Hutchins, was

really a very interesting and important figure in modern logic and mathematics, and his importance extends far beyond the somewhat restricted developments that chance and professional techniques have given his work. He was a real mathematician and a real logician who realised what tremendous things could be accomplished if his methods were applied to all sorts of subject-matters. He realised, for instance, that mathematics itself had suffered a serious degradation on account of its isolation from other fields of

thought, and that its own full development required many varied fields of application. Modern science is an example of what happens when mathematical methods spread to other subject-matters, and mathematics itself gained much from even this restricted application. But it was still cramped by a rather arbitrary restriction to numbers, quantities, etc. The special way he chose to exhibit the greater possible extent of its domain was the use of algebraic symbols to express non-quantitative terms. The method was not understood in its original form. Mathematical logicians founded their science as a kind of calculating machine and then became so fascinated with the machinery that they forgot its original function and misused its results. It is now difficult to persuade any scientist that symbolic logic has any relevance to their work, although it was for this that Boole did his work.

Mary Boole saw what was happening and came in to correct the mistake. She had the insight, but fell for the temptation to make immediate applications before she had developed the skill and the improved machinery that was of course necessary for success. This is the failure that Mrs. Dummer mourns, and wants me to recover.

Buchanan was to go to England to look into the work of the Booles and to try to reconstruct the method that they had developed. This fitted in well with a project he had started in New York (with Adler and McKeon)—an investigation of the relation between poetry and mathematics, between mathematical and non-mathematical subject matters, that is, a study of the liberal arts. To Hutchins, Mrs. Dummer's plan represented a way of keeping alive the idea for a Department of Philosophical Studies without further incurring the wrath of his faculty. He therefore encouraged Buchanan to begin the project.

At the end of his year in England, Buchanan wrote a small book entitled *Symbolic Distance*, in which he developed the themes from his previous book *Poetry and Mathematics*: "...The bridge between the poetry of the trivium and the mathematics of the quadrivium was presented as a theory of measurement and fiction." Reflecting on this later, he commented, "It seemed to me that it would be through some such



understanding that the modern liberal arts and sciences could bring the modern literatures and sciences into intelligible and teaching order."

Since Hutchins was still unable to convince the remaining members of the Philosophy Department to hire Buchanan, Buchanan returned to the University of Virginia after his year in England. Shortly thereafter, he was invited to join a committee at the University of Virginia whose assignment was to find "better subject matter and discipline" for Honors Students. Stringfellow Barr, Buchanan's friend and former colleague at Oxford University, was then teaching history at the University of Virginia and editing the *Virginia Quarterly Review*; he too was asked to join the committee. The group sat regularly from September, 1934, until March, 1935. They reported their findings in what came to be known as the "Virginia Plan," the background and contents of which shall be discussed in more detail below.

#### *Early Great Books Courses at the University of Chicago*

The first great books\* course to be offered at the University of Chicago was unceremoniously announced in the 1930 Autumn Quarter Time Schedule. The course was called General Honors 110 and described as follows: "By invitation and limited to twenty students. . . the one two-hour class session a week, of a two year course, will be taught by Adler, Hutchins."

Twenty students, chosen randomly by the Dean of the College from among the top entering freshmen, were enrolled in the course. The course and its reading list were modeled on John Erskine's General Honours course, begun at Columbia ten years earlier (a course which Adler had taken as an undergraduate, and in which he, McKeon, and Mark Van Doren had taught in the middle 1920's). Students were examined orally at the end of each year by a group of outside examiners: Richard McKeon, Mark Van

Doren, Scott Buchanan, and Stringfellow Barr.

Before too long, these afternoon sessions garnered some fame. People from all parts of the University came in droves to observe classes. Famous visitors included Katherine Cornell, Orson Wells, Westbrook Pegler, Lillian Gish, and Gertrude Stein. According to numerous reports, the class always provided "a good show."

The Great Books Seminar generated more than entertainment. The enthusiasm of its students spread like a contagion throughout the University. They brought an eagerness for learning, for exchanging ideas, and for discussing philosophical matters to the whole campus. One observer remarked that the pursuit of knowledge had become the major extracurricular activity. John P. Barden, a student in the original Great Books class, became editor of the student newspaper, *The Maroon* (1933-34). Under his editorship, *The Maroon* became a forum for spirited discussions of the purposes and means of education, and in its pages students and faculty engaged with each other in a variety of alliances and oppositions.

Despite its apparent success with the students, most of the faculty remained hostile to the great books course and to the idea behind it. Mortimer Adler remained *persona non grata*. In another effort to make Adler acceptable and to institute some of their ideas, Hutchins organized an honors course in the Law School for 1933-34. Adler was put in charge of the course and given a temporary appointment as Associate Professor of Philosophy of Law in the Law School. The course followed the same format that Hutchins and Adler had used in their original course in the College: lectures on and reading of the great books, combined with a discussion seminar that met once a week.

The following year (1934-35) a much enlarged version of the course was offered and an enlarged staff was gathered to teach it. Malcolm Sharp, then a Visiting Professor at the Law School, agreed to be Adler's co-leader. Sharp had been an enthusiastic

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\* The origin of the phrase "the great books" is obscure. Adler and Buchanan consistently used it. John Erskine, Adler's teacher in the General Honours Course, referred to the books as the "classics" or "masterpieces." It seems likely that the phrase was coined by Adler or Buchanan. More is known about the origin of the list of books signified by this phrase and by such phrases as "the masterpieces," "the best books," "very important books," or "the classics." According to Buchanan, Sir John Lubbock (an English writer and banker interested in the education of working men) was the originator of the modern list. In 1895, Lubbock published a list of what

he called the "one hundred best books" in a pamphlet *One Hundred Books*. (The number one hundred was used to convey the fact that there were very few best books, not that there were only one hundred.) In 1902, the Grolier Club of the City of New York republished Lubbock's list and asked George Woodberry to write an introduction to it. At this time John Erskine was a graduate student at Columbia University studying with Woodberry. Shortly after World War I, John Erskine introduced the General Honours Course at Columbia University, an undergraduate course in which "masterpieces of the Western world" were read.

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teacher in Alexander Meiklejohn's Experimental College at the University of Wisconsin, one of the first programs to emphasize the study of the great books. Hutchins was delighted to learn of Sharp's interest in the course and of the Law School's independent interest in luring Sharp onto its faculty. Both the course and Adler, Hutchins hoped, would profit from Sharp's participation.

William Gorman was brought to the University by special invitation from Hutchins and was made an assistant in the course. After receiving his bachelor's degree at the University of Michigan, Gorman had become the editor of *Hound and Horn*, a journal of literary criticism. He had lived in New York City where he continued to associate with his Michigan friends, many of whom were then studying with Richard McKeon at Columbia. Discussions with these friends had led him to write an article on the new mode of literary criticism expounded by I.A. Richards and C.K. Ogden. The article, entitled "Nostalgia for the Trivium," censured the so-called new criticism for its claim of novelty and for its ignorance of the tradition of grammar, rhetoric, and logic, and it praised instead the efforts of people like Scott Buchanan and Richard McKeon to restore the Trivium. Hutchins read the article and, though knowing nothing else about him, sent Gorman the following letter: "I read your piece on 'Nostalgia for the Trivium.' Come to the University of Chicago."

The other course assistants were Arthur Rubin, a close friend and associate of Hutchins and Adler, and James S. Martin, who had been a student in the Adler-Hutchins Great Books Seminar. (Gorman and Martin were later to join Barr and Buchanan in their first years at St. John's).

The enlarged course was considered equivalent to eight regular courses. It was offered to twenty college seniors headed for the Law School and constituted their total curriculum. (The current President of the University of Chicago, Edward H. Levi, was one of the twenty.)

The course, entitled "Law 201," was organized into two major parts which were integrally related. One part consisted of lectures and tutorials in grammar, logic, and rhetoric, and mathematics. The second part consisted of reading and seminar discussion of a small number of great works of history, science, philosophy, and belles lettres. In connection with the reading of scientific classics, students were supposed to participate in laboratory research in order better to appreciate the methods and techniques of science. However, this third aspect of the

curriculum was never implemented.

Seminar readings were chosen largely from social studies, because the course was designed for pre-law students. The reading and discussion of these works was supplemented with presentations of factual material useful for understanding important social problems. Efforts were made to show the relevance of the liberal arts and the scientific method for understanding and "solving" social problems.

The methods of instruction varied for different parts of the curriculum. The first part of the course was taught by means of one or two lectures a week and tutorials devoted to exercises, analyses of texts, and other forms of written and oral work. In the second part, the classics were discussed in informal seminars which met once a week; further supplementary discussions were often carried over to the tutorial sessions. Discussion of basic social problems was carried on in special seminars called for that purpose. In addition, students were urged to attend those lectures given elsewhere in the University that were considered relevant to the work being done in the course. Students and faculty together determined what was relevant.

Law 201 was the first institutionalized attempt to balance literary and scientific concerns and to apply the themes and disciplines of the liberal arts to the great books. Like its predecessor, the Adler-Hutchins Great Books Seminar, Law 201 was extremely popular with the students and extremely unpopular with the faculty. Faculty criticism continued to mount; both Hutchins' mode of appointing tutors and the character of the curriculum were under constant attack. In the end, the course did not accomplish either of its political goals: it did not gain any further faculty respect for Adler nor any more faculty support for Hutchins' ideas about education. The course was repeated in an attenuated form—all the scientific work, including the mathematics and the reading of the scientific classics, was abandoned—for three more years before it was permanently discontinued.

Scott Buchanan, in the meantime, had been working out a similar course of study at the University of Virginia as a member of the Virginia Committee on Honors. The "liberal artists" at the two universities kept in close communication through correspondence and frequent visits to give lectures. Although the objectives of the respective plans were the same at both universities, the Virginia Plan, as the Report of the Virginia Committee on Honors came to be called, was more rigorous and comprehensive, especially in its scientific aspects, than Law 201.



### *The Virginia Plan*

In September, 1934, the President of the University of Virginia, Edwin A. Alderman, appointed a committee consisting of six faculty members and the Dean of the College to consider the subject of Honors Courses in the University. The President thought that the University ought to do more than it was doing for its better college students.

The committee members agreed at the outset to make a broad interpretation of their assignment. The problem of Honors Students and Honors Courses at the University, they thought, could not be separated from the problem of students and courses in general. Faculty members devoted most of their energies to research, indulging their special interests which were often far removed from the interests and understanding of their undergraduate students. As on nearly all other campuses, the curriculum was entirely elective and specialized, all efforts having been abandoned to design coherent programs for undergraduates. Many students turned to the University's sideshows, athletics and other activities, partly out of boredom, partly to secure the discipline which they found lacking in the classroom. Some students undertook serious reading, sometimes with a group of their fellow students, sometimes under the guidance of a professor. Nearly all looked on the strictly curricular exercises of the University as interruptions that must be borne patiently. For these reasons, the committee decided to address itself to the question of what an undergraduate college as a whole should be teaching and learning. It proceeded on the assumption that all students were capable of and ought to receive a liberal education. The committee members hoped that the recommendations they would make for Honors Students would eventually be considered for the whole college.

The committee met weekly for six months and then issued its report, drafted by Scott Buchanan, Stringfellow Barr, and R. K. Gooch. Although several alternate proposals had been considered at the committee meetings, the plan finally adopted and presented in the report was the one suggested by Buchanan. In the early discussions, Barr had been a severe critic of Buchanan's proposal. Barr viewed his emphasis on great books as a kind of patent medicine. However, after a great deal of teasing from Buchanan, he began using some of the classics in his history courses. "For instance, if they were doing undergraduate ancient history, I would let them read

Plutarch instead of something somebody had written about ancient Greece," Barr later recalled, "and I noticed that Scott was right—that if you had discussions on the basis of Plutarch or Herodotus or Thucydides, something happened to the discussion that I had never seen happen before. These authors got under their hides." As a result of this experience, Barr supported Buchanan's proposal.

Rather than propose specific changes in the already existing curriculum, the report recommended that the University found a small college within the college that would be devoted to liberal education. Two years of required common study would be followed by two years of special honors work. The two two-year sequences were designed as an integral whole, calculated, as the committee reported, "on the one hand to lay sound foundations for a developed understanding of our intellectual traditions, and on the other to permit the student to follow in his maturer years his special bent."

During the last two years students were to be freed from routine courses, quizzes, and term examinations, and allowed to master a subject under the general supervision of a tutor. The report emphasized, however, that the work done during these years was not to be regarded as a "species of premature graduate work." Tutors were to bear in mind the objective in view, namely, liberal education. These provisions for the second two years were not very unusual. Several colleges, for example Swarthmore, were already requiring concentration on particular subjects or problems during the junior and senior years in order to make undergraduate education more coherent. The provisions for the first two years were far more radical and comprised the main body of the report.

As in Law 201, the first two years of common study were to be devoted to the study of the liberal arts and to the application of these arts to the reading of the great books. The reading list of the Virginia Plan, however, was much longer—many more mathematical and scientific classics were added—and the requirements were much more stringent. Students were expected to demonstrate a reading knowledge and competence in the grammar of two languages, one ancient and one modern, at the end of the first year. In addition, they were required to become proficient in mathematics, through calculus, by the end of their second year.

Instruction was to include seminars (modeled after the Columbia Honours Course), formal lectures, tutorials, and laboratories. The lectures, to be given at

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tutorials, and laboratories. The lectures, to be given at least once a week, were to be expositions of the nature and history of the several liberal arts, with special attention to the ways in which these arts were practiced by the authors of the great books. Tutorials were intended to serve for formal drill and supervised practice during the difficult stages of the learning of languages and mathematics, for detailed criticism and discussion of student papers, and for more extensive discussion of the seminar readings. The laboratory would enable the students to perform the "crucial experiments" in the history of science.

There was to be a full time staff of instruction, distributed in their training and major interests to cover all the subject matters in the course of study. Students were to be selected by the instructors in the program from those applying to the larger college. "General intelligence," "ability as shown by previous records" in secondary schools, and the instructors' judgment regarding the variety of complementary abilities and interests needed to make an efficient working group were the main criteria mentioned for selection. The students in the program would be housed together and would dine together, and they were to be given special rooms for their studies and laboratory work.

When the report was submitted, it received a rather unenthusiastic reception. President Alderman who originally appointed the committee had died and the acting President, John L. Newcomb, was unwilling to undertake such a radical departure from the elective system. Other administrators were also hesitant. They foresaw difficulties in raising extra money for a new college within the old and anticipated much trouble persuading the various departments to compromise their interests in students or in subject matter. Finally, they agreed to accept the last two years of the plan—providing tutorial work for the better students—and to shelve the general education plan for the first two years.

The plan for the first two years nevertheless survived, though it was ignored at Virginia. In a more fully worked out form, it eventually became the core of the "New Program" at St. John's College. The plan migrated to Annapolis along with Scott Buchanan and Stringfellow Barr by way of the University of Chicago's Committee on the Liberal Arts.

### *The Committee on the Liberal Arts*

In the Spring of 1936, Hutchins delivered the

Storrs lectures at Yale which were published as a book entitled *The Higher Learning in America*. The book attracted several wealthy admirers sympathetic to his ideas about education. With funds donated by some of these people, Hutchins set up a committee called the Committee on the Liberal Arts to reconsider the curricula of the College and the Division of the Humanities. He made the Committee directly responsible to the Dean of the Humanities, then Richard McKeon. The Dean, in turn, was to be the Committee's spokesman to the University faculty. Hutchins assumed that the financial independence of the Committee (it was to receive an annual allotment of \$22,000) would insure its independence of the various departments and divisions in the University.

Scott Buchanan was invited to join the Committee, and on Buchanan's suggestion invitations were also issued to Stringfellow Barr and to two of Buchanan's graduate students, Catesby Taliaferro and Charles Wallis. In addition to the Virginia contingent (as they called themselves), Hutchins invited McKeon, Adler, Arthur Rubin, R.S. Crane, Norman Maclean, Clarence Faust and Prescott from the University of Chicago and three of McKeon's graduate students from Columbia University, Paul Goodman, Plochman, and Barrett, to join the Committee. William Gorman and James Martin were invited to attend Committee meetings though they were not made members.

The announcement of the plan for this Committee reactivated the "Chicago Fight". The fact that several of the proposed members of the Committee had faculty appointments at the University made it difficult to shelter the Committee as an independent body. Its financial independence made little difference. The faculty resented what they regarded as nepotism in the choice of members. There were independent insurrections in the Humanities Division and in the College. McKeon was defeated in a Humanities Division meeting in which a motion was passed to ask the University Senate to instruct the President that henceforth he would have to consult with a whole division, not only a department or a department chairman, if he wanted to appoint anybody in that division. The College faculty passed a similar resolution. Adler wrote to Buchanan, "They see that what Bob is up to is a trick of getting men he wants appointed by hook or crook, and so by hook or crook they are going to stop him."

Nevertheless, encouraged by Hutchins to believe that the Committee would be organized regardless of the opposition, the Virginia contingent came to Chicago in the Fall of 1936. Scott Buchanan resigned from the University of Virginia; Stringfellow Barr, a

REPORT OF THE PRESIDENT  
TO  
THE BOARD OF VISITORS  
AND GOVERNORS

1972



1973

# REPORT OF THE PRESIDENT

## TO THE BOARD OF VISITORS AND GOVERNORS

The close of the academic year 1972-1973 brought a change of instructional leadership on both the campuses of St. John's College. William A. Darkey completed his term of five years as Dean at Santa Fe and now embarks upon a well deserved sabbatical leave. Robert A. Goldwin resigned the deanship in Annapolis as of March 31st to accept a post as Special Advisor to the United States Ambassador to the North Atlantic Treaty Organization in Brussels. Each Dean contributed significantly in his own way to the ongoing intellectual life of the College, and I should like to record my deep gratitude to both for their periods of tireless, thoughtful, and imaginative service.

Two Tutors filled the interregnum of three months on the Annapolis campus. Elliott Zuckerman became Acting Dean on April 1st but suffered a severe illness in May. At this time, J. Winfree Smith assumed the position until the end of June. Paul Newland, the Provost at Annapolis, commended both men for their performance, which he characterized as "far above and beyond the call of duty." The Provost also expressed gratification at the willingness of members of the Instruction Committee to take on additional responsibilities during this interim three-month period. The President also records thanks to Mr. Darkey for continuing as Acting Dean through the month of July so that the new Dean in Santa Fe might have a brief period of respite before undertaking the responsibilities and duties of his office.

Curtis A. Wilson became Dean of St. John's College in Annapolis on July 1, 1973, the first choice of the selection committee of Tutors. Mr. Wilson holds the Master's and Doctor's degrees from Columbia University in the History of Science. He joined the St. John's Faculty in 1948 and held the deanship from 1958 to 1962. In 1964 he was part of the initial cadre of Tutors who staffed the new Santa Fe campus. After two years, he accepted a professorship at the University of California in San

Diego for personal reasons. Mr. Wilson's return to the College is enthusiastically welcomed by all. It assures wise and firm academic leadership for the years ahead.

At Santa Fe, Robert A. Neidorf succeeded Mr. Darkey in the Dean's office on August 1, 1973. He relinquished the directorship of the Graduate Institute in Liberal Education in order to do so. Mr. Neidorf's graduate work was in Philosophy at the University of Chicago and at Yale University. He holds a Master's degree from the former and a doctorate from the latter. Mr. Neidorf taught for two years on the Annapolis campus, then left in 1964 for a professorship at the State University of New York in Binghamton. After three years, he returned to St. John's and has been teaching at Santa Fe since 1967. Both Tutors and students share my confidence in his ability to discharge his new responsibilities with distinction. It is clear that both campuses will be in good hands as the new academic year begins this fall.

### *Instruction*

Mr. Smith, Acting Dean, reports several interesting developments at Annapolis. Two Tutors, Alfred Mollin and Robert Williamson, were authorized to prepare a new text of Greek grammar to supplant the present text. The intent is to discover a better way to learn the Greek language than through the memorizing and brute rehearsing of paradigms. From a knowledge of personal endings and of the rules of euphony, the students will be enabled to construct for themselves most verb forms. Parts of the new text have already been put into use with marked success. A new anthology of readings is being prepared to accompany the grammar text and to provide a vocabulary for the reading of Plato's *Meno*.

A new manual for the biology laboratory was prepared during the year by Nicholas Maistrellis and was subsequently approved by the Instruction Committee for use this coming year. A general review

and rethinking of the principles governing the laboratory program seems called for, so Howard Fisher will be relieved of part of his teaching assignment to devote time to this reexamination. Finally, the Instruction Committee recognized problems in the junior mathematics tutorial arising out of the fact that some students had already studied the calculus. Samuel Kutler was asked to undertake the writing of a calculus text which would seek to resolve this problem.

### *Graduate Preceptorial*

On the Santa Fe campus, an innovation in instruction was the trial graduate preceptorial conducted by Charles Bell. Three other Tutors were granted released time each semester to join a small group of graduate students in the intensive work of the preceptorial. Study focused on two periods of historical transformation: that of the late Medieval into the Renaissance, and that which generated the revolutionary and romantic ferment around 1800. The preceptorial replaced specialized research with broadly based reading of original texts, coupled with an effort to synthesize them both philosophically and historically.

The Director reports that an adequate room was "liberated" in Evans Science Laboratory and promptly dubbed "The Culture Lab." Here, a general humanities reading room was created by drawing on the College Library and the personal libraries of the Director and other Tutors. There were available over 5,000 color slides, all recorded music from the pre-Bach period, texts in the original languages, and translations of both primary and secondary works essential to the study of Western thought and the arts.

Participants found the preceptorial both exciting and fruitful. In a special report, four graduate students urged that the initial experimental year be expanded into a full-fledged graduate program. They wrote:

As we participating graduate students know from experience, there will long remain available a sufficient number of graduate institutes dedicated to the training of specialists within the various disciplines—specialists devoted to the analysis of the increasing data within those disciplines. What is absent at a time when it is increasingly needed is a graduate program that will perform the *synthesis* of the

concepts emerging from these analyses of data from the numerous disciplines, and which will develop a pattern for use by others desirous of forming such a synthesizing program.

When the full report on the preceptorial is completed, it will be reviewed by the Instruction Committee to determine whether the program should be continued in 1974.

### *Liberal Arts Task Force*

Funding has been made available by the National Endowment for the Humanities for a promising new instructional venture on the Santa Fe campus. A task force in the liberal arts will be established during the coming year similar to that at the University of Chicago in 1936-37. The overall purpose will be to examine intensively, but without immediate practical pressure, the role and nature of liberal education, from the perspective of 35 years.

Not a "self-study" in the ordinary sense of the word, the project will aim at the intellectual improvement of the College. The re-examination will be a systematic free speculation about premises, methods, and materials. Emphasis will be on the unity of liberal studies. Present investigative trends within the Faculty suggest that the focus might be on the relation of poetry and the language arts to those of the laboratory and mathematics. It seems that the College has been more successful in assimilating to one another philosophy, mathematics, and natural science than at including works of the poetic imagination in the unity.

William Darkey has happily agreed to direct the task force. He will devote two months to travel and planning during his sabbatical year so that the principal work of the study can be undertaken during the academic year 1974-75. Working with Mr. Darkey will be Tutors from both campuses who have professional competence in at least one discipline and who have experienced, at St. John's teaching in several of them. Visiting scholars will be included in the endeavor. They will be chosen for their general awareness of the essential undertaking and their ability to contribute some specialized knowledge. Each will be able to articulate the elements of his own discipline and to relate it to a unified study of the liberal arts. The College has high hopes for the success of this venture. For many years only a dream, the project now becomes a reality, thanks to the grant from the National Endowment.

### *The Tutors*

The intellectual life of the College depends in large measure upon the calibre of the Tutors. The Annapolis Faculty has a larger number of faculty members with long years of teaching in the St. John's Program. Three-fifths of them hold tenure appointments. By contrast, less than half of the Tutors on the Santa Fe campus are tenured. Experience has shown that usually only one out of every three or four new appointees finally achieves tenure at the College. This would seem to reflect adversely on the selection process for new appointments. Yet the Instruction Committee on both campuses devotes long hours to interviewing candidates, to examining credentials, and to arriving at the best possible decisions. The answer apparently lies elsewhere.

It has become clear that ways and means must be found to orient new Tutors more effectively at Santa Fe. With a view to accomplishing this, the College included, as part of its application to the National Endowment for the Humanities, several proposals. Approval of the grant now means that all of them can be given effect over the next five years. First, money will be available so that all new Tutors can be assigned only a two-thirds teaching load. This will enable these men and women to audit classes and to assimilate themselves more rapidly to the St. John's Program. Second, funds will be sufficient to provide released time for three of the most senior Tutors on the western campus to serve as archons for the newer Tutors in different subject matter areas. Third, it will be possible to finance, through the grant, an exchange of Tutors each year between the two campuses. A more experienced Tutor from Annapolis may change places with a more junior Tutor from Santa Fe. Finally, to provide for the continuing intellectual growth of the Tutors, funds will be made available for establishing faculty study groups. These will provide a welcome measure of stimulation and, at the same time, will enable Tutors to explore areas that might subsequently be included in the curriculum.

For the coming year, two new Tutors were appointed on the Annapolis campus: Leo Raditsa, who holds the Ph.D. degree from Columbia University in History, and C. Reed Woodhouse, a Kenyon College graduate who studied at Keble College, Oxford. Robert S. Bart, John Sarkissian, David H. Stephenson, and James M. Tolbert return following sabbatical leave, while Louis N. Kurs, Hugh

P. McGrath, Robert L. Spaeth, and Deborah M. Traynor will be on sabbatical leave. Three other Tutors will be on leave-of-absence: Alvin N. Main, Robert A. Goldwin, and David H. Stephenson. The teaching appointments of Cecil H. Fox and Edwin E. Hopkins are completed. For the academic year commencing in September, the Annapolis Faculty will again number 53, including six part-time Tutors and the seven Tutors on leave.

The Santa Fe Faculty experienced a large turnover at the end of June. Harvey L. Mead, III, Michael K. Mechau, and George N. Stanciu were not granted tenure and left the College. Four other Tutors completed their appointments and left as well: John S. Chamberlin, Edward H. Porcella, Genevieve Townsend, and Lenke Vietorisz. Finally, Mrs. Caroline Richards resigned in order to accompany her husband on an assignment in Chile. For the coming year, Charles Bell and Roger Peterson will be on sabbatical leave, while Dean R. Haggard and Richard B. Stark have been granted leave-of-absence. Mr. Stark received grants from the National Endowment for the Humanities, the International Folk Art Foundation, and the Spanish Government for a year of scholarly study and research in Spain.

It is good to report certain strong, mitigating factors which will work against any serious instabilities resulting from this turnover of faculty. Two senior Tutors return from sabbatical leave, Michael Ossorgin and John S. Steadman. Don B. Cook, who resigned a year ago to accept a position in the Santa Fe Preparatory School, returns to the Faculty. Thomas K. Simpson is transferring from the eastern campus to the western campus. Moreover, three of the new appointees are St. John's graduates who are thoroughly familiar with the College. These are: William H. Donahue, who has just completed his work for the Ph.D. degree in the History of Science at King's College, Cambridge; James R. Mensch, who comes with the M.S.L. degree from the Pontifical Institute of Medieval Studies in Toronto; and Howard Zeiderman, who holds the Master's degree from Princeton University in Philosophy. Another new appointee, Bruce E. Venable, is a graduate of St. Mary's College, where he followed a curriculum quite similar to that of St. John's.

The other new Tutors are: Lorna Green, who has the Ph.D. degree from Rockefeller University in Biology and is working toward a second Ph.D. in Philosophy at the University of Toronto; Richard L. Michaud, with a Ph.D. degree from the University of Vermont in Biology and teaching experience at



Webster College; Stephen R. Van Luchene, who has just received the Ph.D. degree from Notre Dame University in English; and Mrs. Lynne M. Hamilton, who holds the Ph.D. degree in English from the University of California, Santa Barbara, and has had teaching experience there. Finally, Paul D. Mannick, who has completed three years as a Teaching Intern, has now been given a regular, first-year appointment to the Faculty. Patrick Hanson, a Teaching Intern last year, continues for a second and final year, teaching one class and supervising equipment and supplies in the physics laboratories.

Mention should be made of an amendment to the College Polity whereby prospective Tutors may apply for and be granted a special first-year appointment and subsequent reappointments on a part-time basis. This legalizes a practice which the College has followed in a number of cases over recent years. Should such a Tutor desire to be considered for a regular appointment, he will be permitted to make application to the Instruction Committee, and part-time service already rendered to the College will be considered on a fractional basis toward eligibility for tenure and sabbatical leave. Note should also be taken of the increase in the scale of compensation for retired Tutors. Five such Tutors *emeriti* are now on the College's rolls: Ford K. Brown, Wiley Crawford, Simon Kaplan, Jacob Klein, and William K. Smith. John S. Kieffer embarks this year upon his fifth and final post-tenure appointment as a Tutor.

### The Students

At the two Commencements in May, the College awarded its first two degrees *summa cum laude* to Mark D. Jordan, of Denton, Texas, and to David K. Allison, of Charlotte, North Carolina. This represented a change in the longstanding policy of the Faculty that the highest honor was to receive the Bachelor's degree *magna cum laude*. It was felt that the former policy might work to the disadvantage of the ablest students in their competition for places and stipends in graduate schools. The Faculty recalled the literal translation of the Latin words, "with highest praise," and affirmed the correctness of such an accolade for the two seniors this year.

In all, 96 Bachelor's degrees were awarded, 63 in Annapolis and 33 in Santa Fe. Paul D. Mannick, of Los Angeles, California, was awarded the degree of Master of Arts. Three graduating seniors received Thomas J. Watson Foundation Fellowships: Mark D. Jordan at Santa Fe; and Prudence E. Davis of

Whiting, Indiana, and Jan L. Huttner of Livingston, New Jersey, at Annapolis.

Duane L. Peterson Scholarships, awarded to a junior on each campus for academic achievement, constructive membership in the college community, and commitment to postgraduate study, went this year to Nelson Lund, of Annapolis, Maryland, and to Alejandro Medina, of Gardena, California. It is noteworthy as well that Anne C. Ray, of Montclair, New Jersey, received a special award from the National Conference of Christians and Jews in New Mexico for her outstanding work as director of the Outreach program under a Title I federal grant.

Enrollment reached a record figure of 375 on the eastern campus this spring, while the western campus began the year with 260 students and ended it with 246 enrolled. A January class was admitted on each campus, the first such class for Santa Fe. Dean Darkey has expressed some reservations about the plan, largely because of fatigue arising out of intensive work from January through the summer and into the fall of the sophomore year. He also believes that the group is too isolated, especially during the summer semester when very few undergraduates are on either campus. Finally, he notes the pedagogical disadvantage that there is no time available for corrective work should such be needed between the freshman and sophomore year. These observations will be considered by the Instruction Committee to determine whether there should be a change in policy.

The following chart shows enrollment on each campus at the opening of the College in the fall and again at the end of the second semester in the spring.

	Men		Women		Total	
	August	May	August	May	August	May
<b>Annapolis</b>						
Freshmen	61	56	67	62	128	118
February Class	-	11	-	9	-	20
Sophomores	56	55	49	50	105	105
Juniors	46	42	23	21	69	63
Seniors	38	38	32	31	70	69
Totals	201	202	171	173	373	375
<b>Santa Fe</b>						
Freshmen	60	53	48	42	108	95
January Class	-	9	-	5	-	14
Sophomores	39	31	32	29	71	60
Juniors	25	21	20	20	45	41
Seniors	24	24	12	12	36	36
Totals	148	138	112	108	260	246

## The College

Students and their parents continue to find high fees a real obstacle to a St. John's education. The decision to hold fees steady in Santa Fe, while increasing those in Annapolis from \$3,900 to \$4,150, did not result in any great flow of students from the eastern to the western campus. It is significant that \$226,207 in financial aid through grants and jobs was provided at Annapolis while the even larger sum of \$261,654 was expended for this purpose at Santa Fe. Approximately half of all students enrolled received some form of aid. A student employment bureau at Santa Fe turned up jobs worth \$9,000 in the community, and developed summer jobs worth \$18,000. Elizabeth Goldwin, '74, will continue her good work in running this agency.

### Admissions

Admissions applications for the fall of 1973 followed the downward national trend. As a result, the freshman class in Annapolis numbers only 105 while that in Santa Fe totals 92. It is hoped that this will prove to be a temporary phenomenon, since both Directors of Admissions are convinced that there are at least 500 high school graduating seniors each year who would be strongly attracted to the St. John's Program. Greater effort will be made this year to enlist the help of alumni of the College and of the Graduate Institute in identifying and interesting able candidates for the Class of 1978. Comparative figures for 1971-72 and 1972-73 follow:

	Annapolis		Santa Fe	
	1971-72	1972-73	1971-72	1972-73
Applications	253	204	257	167
Approved	140	169	175	136
Rejected	44	24	60	23
Withdrawn	63	63	90	54
Deposits Received	123	106	107	89
Enrolled	123	105	108	90
Catalogues Mailed	3,117	2,241	5,118	4,443
Visitors	319	231	177	151

The geographical distribution of the Class of 1977 appears in the chart below. (In each case the first figure is for the Annapolis campus, the second for Santa Fe.)

Alabama	1	—	Massachusetts	3	—	Pennsylvania	9	1
Arizona	—	5	Michigan	2	1	Rhode Island	1	—
California	3	22	Minnesota	2	1	Tennessee	2	—
Colorado	1	9	Mississippi	1	—	Texas	—	12
Connecticut	5	1	Missouri	1	1	Virginia	12	1

Delaware	1	1	Montana	—	1	Washington	1	—
Dist. of Col.	1	1	Nevada	—	1	Wisconsin	2	1
Florida	—	1	New Hampshire	2	—	W. Virginia	1	—
Georgia	1	1	New Jersey	6	—	Afghanistan	—	1
Illinois	5	3	New Mexico	—	8	B. West Indies	—	1
Indiana	—	1	New York	13	—	England	1	—
Iowa	—	3	North Dakota	—	2	Italy	1	—
Kansas	—	2	Ohio	4	1	Scotland	1	—
Maine	1	—	Oklahoma	1	2	Virgin Islands	1	—
Maryland	17	5	Oregon	2	2			

### The Staff

The Provost reports that the year has been most frustrating in many respects. The Annapolis campus suffered a grievous loss in the death of Margaret Lauck, former secretary to the Dean, who had just been appointed Registrar of the College. Mrs. Lauck's place was then taken by Mrs. Christiana White, who had been serving as Assistant Director of Development. This transfer, together with the resignation of Mrs. Christine Constantine, '72, graduate intern, aborted the reorganization of the Development Office. The denouement was the resignation of Russell Leavenworth as Director of Development in January. From that point on the Provost assumed personal direction of fund-raising and public relations, completing the year successfully, to his great credit.

For the coming year, the Development Office will be in the capable hands of William Dunham, whose appointment became effective August 1st. Mr. Dunham is a graduate of Carleton College, who subsequently earned a Master's degree at the Fletcher School of Law and Diplomacy. He served in the Foreign Service for two decades and then resigned to become Secretary of Carleton College, with responsibility for its total development program. After nine years, he resigned to join a college management and counseling firm in Washington, D.C. Both the Provost and I have high expectations for the office under Mr. Dunham's leadership.

In other personnel changes for the past year, the Provost reports the appointments of Miss Janet Nelson, '72, as curator of the laboratories, replacing Thomas Casey, '71; of Mrs. Carolyn Logan, as secretary to the Provost, replacing Mrs. Barbard Field; of Randolph Campbell, '72, as manager of the Print Shop; of Mrs. Lynne Calhoun as switchboard operator, replacing Mrs. Ione Moore; and of Mrs. Nancy Blackburn as secretary to the Registrar in March, replacing Miss Susan Timmerman. For the coming year the Provost has appointed Ray A. Williamson as Assistant Dean, succeeding Geoffrey J.

Comber, who returns to full-time teaching following a helpful stint in administrative service.

At the request of the administrative staff, the Staff Council was created, to keep members better informed on changing college policies and to constitute a voice to administrative officers on matters of common concern. The Provost and the Treasurer state that the Council has fulfilled its purposes admirably.

At Santa Fe, a number of new appointments were made, several of them incident to the change in the deanship. David Jones succeeded Robert Neidorf as director of the Graduate Institute in Liberal Education on June 1. Miss Ellen Gant, secretary to Mr. Neidorf, moved with him to the dean's office and simultaneously assumed new responsibilities as Registrar, succeeding Mrs. Joyce Ricketts. Mrs. Sue Boyter, former secretary to the Dean, was promoted to the position of director of student aid, since Mrs. Vivian Knight resigned from the College for maternity reasons. Mrs. Geneva Mantelli was appointed Executive Secretary to the President in October, following the resignation of Mrs. Geraldine Foster.

One of the most important appointments on the western campus was that of Emery Jennings, who became business manager on May 1, succeeding James Carr. Mr. Jennings came to the College with extensive experience in college business management and financial matters, having served most recently as Treasurer and Acting President of Arapahoe Community College in Colorado. Ralph J. Quintana was named Assistant Dean for 1973-74, succeeding Mr. Haggard, who is to be commended for both his fairness and his firmness in dealing with students. Other personnel changes for the new year included the appointment of Mary Branham as Assistant to the President and Director of Public Information; the reappointment of Miss Beverly Ross as secretary of the Graduate Institute; the appointment of Mrs. Alice Roybal as cashier, replacing Mrs. Leila Summers; and the appointment of Mrs. Maria Lopez, replacing John Stroud in the machine room.

In the library, Mrs. Ruth Haggard resigned because of illness in April and was succeeded as director of reader services by Miss Tracy Kimball. Mrs. Leona Wright was promoted to be secretary to the Librarian in April, and Mrs. Julie Gaines became typist to the Assistant Librarian in May. For the coming year, a second cataloguer, John Des Rouchers, has been appointed, thanks to the grant from the National Endowment for the Humanities.

### *The Libraries*

Approximately 2,300 books were added to each library collection during the year under review. Miss Charlotte Fletcher, the Annapolis Librarian, reports the accession of 997 new titles, while 446 volumes were discarded from the collection. Miss Fletcher expresses concern over the five-year increase of some fifty percent in the price of books and urges a greater allocation of funds for book purchases in each annual budget. This becomes particularly crucial now that the College is no longer receiving the \$5,000 annual grant under the Title II Program of the Federal Government.

At Santa Fe Mrs. Alice Whelan, the Librarian, reports a significant strengthening of the collection in secondary material related to program authors other than the classic Greek and Roman, upon which the library concentrated last year. Work was begun on establishing conventional titles for literature, which will bring together in one place for the user all editions, versions, and translations of a given work.

Richard Stern, Santa Fe author, continues to give notable leadership to the Library Associates Committee. Through funds raised at the well-attended series of Book and Author Luncheons, the Committee presented the Library with: *La Bible de Jerusalem*, the *Cambridge Bible Commentary* on the *New English Bible*, the *Encyclopaedia Judaica*, selected correspondence of Michael Faraday, the works of Edward Gibbon, the Oxford edition of the works of Jane Austen, and the New York Edition of the works of Henry James. Dr. Rudolph Kieve gave a notable collection of Dürer prints. And three fine collections of books were received from J. Burchenal Ault, Robert Kohler, and Dr. Joseph J. Jones.

As this report is being written, the music collection is moving into its new quarters in the Sternberger-Weis Music and Fine Arts Center. The music library there will have ample space for the regular and special collections, as well as six listening booths for phono-discs and phono-tapes. The Librarian reports that the Ellsworth Grumman Collection has been completely catalogued and work on the Amelia Elizabeth White Collection is well underway. Cataloguing of the Wilhelm Schmidt Collection will begin in the early fall.

### *The Graduate Institute*

On August 17, 1973, the seventh session of the Graduate Institute in Liberal Education came to an end with the fifth commencement exercises. A record

## The College

number of 36 Master's degrees were awarded, bringing to 111 the total number of Institute graduates. This year's Masters came principally from Albuquerque, Baltimore, Chicago, New York, Santa Fe, and Washington, D.C., reflecting the success of the generous Institute fellowship grants of the Astor Foundation, the Cafritz Foundation, the Hoffberger Foundation, the Holzman Foundation, the Henry Luce Foundation, and the Richardson Fund. Robert A. Neidorf and David C. Jones, outgoing and incoming directors of the Institute, join me in expressing the gratitude of the fellowship recipients and of the College to the trustees of each of these foundations.

For the fourth and final year, a generous sustaining grant of \$45,985 was received on a matching basis from the National Endowment for the Humanities to support the Institute. This included modest funding for the second year of the high school workshop, the Holzman Foundation providing a matching amount. In the coming year, new underwriting of the Institute and the workshop will have to be discovered. Letters from both teachers and students attest to the value of this annual summer program for the participants. In expressing gratitude to the College, one teacher wrote: "It has been a privilege to attend St. John's and learn under many master teachers. I emulate as many of their techniques as possible in the public schools." Another wrote: "I must say that I am very excited by what I have seen here. The experience appears to be changing the course of my life in a very subtle, a very beautiful way."

### *The Alumni*

Thomas Parran, Jr., Director of Alumni Activities, reports successful involvement of the alumni in counselling seniors, both as to graduate schools and as to job opportunities. This appears to be one of the most significant ways in which alumni can be of service to the College. A second area, that of student recruitment, is also of vital importance. It is hoped that more local chapters of the Alumni Association can be established and that each of these will assume a measure of responsibility for interesting guidance counsellors and able prospective students in St. John's. With the exception of the New York chapter, which conducted three seminars and published a monthly newsletter, and with the exception of the Annapolis chapter, which held a monthly luncheon, little alumni chapter activity was

evidenced during the year. Perhaps this situation could be changed as the College explains its need for service from the alumni in both admissions and placement.

At Homecoming in the fall, Bernard F. Gessner, '27, was elected President of the Association and William W. Simmons, '48, Executive Vice President. Alumni Awards of Merit were given to Miss Miriam Strange, for many years Registrar and now College Archivist, to Paul L. Banfield, '23, founder of the Landon School, and to Myron Wolbarsht, '50, Professor of Ophthalmology at Duke University Medical Center. In alumni elections to the Board of Visitors and Governors, Julius Rosenberg, '38, was re-elected for a three-year term, while Thomas E. Stern, '68, was elected to his first term, succeeding Mr. Wolbarsht. This affords the Santa Fe campus its first alumni representation on the Board.

Again this year the Alumni Annual Giving was a part of the 275th Anniversary Fund, the College's major fund-raising drive. Every annual gift counted toward the overall objective of \$5 million for the Annapolis campus. In spite of some confusion on this score, the alumni on the Annapolis campus contributed almost exactly \$100,000 during the fiscal year. Of this total \$37,500 was unrestricted money in the annual giving campaign, \$33,650 was for endowment, \$17,100 for plant additions, and the balance for other purposes. The College records its thanks to each of the 147 King William Associates, to each of the 532 other donors, and to the many class captains, telephone volunteers, and committeemen. It was gratifying that the annual giving exceeded the budgeted goal by several thousands of dollars.

### *The Sternberger-Weis Music and Fine Arts Center*

Construction was completed in the early summer on this latest addition to the physical plant in Santa Fe. Designed as a wing of the future library building, the new structure completes all the classroom facilities needed by the College. Most of the furnishings are either in place or on order, so the building will be in full use at the opening of the fall term. The main donor of the center is Jac Holzman, '52, a Visitor and Governor of the College, who gave \$300,000 as a memorial to his grandparents, Estelle M. Sternberger and Rabbi J. Max Weis. A grant of \$75,000 was helpfully provided by the Kresge Foundation of Detroit, Michigan, while a bequest from the late Flora Conrad of Santa Fe, a contribution of \$15,000 from Mrs. Minnette

Holzman for furnishings, and several other gifts completed the financing of the building at approximately \$412,000. A dedication ceremony is scheduled for October 13, 1973, to coincide with the next meeting of the Board in the Southwest.

### *The Physical Plants*

At Santa Fe, noteworthy gifts enlarged the total area of the campus to 310 acres. Mr. and Mrs. John Gaw Meem gave twelve acres of land on the east side of Arroyo Chamisa, while Mr. and Mrs. LeRoy Manuel donated three acres to the north of Camino de Cruz Blanca. An additional nine acres were purchased from the Manuels, thanks to generous donations for the purpose by Mrs. Sallie Wagner and Dr. and Mrs. Edwin Cook, all of Santa Fe. Acquisition of the Manuel land assures an unobstructed view to the north from the College. Finally, Captain and Mrs. C.O. Ward of Santa Fe gave an additional ten acres of land off Old Santa Fe Trail, their third helpful gift of property to St. John's.

At Annapolis, a number of campus improvements were made. The Junior Common Room in McDowell Hall was redesigned and new mail boxes were installed, thus greatly relieving the morning mail rush. The two music seminar rooms in the Key Memorial were further insulated and given wall-to-wall carpeting, with gratifying acoustical results. Additional lampposts were installed in the Woodward Hall-Chase-Stone House area, considerably enhancing security on campus. The campus has never looked better, thanks to the tireless labor of David W. Tucker, Superintendent of Buildings and Grounds, and his staff. The Treasurer, Charles T. Elzey, expresses two concerns: one as to the costly effect of the Williams-Steiger Occupational and Health Act of 1970 if fully invoked, and the other as to the physical condition of Paca-Carroll House, Randall Hall, and Iglehart Hall. All three will require extensive renovation to restore them to first-class condition.

I must express my disappointment that the Board decided not to undertake any major building program on the Annapolis campus at this time. While recognizing the financial hazards in adding more overhead costs to the annual budgets, I had thought that the timing was opportune to take a first major step to implement the I. M. Pei plan for campus development. This plan called for a new athletic center in the western corner of the campus, reconstruction of the present gymnasium as a dining

facility, and conversion of the present dining hall and kitchen in Randall Hall into a two-story coffee shop. State legislative leaders had expressed interest in having the proposed St. John's Center designed in such a way that it would not only meet the College's athletic needs, but could serve as the scene for several major state functions each year. I hope that this project can be revived in the next year or so.

### *Future California Campus*

Agnes, Andrew, and Herman Marks of Salinas, California, made a gift to the College this spring of their ranch, subject to life tenancy. This superb tract of rolling land, some 760 acres in area, lies in the hills west of Salinas about a quarter of the way to the Monterey Peninsula. By terms of the deed, St. John's College must use the land for construction of a campus within a twenty-year period. The Marks have agreed that part of the land could be leased to other educational institutions if not needed by St. John's. The earlier Marks family gift of some 20 acres above Point Lobos has now been deeded to the State of California by the College. It is an exciting prospect to think that a third St. John's campus may well materialize on the west coast sometime in the next two decades. The necessary conditions would appear to be the completion of the physical plant and the establishment of a substantial endowment at Santa Fe. Once the Annapolis and Santa Fe campuses are securely underwritten for the future, the College will welcome the appearance of a venturesome donor, or donors, to make the California campus a reality. Meanwhile, I should like to record the appreciation of the College community to the Marks family for their far-sighted and generous philanthropy.

### *Finances*

The Provost is gratified to report that gifts and grants of \$255,090 for current purposes enabled the Annapolis campus to complete the fiscal year with a modest favorable balance of \$2,940. The College's revenue rose from \$1,980,823 last year to \$2,164,551 in the year under review. At the same time, actual expenditures were \$2,161,611, well within the budget figure of \$2,192,508. For the coming year, a tentative budget of \$2,216,405 has been adopted. This will necessitate raising \$231,555 in gifts and grants to achieve a balanced situation.

The Santa Fe campus was not so fortunate. In

## The College

spite of receiving the munificent sum of \$715,126 in current gifts and grants, the College closed the year with a substantial deficit of \$77,963. It is noteworthy that the western campus actually expended \$1,939,790, some \$13,000 less than the budgeted figure of \$1,952,618. The loss incurred over the fiscal year was charged off against a modest reserve fund created by a major gift two and a half years ago. Unfortunately, this leaves only \$58,322 in reserve for future operations. The tentative Santa Fe budget for 1973-74 calls for expenditures of \$2,074,639, as compared to anticipated normal revenues of \$1,194,321. This leaves \$880,318 to be raised in gifts and grants, approximately \$100,000 of which will be covered by the new grant from the National Endowment for the Humanities.

### *275th Anniversary Fund*

As the second year of the 275th Anniversary Fund campaign ended, Victor Bloede, National Chairman, reported that \$2,054,871 had been raised toward the \$5,000,000 goal for Annapolis and \$6,479,053 toward the \$10,000,000 goal for Santa Fe. The most disappointing feature of the drive thus far has been the College's failure to attract more than two major gifts for endowment. The situation is particularly urgent on the western campus where the endowment funds total only \$253,556, as compared with \$8,699,979 at book value in Annapolis. It is hoped that the third and final year of the drive will result in substantial increments to the College's permanent funds on both campuses.

In this connection, J. Burchenal Ault, the Vice President at Santa Fe, deserves special commendation for his painstaking work in creating the St. John's College Foundation Endowment Fund. This instrument, fully approved by the Internal Revenue Service, enables a private foundation to close itself out by gift to St. John's. The funds are then co-mingled for investment purposes with the College's endowment. By verbal agreement with the donor foundation, its wishes as to the application of annual income are given careful consideration for a specified period of years. At the end of that period, the College receives the full income earned, as well as the corpus of the fund. The first such gift was received this year, \$50,717 from the Los Alamos Ranch School Fund.

### *Gifts and Grants*

The largest grant recorded during the year was the welcome five-year commitment from the National

Endowment for the Humanities. The Foundation voted an outright grant of \$388,150 and a supplementary conditional grant of \$300,000. The latter will be paid over only if the Endowment receives gifts of half that sum by December 31, 1973. Needless to say, the Vice President and I will make every effort to qualify for the full amount of \$688,150. The Endowment's grant will enable the Santa Fe campus to do a number of things which limited budgets have never permitted: released time for new and older tutors to improve the quality of instruction, a regular exchange of tutors between the two campuses, a more rapid rate of library acquisitions, and establishment of a task force in the liberal arts. I should like to record the College's gratitude to the Trustees of the National Endowment for the Humanities. Tutors and students alike anticipate great benefits from the grant. They also consider it tangible recognition by the Endowment of the College's accomplishments to date, as well as confidence in its future.

The following charts summarize all gifts and grants received on the two campuses during the 1972-73 fiscal year, showing both their sources and their application. Gifts in kind of land, equipment, books, and art objects are not included in these figures. They would add an impressive total.

	<i>Annapolis</i>	<i>Santa Fe</i>
<i>Donors</i>		
Board	\$ 9,526	\$ 693,302
Faculty, Staff		
Students	3,464	15,680
National Committee	—	3,534
Alumni	99,458	1,483
Parents	4,140	5,357
Friends	29,335	198,234
Foundations	135,014	221,814
Corporations	18,682	14,201
Government	24,919	35,695
	<u>\$324,538</u>	<u>\$1,189,300</u>
<i>Purposes</i>		
Unrestricted	\$217,982	\$ 543,205
Library	295	8,173
Scholarships	8,750	38,575
Graduate Institute	—	84,941
Special Projects	28,063	35,785
Endowment	52,246	67,091
Plant	17,202	318,530
Debt Repayment	—	93,000
	<u>\$324,538</u>	<u>\$1,189,300</u>

### *In Memoriam*

It saddens me to record the deaths last December of two men who served with distinction and devotion on the Board of Visitors and Governors.



Mark Van Doren and Bromwell Ault. Mr. Van Doren, poet, critic, and teacher, was a regular lecturer at St. John's College. He was an Honorary Fellow of the College and also Honorary Co-Chairman of the 275th Anniversary Fund. Mr. Ault, businessman, churchman, and philanthropist, had been Chairman of the Board of Visitors and Governors and was an honorary member at the time of his death. It pleases me very much that his son, Burchenal Ault, Vice President of the College, has established the Bromwell Ault Scholarships on the Santa Fe campus in tribute to his father. The College has lost two great and loyal friends. They will be sorely missed.

\* \* \*

Let me conclude on a personal note. First, I am pleased to report that the Governor of the State has seen fit to reappoint me for a second four-year term as Chairman of the Maryland Commission on the Capital City. Members of the Commission include the Lieutenant Governor, the President of the Senate, the Speaker of the House, the State Senators from Anne

Arundel County, the Director of State Planning, the County Executive, the Mayor of Annapolis, the Superintendent of the United States Naval Academy, and three other appointed citizens. The Commission is responsible for coordinating the plans for growth of the State, County, and City Governments, as well as the Naval Academy. We are also charged with preserving the distinctive character and atmosphere of Annapolis as the State's capital city. My role keeps me abreast of all developments which might affect St. John's College in any way. It also affords me excellent working relationships with officials of all the government agencies at the State, County, and City levels.

Finally, I wish once again to thank each Board member for giving so unselfishly of his time, his energy, his counsel, and his substance in support of St. John's College. No college president has ever had a finer and more devoted Board to work with. I shall continue to sing your praises.

Richard D. Weigle  
President

Santa Fe, New Mexico  
August 31, 1973



St. John's College  
Annapolis, Maryland  
Comparative Balance Sheet, July 1, 1972 - June 30, 1973

ASSETS			LIABILITIES AND FUND BALANCES		
CURRENT FUNDS	1972	1973	CURRENT FUNDS	1972	1973
Unrestricted			Unrestricted		
Cash	\$ 44,026	\$ 67,264	Accounts Payable	\$ 23,583	\$ 27,940
Investments - at Cost	157	157	Due to Other Funds	230	1,574
Accounts Receivable	5,094	8,747	Student Advance Deposits	56,279	60,133
Due from St. John's College			Deferred Income	31,487	23,073
Santa Fe	16,769	16,339	Reserve for Future Operations	14,590	17,660
Other Receivables	14,152	8,760			
Deferred Expenses	19,376	---		\$ 126,169	\$ 130,380
Bookstore Inventory	26,595	29,113			
	\$ 126,169	\$ 130,380			
Restricted			Restricted		
Cash	\$ 7,014	\$ 9,604	Fund Balances	\$ 286,084	\$ 295,271
Loans Receivable	840	840	Due to Other Funds	---	---
Investments - at Cost	278,230	284,827		\$ 286,084	\$ 295,271
	\$ 286,084	\$ 295,271			
Total Current Funds	\$ 412,253	\$ 425,651	Total Current Funds	\$ 412,253	\$ 425,651
LOAN FUNDS			LOAN FUNDS		
Cash	\$ 13,011	\$ 5,336	Federal Advances for NDS Loans	\$ 159,191	\$ 164,852
Student Loans Receivable	731	601	Fund Balance	15,585	14,164
National Direct Student Loans	161,034	173,079			
	\$ 174,776	\$ 179,016	Total Loan Funds	\$ 174,776	\$ 179,016
ENDOWMENT FUNDS			ENDOWMENT FUNDS		
Cash	\$ 30,354	\$ 45,914	Principal, Unrestricted as to		
Friedland Student Loans	6,288	5,863	Income	\$ 7,530,057	\$ 7,559,780
Faculty Home Loans	159,117	162,938	Principal, Restricted as to Income	972,207	996,218
Santa Fe Campus Note	1,265,594	1,172,594	Reservations of Profits - Sale of		
Other	1,010	94,330	Securities	199,885	143,981
Investment Cash Account	79,354	40,620	Unexpended Income	948	(211)
Investments - at Cost	7,161,370	7,307,839	Investment Funds Held for		
			Santa Fe Campus	---	130,330
Total Endowment Funds	\$ 8,703,097	\$ 8,830,098	Total Endowment Funds	\$ 8,703,097	\$ 8,830,098
PLANT FUNDS			PLANT FUNDS		
Cash	\$ 325	\$ 75	Due to Other Funds	\$ ---	\$ 42,026
Investments - at Cost	79,158	919	Investment in Plant	6,143,435	6,828,026
Land and Campus Improvement	375,677	375,677	Unexpended Plant Funds	79,483	994
Buildings	5,373,537	5,516,154			
Equipment	394,221	394,221	Total Plant Funds	\$ 6,222,918	\$ 6,871,046
Land and Improvement -			Total Funds	\$15,513,044	\$16,305,811
California Property	---	584,000			
Total Plant Funds	\$ 6,222,918	\$ 6,871,046			
Total Funds	\$15,513,044	\$16,305,811			

St. John's College  
Santa Fe, New Mexico  
Comparative Balance Sheet, July 1, 1972 - June 30, 1973

ASSETS		
CURRENT FUNDS	1972	1973
Unrestricted		
Cash	\$ 38,480	\$ 65,773
Investments - At Cost	16,340	56,262
Accounts Receivable	11,747	2,870
Prepaid Expenses	51,072	78,159
Bookstore Inventory	21,629	21,694
	<u>\$ 139,268</u>	<u>\$ 224,758</u>
Restricted		
Cash	\$ 42,122	\$ 234
Investments - At Cost	174,388	51,160
	<u>\$ 216,510</u>	<u>\$ 51,394</u>
Total Current Funds	<u>\$ 355,778</u>	<u>\$ 276,152</u>
LOAN FUNDS		
Cash	\$ 12,740	\$ 19,978
United Student Aid Deposit	1,000	1,000
National Direct Student Loans	144,064	149,701
Other Student Loans	26,402	27,232
Due from Current Fund	—	1,173
	<u>\$ 184,206</u>	<u>\$ 199,084</u>
Total Loan Funds	<u>\$ 184,206</u>	<u>\$ 199,084</u>
LIFE ESTATE FUNDS		
Due from Other Funds	\$ 207,125	\$ 202,950
Total Life Estate Funds	<u>\$ 207,125</u>	<u>\$ 202,950</u>
ENDOWMENT FUNDS		
Cash	\$ 9,881	\$ 1,428
Investments - At Cost	125,876	252,128
	<u>\$ 135,757</u>	<u>\$ 253,556</u>
Total Endowment Funds	<u>\$ 135,757</u>	<u>\$ 253,556</u>
PLANT FUNDS		
Cash	\$ 1,038	\$ 9,625
Investments	185,226	119,244
Bond Sinking Fund Investments	154,479	187,251
Land and Campus Improvements	314,024	504,777
Buildings	5,403,448	5,842,776
Equipment and Furnishings	472,567	499,324
Library Books	116,969	118,163
Due from Current Funds	—	13,334
	<u>\$6,647,751</u>	<u>\$7,281,160</u>
Total Plant Funds	<u>\$6,647,751</u>	<u>\$7,281,160</u>
Total Funds	<u>\$7,530,617</u>	<u>\$8,212,902</u>

LIABILITIES AND FUND BALANCES

CURRENT FUNDS	1972	1973
Unrestricted		
Note Payable	\$ 10,000	—
Accounts Payable	15,984	\$ 18,962
Due to Annapolis Campus	16,769	16,339
Due to Other Funds	19,631	33,103
Deferred Income	75,987	98,032
Reserve for Future Operations	897	58,322
	<u>\$ 139,268</u>	<u>\$ 224,758</u>
Restricted		
Fund Balances	\$ 216,510	\$ 51,394
	<u>\$ 216,510</u>	<u>\$ 51,394</u>
Total Current Funds	<u>\$ 355,778</u>	<u>\$ 276,152</u>
LOAN FUNDS		
Federal Advances for NDS Loans	\$ 155,600	\$ 170,459
College Loan Fund Balance	28,606	28,625
	<u>\$ 184,206</u>	<u>\$ 199,084</u>
Total Loan Funds	<u>\$ 184,206</u>	<u>\$ 199,084</u>
LIFE ESTATE FUNDS		
Liability under Agreements	\$ 207,125	\$ 202,950
Total Life Estate Funds	<u>\$ 207,125</u>	<u>\$ 202,950</u>
ENDOWMENT FUNDS		
Fund Balance	\$ 135,757	\$ 253,556
Total Endowment Funds	<u>\$ 135,757</u>	<u>\$ 253,556</u>
PLANT FUNDS		
Note Payable \$ 2,154	\$ 2,154	—
Loan Payable to Annapolis Campus	1,265,594	1,172,594
Dormitory Bonds - Series 1964	824,000	810,000
Series 1966	840,000	825,000
Due to Other Funds	187,494	184,354
Net Investment in Plant	3,187,766	3,932,592
Unexpended Plant Funds	154,479	187,251
	<u>\$6,647,751</u>	<u>\$7,281,160</u>
Total Plant Funds	<u>\$6,647,751</u>	<u>\$7,281,160</u>
Total Funds	<u>\$7,530,617</u>	<u>\$8,212,902</u>

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

CONDENSED STATEMENTS OF REVENUE AND EXPENDITURES

Fiscal Years Ended June 30, 1972 and 1973

REVENUES	ANNAPOLIS		SANTA FE	
	1971-1972*	1972-1973	1971-1972	1972-1973
Educational and General				
Tuition	\$ 902,135	\$1,027,309	\$ 640,126	\$ 756,446
Endowment Income	414,987	419,357	5,122	7,166
Gifts and Grants	225,327	217,135	673,744	550,134
Graduate Institute Grants	-	-	90,584	112,682
State of Maryland Grants	23,500	22,500	-	-
Miscellaneous	25,099	43,733	34,890	45,206
Totals	\$1,591,048	\$1,730,034	\$1,444,464	\$1,471,634
Student Financial Aid	\$ 89,079	\$ 105,014	\$ 45,324	\$ 52,310
Auxiliary Enterprises				
Bookstore	\$ 48,486	\$ 53,091	\$ 36,147	\$ 38,850
Dining Hall	166,031	168,486	137,163	154,059
Dormitories	128,773	147,380	120,816	144,974
Totals	\$ 343,290	\$ 368,957	\$ 294,126	\$ 337,883
Total Revenues	\$2,023,417	\$2,204,005	\$1,783,916	\$1,861,827
EXPENDITURES				
Educational and General				
Administrative	\$ 289,207	\$ 290,397	\$ 213,148	\$ 186,460
General	158,007	168,280	145,674	140,392
Instruction	829,179	900,038	566,277	651,528
Graduate Institute	-	-	151,110	164,681
Student Activities	19,194	20,261	27,160	27,450
Operation & Maintenance	343,618	375,469	186,022	186,235
Totals	\$1,639,205	\$1,751,445	\$1,289,391	\$1,356,746
Auxiliary Enterprises				
Bookstore	\$ 49,550	\$ 54,197	\$ 33,975	\$ 36,942
Dining Hall	148,950	149,407	89,889	105,857
Dormitories (Debt Service)	-	-	109,303	109,415
Totals	\$ 198,500	\$ 203,604	\$ 233,167	\$ 252,214
Miscellaneous				
Student Financial Aid	\$ 196,748	\$ 246,016	\$ 189,348	\$ 279,381
Federal Programs	-	-	16,369	9,894
Capital Appropriations	-	-	52,295	41,555
Totals	\$ 196,748	\$ 246,016	\$ 258,012	\$ 330,830
Total Expenditures	\$2,034,453	\$2,201,065	\$1,780,570	\$1,939,790
Excess Revenue or (Expenditures)	\$ (11,036)	\$ 2,940	\$ 3,346	\$ (77,963)

\*These figures differ slightly from the printed figures in last year's Report of the President, which omitted current restricted funds.

# ST. JOHN'S COLLEGE

Annapolis, Maryland

## PERMANENT ENDOWMENT FUNDS, June 30, 1973

### TUTORSHIP ENDOWMENTS:

	Gift of Donor	A.E. Mellon Foundation Matching Gift	Total Fund Principal
Richard Hammond Elliott, 1917	\$ 313,432	\$ —	\$ 313,432
Andrew E. Mellon Foundation Grants	—	2,679,845	2,679,845
Addison E. Mullikin, 1895	1,989,953	500,000	2,489,953
Arthur de Talman Valk, 1906	150,216	150,000	300,216
	<u>\$2,453,601</u>	<u>\$3,329,845</u>	<u>\$5,783,446</u>

### SCHOLARSHIP ENDOWMENTS:

Annapolis Self Help	\$ 15,000	\$ 15,000	\$ 30,000
George M. Austin, 1908, Memorial	25,000	25,000	50,000
Walter S. Baird, 1930	7,500	—	7,500
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
Corp. George E. Cunniff, III, 1930	135	135	270
Faculty	35,429	2,359	37,788
John T. Harrison, 1907	25,025	20,025	45,050
Richard H. Hodgson, 1906	150,250	150,250	300,500
Alfred Houston, 1906, Student Aid	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	36,648	—	36,648
Arthur E. and Hilda Combs Landers, 1930	6,445	—	6,445
Massachusetts Regional	22,685	22,685	45,370
Philip A. Myers, II, 1938	30,262	9,000	39,262
Oklahoma Regional	26,000	26,000	52,000
Thomas Parran, 1911, Memorial	6,265	—	6,265
Pittsburgh Regional	560	560	1,120
Readers Digest Foundation	12,500	—	12,500
Clifton A. Roehle	7,056	—	7,056
Murray Joel Rosenberg Memorial	3,581	—	3,581
Hazel Norris and O. Graham	—	—	—
Shannahan, 1908	3,664	—	3,664
Clarence Stryker	3,668	3,413	7,081
Frederick J. Von Schwerdtner	1,552	—	1,552
Richard D. Weigle	9,743	7,367	17,110
	<u>\$ 621,635</u>	<u>\$ 323,864</u>	<u>\$ 945,499</u>

### ALUMNI MEMORIAL ENDOWMENTS:

Granville Q. Adams, 1929	\$ 1,100	\$ —	\$ 1,100
Charles Edward Athey, 1931	6,425	—	6,425
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
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
Robert F. Duer, Jr., 1921	3,515	335	3,850
In Honor of Dr. Philip 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 & 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
J. 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
Col. Harrison McAlpine, 1909	325	325	650
James McClintock, 1965, Prize Fund	466	—	466
Vincent W. McKay, 1946	20,800	—	20,800
Robert F. Maddox, 1876	650	—	650
William L. Mayo, 1899	12,219	—	12,219
Ridgley P. Melvin, 1899	100	100	200
Wm. 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	5,533	—	5,533
H. Keith Neville, 1905	1,000	1,000	2,000
Dr. John Newstadt, 1939	1,109	—	1,109
Blanchard Randall, 1874	851	330	1,181
Susan Irene Roberts, 1966	702	—	702
Leroy T. Rohrer, 1903	100	100	200
Harrison Sasscer, 1944	4,550	—	4,550
C. H. Schoff, 1889	500	500	1,000
Henry F. Sturdy, 1906	28,633	—	28,633
Rev. Enoch H. Thompson, 1895	3,000	3,000	6,000
John T. Tucker, 1914	2,500	—	2,500
Dr. Robert S. G. Welsh, 1913	125	125	250
Dr. Willis H. White, 1922	625	625	1,250
Amos W. W. Woodcock, 1903	2,000	1,000	3,000
	<u>\$ 249,983</u>	<u>\$ 34,973</u>	<u>\$ 284,956</u>

### STUDENT LOAN FUND ENDOWMENTS:

George Friedland	\$ 23,660	\$ 20,000	\$ 43,660
John David Pyle, 1962, Memorial	5,589	1,470	7,059
	<u>\$ 29,249</u>	<u>\$ 21,470</u>	<u>\$ 50,719</u>

October 1973

## OTHER ENDOWMENTS:

Hertha S. and Jesse L. Adams Concert Fund	\$ 60,000	\$ 60,000	\$ 120,000
Alumni Memorial Book Fund	355	-	355
Charles Edward Stuart Barton Memorial Library Fund	500	-	500
Philo Sherman Bennett Prize Fund	308	-	308
Benwood Foundation Library Fund	25,000	25,000	50,000
George A. Bingley Memorial Fund	20,200	-	20,200
Scott Buchanan Memorial Fund	5,770	-	5,770
Helen C. and George Davidson, Jr., 1916	21,025	-	21,025
The Dunning Memorial Fund	10,000	-	10,000
Fund for Tomorrow Lectureship	3,000	3,000	6,000
Floyd Hayden Prize Fund	78	25	103
Joseph H. Hazen Foundation Lectureship Fund	1,000	-	1,000
Mary Safford Hoogewerff Memorial Library Fund	31,683	-	31,683
Margaret Lauck Memorial Library Fund	789	-	789
Library Fund	560	400	960
Monterey Mackey Memorial Fund	600	-	600
Emily Boyce Mackubin Fund	75,192	-	75,192
Ellen C. Murphy Memorial Library Fund	1,500	1,500	3,000
Kate Moore Myers Landscaping Fund	124,349	-	124,349
The Jack Wilen Foundation Library Fund in Memory of Murray Joel Rosenberg	1,000	-	1,000
Henry H. and Cora Dodson Sasscer Newspaper Fund	1,500	-	1,500
Adolph W. Schmidt Fund	15,628	-	15,628
Richard Scofield Memorial Fund	1,368	-	1,368
Mrs. Blair T. Scotts Memorial Prize Fund	518	-	518
Kathryn Mylroie Stevens Memorial Prize Fund	1,250	-	1,250
Charles Eddy & Eugene V. Thaw, 1947 Lectureship Fund	15,900	-	15,900
Elma R. and Charles D. Todd Memorial Library Fund	19,500	19,500	39,000
Millard Tydings Prize Fund	1,000	-	1,000
Clara B. Weigle Memorial Library Fund	1,196	-	1,196
Daniel E. Weigle and Jessie N. Weigle Memorial Fund	2,500	-	2,500
Victor Zuckerdandl Memorial Fund	19,325	-	19,325
Alumni Endowment	206,326	186,309	392,635
General Endowment	526,724	-	526,724

\$1,195,644      \$ 295,734      \$1,491,378

Total Andrew W. Mellon Foundation Grants      \$4,005,886

Reservation of Profits -  
Sale of Securities      \$ 143,981      \$ -      \$ 143,981

Total Endowment Principal      \$4,694,093      \$4,005,886      \$8,699,979

## SANTA FE ENDOWMENT FUNDS, JUNE 30, 1973

## SCHOLARSHIP ENDOWMENTS

Helen and Everett Jones Fund	\$ 60,000
Readers Digest Foundation	10,000
Nina Otero Warren Memorial Fund	1,875
General Scholarship Fund	4,537
	<u>\$ 76,412</u>

## LIBRARY ENDOWMENTS

Emlen Davies Fund	\$ 1,118
Angeline Eaton Memorial Fund	1,150
Nina S. Garson Memorial Fund	2,000
Duane L. Peterson Memorial Fund	800
Victor Zuckerkandl Memorial Fund	1,000
Memorial, Honor and Life Membership Funds	31,171

\$ 37,239

## OTHER ENDOWMENT:

Bromwell Ault, Sr., Memorial Fund	\$ 1,037
Henry Austin Poetry Fund	5,500
Fletcher Catron Memorial Fund	1,300
Margo Dawn Gerber Prize Fund	1,141
Elizabeth R. and Alvin C. Graves Memorial Fund	8,881
Margaret Milliken Hatch Fund	35,000
Frank Patania Memorial Fund	3,341
Winfield Townley Scott Memorial Fund	2,535
E. I. "Tommy" Thompson Memorial Fund	1,865
Millard E. Tydings Prize Fund	1,000
Clare B. Weigle Memorial Fund	4,713
Jessie N. and Daniel E. Weigle Fund	2,500
Other Funds	20,375

\$ 89,188

## FOUNDATION ENDOWMENT FUND:

Los Alamos Ranch School Fund	\$ 50,717
<u>Total Endowment Funds</u>	<u>\$253,556</u>



bit more cautious by nature and less enthusiastic about the project, took a year's leave of absence.

The Committee convened in October. It included Buchanan, Barr, their two graduate students, Adler, Rubin, McKeon, and McKeon's three students from Columbia. Because Buchanan was less controversial, having had little previous connection with University affairs, and because he had agreed to become a permanent member of the Committee, he was made the Director. He immediately encountered the persisting hostility first provoked when the Committee was proposed, and each attempt on Buchanan's part to clarify the status of the Committee only made matters worse. As Buchanan complained to Hutchins, "The Committee must have an authorization of its status and function fitting to its single-minded end and aim. The possibility of a decision to stay depends on this and this alone . . . I don't think there is any hope of getting the job done or even underway unless the Committee has orders from you that cannot be countermanded or shaved down, or diverted by other academic powers and authorities." After the first few meetings, however, it became clear that there were problems internal to the Committee which equalled and in the end proved even more destructive than the external ones.

The Committee reunited the New York threesome. They had seen each other during the intervening six years, and had sent each other manuscripts for comment and revision. Disagreement about the nature and interpretation of the arts had often arisen during these interchanges, but they had found the arguments fruitful and exciting. The disagreements that now emerged, however, had a less happy issue. Their differences became overwhelming; every decision became a struggle and every discussion a battle.

Although they still shared a deep concern for and commitment to their project, they seemed capable of agreeing only on the importance of agreement. The first argument was about procedure. McKeon urged the Committee to approach the search for a curriculum by beginning with the problems of the modern university. Buchanan and Adler advocated the reading and discussion of a number of texts. The matter was put to a vote and McKeon was outvoted.

They next disagreed about which text to read. Adler urged them to read something by St. Thomas. But they voted to read something by Aristotle. They then argued about which Aristotelian text to read. McKeon said he preferred "something weighty like Aristotle's *Metaphysics* or *Analytics*." Buchanan wanted to read Aristotle's *Poetics* and *Physics*. Each

maintained that his choice better exemplified subject matter and method in the application of the liberal arts. They voted to read the *Poetics* and the *Physics* and to use the Oxford translations of these texts.

Adler did not know Greek; McKeon and Buchanan had different degrees of competence. These differences provided fuel for the next conflagration. The next two meetings ended "not merely in explicit disagreement, but in passionate outrage, each at the other's distortion of the text." The disintegration of the group was progressive. After their first three meetings, they decided to arrange a truce and to disband the Committee.

Adler and McKeon met separately to discuss Aristotle and Aquinas. They encountered the same problems, and after two meetings, this endeavor was abandoned. Adler then decided to read and discuss the *Physics* with students at the University. McKeon, with his members of the Committee (Goodman, Barrett, and Plochman) and with other people from the Division of the Humanities, established a research team. Barr, Buchanan, Rubin, Taliaferro, and Wallis reconstituted themselves as a separate group but retained the name of the Committee on the Liberal Arts. At the insistence of Dean McKeon, and with the advice of the Divisional Committee on Policy, Buchanan's Committee was removed from the Humanities Division and made advisory to President Hutchins. The Committee met semi-weekly and discussed the texts on the Virginia list. Committee members wrote reports on the contributions of the various authors to the liberal arts.

(It was in the course of preparing one of his reports for the Committee that Stringfellow Barr finally capitulated to the idea of the liberal arts. Barr was converted by his study of Euclid. "I who had thought, when I determined to join the Committee, that the mathematical material would offer the maximum difficulty (since I had no 'bent' for mathematics) found Euclid my principal guide." In the Spring of 1937, Barr officially resigned from the University of Virginia and cast his lot with the liberal artists.)

The truce did not mean that they abandoned the battle. McKeon, Buchanan, and Adler each read more of Aristotle. When they met, it became clear that underlying their disagreements about translation were deeper philosophical differences. Buchanan explained their differences as follows:

For Adler, Aristotle's *Metaphysics* was and has continued to be, as his friend

Maritain has said in his *Introduction to Philosophy*, the revelation of truth to the natural intellect. McKeon and I would see in this the effect of the use of St. Thomas as a lens in the reading of the Oxford translation. For McKeon, Aristotle is the father of the sciences, and as such, he uncovered the categories and formulated the methods for each subject-matter and discipline; there are different methods for different subject-matters and there is only confusion in finding common methods and subject-matters. Adler and I see a somewhat arbitrary postulation of the first principles of a history of thought in this position. I am fascinated by the dialectical processes by which Aristotle arrives at his extraordinary insights, but I shall not be satisfied until I can master the dialectic and arrive at further insight that will throw more light on the modern problems, particularly in mathematics, that neither Adler nor McKeon thinks necessary.

It is difficult at first to understand why these differences in philosophical position became so important and incapacitating. But, as Buchanan has pointed out, although "these philosophical positions . . . are no more important than any other scholastic prejudices so familiar in the profession, . . . in terms of the common task to find the intelligibilities that would make good teaching possible they all seem highly relevant and their incommensurability rather tragic."

Although Adler, Buchanan and McKeon agreed on the nature of the problem to be resolved and on the necessity to restore the tradition of the liberal arts, they disagreed about what to study, about how to read, how to interpret, and how to teach the tradition. Each had acquired through his own learning and teaching his own attitude toward learning and his own method of philosophizing. To pursue their common goals, they had to go their separate ways.

### *The Road to Annapolis*

Shortly after the Committee on the Liberal Arts disbanded, Scott Buchanan attended a conference at the Virginia Theological Seminary. Francis Miller, the Executive Secretary of the National Policy Committee, was also present. Buchanan and Miller had been Rhodes Scholars at Oxford together, and they

used their free time between sessions to become reacquainted. It was during one of these between-sessions conversations that Miller told Buchanan about St. John's College. Miller had recently been persuaded to join the College's Board of Visitors and Governors by his friend and associate at the National Policy Committee, Richard Cleveland (son of Grover Cleveland). The College was in a deep tangle of troubles, financial, intellectual, and moral. The crash of October, 1929 left the College with a debt under which it was still reeling. Three presidential administrations followed each other rapidly and unhappily. Debts increased. The College had lost its certification. The student body had diminished considerably.

Both Miller and Cleveland were of the opinion that a new educational idea was the only thing that would save the College. They thought it would be wise to define the educational policy of the College first and make all later decisions in the light of that policy. Buchanan told Miller about the Virginia Plan and about what he and Barr had been doing on the Committee on the Liberal Arts. Miller was quickly convinced that Buchanan might have the idea St. John's College needed. After a series of long conversations and consultations with the rest of the Board of Visitors, consultations in which Buchanan and Barr and also Hutchins, Adler, and Rubin took an active part, Barr and Buchanan decided to move to Annapolis and to try to rehabilitate St. John's College in accordance with the general proposals of the Virginia Plan. In June of 1937, the Board of Visitors appointed Stringfellow Barr President of the College. Scott Buchanan became the Dean and Head of Instruction. Catesby Taliaferro and Charles Wallis were given faculty appointments. Robert Hutchins joined the Board of Visitors and Mortimer Adler was appointed Visiting Lecturer in the Liberal Arts. At last, the seeds of a College of the Liberal Arts and Great Books found fertile soil and rooted in Annapolis.

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This article was adapted for *The College* from the third chapter of *Radical Conservatives for Liberal Education*, an unpublished Ph.D. dissertation (The Johns Hopkins University, 1973). The dissertation traces the efforts of Mortimer Adler, Scott Buchanan, Richard McKeon, Robert Hutchins, and Stringfellow Barr to reform higher education in America by reviving and reconstructing the traditional liberal arts. Earlier chapters explore the beginnings of the Movement and its principles and ideals. Later chapters discuss the Hutchins College at the University of Chicago, the Great Books program for adult education, and the early years of the New Program at St. John's College. Amy Kass teaches in the Evening College at Johns Hopkins University.

# NEWS ON THE CAMPUSES

## LEO STRAUSS 1899-1973

Leo Strauss died in his sleep on October 18. The world of learning lost a seminal thinker in political philosophy and a great teacher; St. John's College lost an old friend and its first Scott Buchanan Distinguished Scholar in Residence. He had been with us in Annapolis since 1969. There will be more about his life and work in the next issue.

## DUNHAM NAMED DEVELOPMENT DIRECTOR

William B. Dunham, a retired State Department and Foreign Service officer, on August 1st assumed duties as director of development in Annapolis. There he will oversee the program of development, fund raising, alumni activities, and fund raising.

Mr. Dunham came to St. John's from a position as senior consultant and member of the Washington, D.C. firm, Douglas Trout Associates, Inc., consultants in higher education. Prior to joining that firm, he served for nine years as vice president and secretary of Carleton College, Northfield, Minn.

From 1943 to 1963, Mr. Dunham served in the Department of State and the Foreign Service. His last tour of duty was at the Pentagon in Washington, where he was on the staff of General Curtis E. LeMay, chief of staff of the Air Force. This was a special assignment under the first State/Defense exchange program.

For five years prior to this special assignment, Mr. Dunham had been first secretary and chief of the political section of the American Embassy, The Hague, Netherlands.

He also served as chief of Swiss-Benelux Affairs; assistant chief of French-Iberian Affairs; and senior desk officer for Spain and Portugal, where he was responsible for all aspects of U.S. relations with the two countries from 1947 to 1953.

For his outstanding work Mr. Dunham received the Department of State's Meritorious Service Award and the Department of the Air Force's Exceptional Service Award.

A graduate of Carleton College, Mr. Dunham also attended the Fletcher School of Law and Diplomacy in Medford, Mass., where he was awarded the M.A. degree in 1943.

Mr. Dunham is married to a professional pianist and teacher, and he and his wife have a daughter, three sons, and two grandchildren.

## EXHIBIT OF AMERICAN DRAWINGS IN SANTA FE

An exhibit entitled "Twentieth Century American Drawings" was featured in the Peterson Student Center in Santa Fe from September 9th through October 7th.

Organized by the University of Utah Museum of Fine Arts, the exhibit consisted of sixty-six drawings by several dozen artists. The works are from the collection of Mr. Edward Jacobson of Phoenix, Ariz.

Mr. Jacobson, a member of a prominent Phoenix law firm, has been collecting all his life, and is widely known as a discerning collector and patron.

Artists represented in the collection include: Childe Hassam, Alexander Calder, Walt Kuhn, Peter Hurd, Hyman Bloom, Robert Henri, Peter Max, Gaston Lachaise, Fritz Scholder, Leonard Baskin, Philip Pearlstein, Paolo Soleri, Isamu Noguchi, Larry Rivers, Phillip Guston, and Paul Jenkins.



The 1973 graduating class of the Graduate Institute in Liberal Education.

## SUMMER INSTITUTE GRADUATES FIFTH CLASS

The Graduate Institute in Liberal Education, in its seventh summer session, had an enrollment of 134, and awarded the degree of Master of Arts to 36 students from eight states, the District of Columbia, and Canada.

Members of this year's graduating class, the fifth since the Institute was started in 1967, included: from New Mexico: Kenneth A. Betzen, David F. Gonzales, Lee Hirst, Mary E. Lane, Mary F. Magnuson, Sue Martin, Jan Mecagni, and Ann Yeck.

From Maryland: June B. Chapman, Dawn G. DeForrest, Virginia Frommoethelydo, William J. Jenkins, Alice B. Morgan, Gwendolyn R. Morgan, and Paul N. Smith.

From California: Ralph C. Cox, Sister Sharon Cox, James Farley, Dalton M. Fogle, Robert D. Graun, James A. Mahoney, and Jack L. Nolen.

Smaller representations came from Washington, D.C.: Mary Alice Brooks, Constance B. Liser, and Thelma E. Robinson; from Illinois: Norma Cotton, Raissa Landor, and Elizabeth R. Shaw; from New York: Yvonne M. Davis, Sylvia R. Green, and Mozell Morris; and from Virginia: Frazier L. O'Leary and George Schloss.

From Texas came Joe B. Brooks, from Colorado Diana W. Kinsey, and one graduate, Mary Jean Bell, came from Canada.

## FACULTY AND STAFF CHANGES IN ANNAPOLIS

Two new tutors are teaching in Annapolis this year, Leo F. Raditsa and C. Reed Woodhouse. The appointment of Mr. Raditsa, a 1956 graduate of Harvard and holder of both M.A. and Ph.D. degrees from Columbia, was announced in the April issue.

Mr. Woodhouse is a 1970 summa cum laude graduate in

English from Kenyon College. He has been studying under a fellowship at Keble College, Oxford University, toward a second bachelor's degree.

In other changes, David E. Wilkinson, recently retired from the U.S. Army, has been appointed assistant business manager. James E. Grant, business manager, will be on leave of absence this year to complete requirements for his degree in accounting at the University of Baltimore. Grant, a former student at Gettysburg College, has been attending night school for the past five years.

## DANFORTH FELLOWSHIPS

The Danforth Foundation recently announced the tenth annual competition for its Graduate Fellowships for Women. The objective of the program is to find and develop college and secondary school teachers among American women whose preparation for teaching has been postponed or interrupted for a continuous period of at least three years.

In general, the Fellowships are intended for women who no longer qualify for more conventional fellowship programs or whose candidacy in such programs might be given low priority.

Thirty-five new Fellowships may be awarded each year, and are renewable annually provided certain criteria are met. The appointments are available to women who hold bachelor's degrees from accredited colleges and universities in the United States. There are no upper or lower age limits. Recipients are expected to undertake full-time teaching upon completion of their degrees.

Among the criteria for selection are: (1) a strong undergraduate record; (2) evidence that the candidate's intellectual curiosity and

vitality have survived her years of separation from an academic environment; (3) an indication of strong motivation for graduate work and for teaching.

For more complete information write:

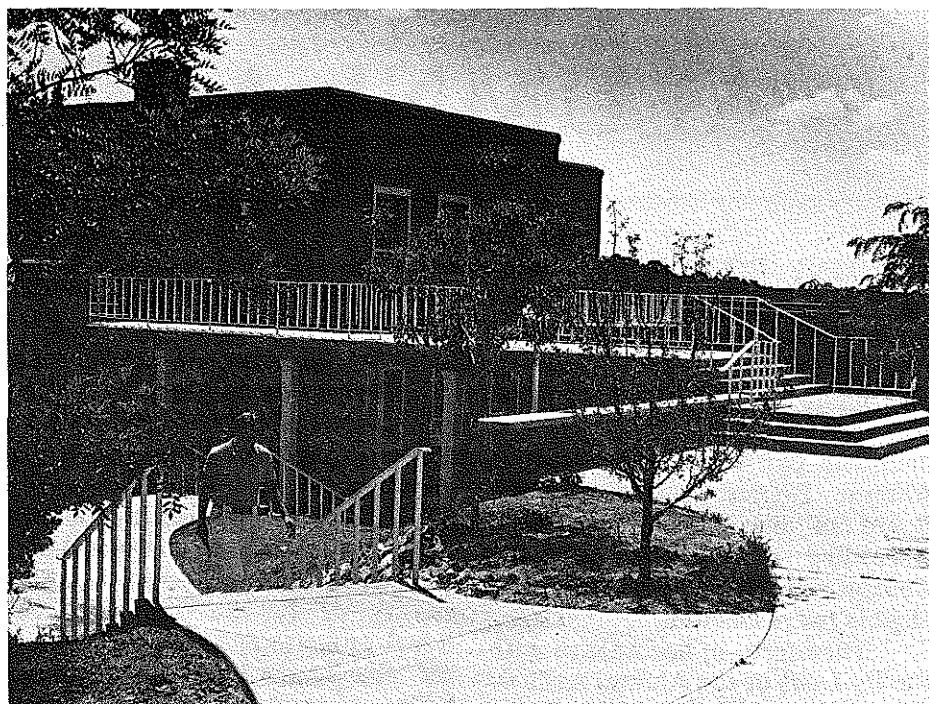
Director  
Graduate Fellowships for Women  
Danforth Foundation  
222 South Central  
Avenue  
St. Louis, Missouri 63105

## LUCE SCHOLARS

St. John's College is among sixty educational institutions chosen to participate in the new Luce Scholars Program, sponsored by the Henry Luce Foundation, Inc., to select a group of young Americans for a year of study, work and travel in Asia. "The goal of the program is *not* to produce Asian specialists," J. Burchenal Ault, St. John's Vice President, emphasized in announcing the College's participation, "but rather to develop future citizen leaders who will have an awareness and an understanding of Asia."

Scholars are to be selected from among nominations submitted to the Luce Foundation by co-operating colleges and universities. Independent applications will not be accepted. Candidates must be between the ages of 21 and 30, have earned at least a bachelor's degree, and have given evidence of outstanding leadership ability. St. John's will be allowed to submit a total of four candidates from among graduating seniors or recent graduates on both the Santa Fe and Annapolis campuses. Deadline for nomination is the first of December.

Finalists will be called before one of three regional screening panels early in March of 1974,



The Sternberger-Weis Music and Fine Arts Building was dedicated on October 13 at the quarterly meeting of the Board of Visitors and Governors. Largely the gift of an alumnus and Board member, Jac Holzman '52, the building is named for his grandparents.

Martha Wallace, Vice President and Executive Director of the Luce Foundation, says. In the fall the fifteen young men and women named as Luce Scholars will leave to work in law offices, universities, hospitals, banks, and a variety of other situations under the guidance of Asian mentors. The Foundation believes that by getting to know their Asian contemporaries and colleagues in their own setting the Scholars will gain an intuitive idea of what it is like to live and function outside the context of Western traditions.

Henry Luce III, President of the Foundation, stresses the uniqueness of the program in that it will exclude Asian specialists or international affairs experts in favor of young people whose leadership potential is in other fields. The purpose of sending Scholars to the East, Mr. Luce notes, is "to imbue a greater number of Americans of

leadership potential with a firsthand familiarity of Asia at a flexible and formative time in their careers."

The Henry Luce Foundation, Inc. was established in 1963 by the late Henry R. Luce as a tribute to his father who spent many years teaching at Christian colleges in the Far East. Mr. Luce was co-founder and editor-in-chief of Time Inc., which publishes TIME, FORTUNE, SPORTS ILLUSTRATED, and MONEY. Since Mr. Luce's death in 1967, the Foundation has granted close to \$12 million to specific projects in the fields of higher education, theology and public affairs. St. John's receives \$60,000 annually for Collegiate Fellowships in the Graduate Institute in Liberal Education conducted in the summers in Santa Fe. This year 12 teachers in predominantly black colleges are the recipients of Luce Collegiate Fellowships.

# ALUMNI ACTIVITIES

## ALUMNI BOARD REPRESENTATIVES

Philip I. Bowman '31 and W. Bernard Fleischmann '50 will complete two consecutive terms as Alumni Representatives on the Board of the College next May. According to the Polity of the College, these alumni are not eligible for re-election.

Therefore, in accordance with the By-Laws of the Alumni Association, I hereby notify all Alumni that nominations by petition are invited for representatives to replace Messrs. Bowman and Fleischmann. Signatures of at least 30 members of the Association are required for validation, and consent of persons nominated must be obtained before a petition is submitted. *All nominations by petition must reach the Alumni Office in Annapolis no later than December 1st.*

As also provided by the By-Laws, the Board of Directors of the Association will nominate at least

one candidate for each of the two vacancies. Names, biographical data, and, where available, pictures of the candidates will be published in January.

Alumni interested in starting petitions are reminded that, in the words of the Polity: "Persons shall be eligible for membership on the Board . . . who are concerned for the maintenance, progress, and vitality of the St. John's educational program and who are willing and able to discharge the responsibilities of trusteeship with devotion and energy."

As a practical matter, Board members must also have the time and money to attend four meetings each year, usually in September, December, February, and May, either in Annapolis or Santa Fe.

Thomas Parran, Jr.  
Director of Alumni Activities

## ALUMNI KITH AND KIN

The class of 1977, which entered St. John's last month, in-

cludes an unusual number of relatives of alumni or present students.

Those related to present students are Kenneth Demac (sister Donna '74), Eric Heylman (brother Paul '74), and Steven Ross (sister Debbie '74). Steven was also a student of William Dunkum '64 (see Class Notes for more on Bill).

The following are brothers or sisters of alumni: Janet Hellner (sister Maureen '68), Susan Hollander (sister Maureen '69), and Edward Nelson (sister Janet '72 and brother Chris SF70); Ed has an additional St. John's connection: his father Charles is a graduate in the class of 1945.

In addition, there are three freshmen who have alumni parents: Erica Lerner, daughter of Charles Lerner '53; Michael O'Mahony, son of Thomas and Marcia (Delplain) O'Mahony, both '57; and Robin Streett, daughter of the Reverend David C. Streett '50.

Freshman Jody Nesheim's relationship to the College is through her uncle, Wayne Brandow of the class of 1965.

## ALUMNI GIVING AGAIN SETS RECORDS

Once again, for the fifth consecutive year, the Alumni Fund (Alumni Annual Giving) has exceeded its goal of gifts for current operations. In the year which ended June 30th, alumni gave \$ 37,497 toward a goal of \$35,000; as one considers the escalating cost of living and general economic uncertainty of the times, this record is quite commendable.

Until a more detailed report is published, here

are a few key statistics to compare 1972-73 with 1971-72:

	1971-72	1972-73
Percent response	28.2%	25%
Alumni responding	835	779
Average gift	\$39	\$48
King William Associates	117	147
Classes giving \$500 or more	23	31
Classes giving \$1,000 or more	3	10
Alumni giving \$250 or more	13	24



## CLASS NOTES

1923

*Fred C. Stecker* writes that he has heard from *Jim McGraw*, *Bob Miller*, *T.B. Klakring*, and *Hobo Ridgely*, and they are all doing well. Fred says that raising beef cattle as a "retirement hobby" is proving very interesting.

1933

*Charles H. Schauer*, executive vice president of Research Corporation, was awarded an honorary doctor of science degree from Southwestern University at Memphis. Mr. Schauer was honored for his life-long efforts to advance scientific research and the practical application of new technology. Research Corporation is a foundation for the advancement of science.

1934

*Gust Skordas*, assistant archivist of the State of Maryland since 1941, was honored with a retirement dinner on July 30th, to celebrate the end of a 36-year career at the Hall of Records. Gust plans to visit with his son in the San Diego area, and hinted recently that he might even decide to settle there.

1936

*W. Robert Miller*, community information specialist with the Baltimore Area Council on Alcoholism, in July assumed new duties as coordinator of the new BACA-Hopkins program to rehabilitate and retain problem drinkers on the job. Bob was formerly a branch manager for Diebold, Inc.

After 35 years of surgical practice, *Dr. Richard T. Williams* is retiring aboard his "Round The World" sloop, while M.D. sons Robert and Randolph take over his work. Dick also writes that son Richard is with IBM, Rodney with Connecticut Mutual Life, and Roderick is attending the State University of New York.

1941

*George L. McDowell* is now regional service manager for Allied-Kelite Products Division of the Richardson Chemical Company. He and Rocky have lived in Summit, N.J., since last winter.

1949

After 20 years in the Episcopal ministry, six and one-half of them with the Shoshones on Wyoming's Wind River Reservation, *Frederick P. Davis* is now rector of a small parish in Mountain Home, Idaho. He is located some 45 miles southeast of Boise, between the Sawtooth Range and the Snake River valley. Fred, his wife Rita (sister of Gust Skordas '34) and son David, 14, are enjoying their new life.

Attention, all you '49ers! *Allan Hoffman* and *Jake Brooks* are already planning your 25th reunion next fall. The 20th was so successful that we are looking forward to '74; make your plans now.

1950

*Tylden W. Streett* informs us that he has resigned as dean of graduate studies at the Maryland Institute, College of Art, in Baltimore to devote more time to his primary career as a sculptor. He is now busy with commissions for architectural and portrait sculpture; any orders?

1952

For the past three years *George Udel* has been running his own film-making company, G2 Creative Services, Inc., in Baltimore, turning out everything from instructional films to social commentary.

1958

*Jacques Cartier* assumed new duties as producing director of Baltimore's Center Stage on July 16th, in a move which the Board of Directors hopes will lead the group to first rank among regional theaters in this country. Jacques was founder, producer, and artistic director of the Hartford (Conn.) Stage Company between 1963 and 1968.

Another non-graduate alumna who completed her college work elsewhere is *Marigene (Boyd) Hedges*, who received her B.A. degree in mathematics in 1964 from the University of Denver. Marigene, her husband, a high school teacher in Denver, their son, 14, and daughters 12 and 8, live in Littleton. Marigene is active in the League of Women Voters, and currently works as a part-time office assistant for the Denver and Colorado Leagues.

*Nancy (Eagle) Lindley* wrote during the late spring that she had almost completed her work for a master's degree in music from West Virginia University. Husband *Mark* '67 has assembled enough credits to continue in graduate school.

*Barbara (Hager) Palmer* has become director of the Community Child Development Center in Denton, Md. Barbara writes she is not certain that Greek grammar will help, but believes that Voltaire's philosophy surely will, as she directs "a day-care facility with a cognitive approach to pre-school learning."

1961

*Michael C. Haley* earlier in the spring was designated a certified commercial-investment member of the National Institute of Real Estate Brokers. Mike is with the Albuquerque firm of Roger Cox & Associates.

"Healthfully recovered" from his April, 1972, heart attack, *David Rosenfield* writes that his carpentry business prospers. He is very active in a research project in interspecies communication, through the World Dolphin Foundation.

Apparently the Federal Trade Commission will not let *Harrison J. Sheppard* settle down. Last January he was transferred from the Seattle Regional Office to Washington, D.C., and at the end of July he went back across country to become assistant director of the San Francisco Regional Office of the FTC.

1962

After six years as an instructor in the philosophy department of the State University of New York at Stony Brook, *David W. Benfield* has accepted an appointment as an assistant professor of philosophy in the School of Humanities at Montclair (N.J.) State College. David has received M.A. and Ph.D. degrees from Brown University.

*Raymond C. Seitz* writes to tell of the Ph.D. degree he received from The Johns Hopkins University last November, and of his appointment as assistant professor of physical oceanography at the State University Maritime College, Bronx, N.Y. Ray also tells us that his former wife, *Gail (Evans) Seitz*, and their son Raymond are living on a farm in Wisconsin.

## 1963

*Marcia Herman-Giddens* tells us that husband *Scott '64* teaches computer science and does computer-oriented research in cardiology at Duke University. She helps run a small "free" school and she, Scott, and their three children plan to move soon to a small farm near Chapel Hill.

## 1964

In May, *William W. Dunkum* was one of several teachers of mathematics and science in the metropolitan Washington, D.C., area honored by the Joint Board on Science Education.

One of our new Communicards came back from Saigon, where *James P. Nach* is second secretary of the American Embassy, assigned to the political section. Jim is in his fourth year in Saigon, and recently was assigned to Haiphong, North Vietnam, helping supervise removal of the mines from the harbor. He will complete his Far East tour in February, 1974, and anticipates assignment to Washington.

## 1965

*Scheherazade (Friestedt) Smith* writes that she is a graduate student at the University of Arkansas.

*Michael Woolsey* this past June received a Master of Arts in Teaching degree from the College of St. Thomas, but will probably continue his present employment as a computer programmer until prospects for finding teaching positions brighten.

## 1966

*Mark B. Bromberg* has received a Ph.D. degree in physiology and biophysics, although we do not know from what institution. His dissertation was entitled "The Organization of PAD Produced by Peripheral and Central Inputs to the Cuneate Nucleus and A Classification of Cutaneous Forelimb Receptors."

One of our newer lawyer alumni is *Richard F. Fielding*. Dick received his law degree in June, from the University of Chicago, where he was Comment Editor of the Law Review.

*Christopher Hodgkin* is still working as business manager of Oakwood School, a Quaker secondary school in

Poughkeepsie, N.Y. Chris has started graduate work in business administration at Union College, is teaching a computer programming course, and is writing programs for study in mathematics.

## 1967

We wish the very best of good fortune to, and shall follow with more than ordinary interest, NBC's new Friday night television series "Needles and Pins." It happens to co-star our very own *Deirdre Lenihan*, along with Louis Nye and Norman Fell. Deirdre is fittingly cast as a dress designer, having studied that work at New York's Fashion Institute of Technology, and later worked in the costume department of the New York Shakespeare Festival. Remember 9 p.m. on Friday night, NBC-TV.

## 1968

In July *William R. and Rebecca (McChure) Albury* and offspring moved to Australia, where Randy has taken a position as lecturer in the history and philosophy of science at the University of New South Wales, in Kensington.

*John Farmer* writes that he is in his second year of medical school at the Philadelphia College of Osteopathic Medicine, is doing research on vitamin A, and is making an index for a neuro-anatomy textbook.

*Blaine Garson* has just received M.S. degrees in speech pathology and audiology—"at last," she says—and is working on certification as a dance therapist. She has a "lovely 16 month old son Jonas" and loves "being educated all over again by him."

Another degree recipient is *Sarah (Braddock) Westrick*, who was awarded a B.A. degree in June from Ursinus, with a major in English literature and a minor in history. She is now considering graduate school in library science. Husband *Darrell*, better known as *Boris*, is still with UNIVAC.

## 1969

*James F. Bartram, Jr.*, last year received a B.A. degree in musical instrument making from the University Without Walls at Roger Williams College (R.I.). He has been married almost two years, and is in business for himself, manufacturing Renaissance flutes and

recorders.

*Mariam (Cunningham) Cohen* wrote in August that she was in the throes of filling out medical school applications; we wish her luck.

*Andrew Garrison* spent the summer teaching in a teachers' workshop in Greenwich, Conn., the Open Education Workshop of the NAIS. He will be teaching at the Key School in Annapolis for at least another year.

*Marielle Mikah Hammett* and *Kenneth L. Kronberg* (SF68) were married on June 30th in New York City.

*Mark Mandel* writes that he received his B.A. degree in linguistics from the City College of the City University of New York. He spent the late spring as coordinator of the Summer Latin Course of the College's Institute for Medieval and Renaissance Studies. After a summer in Europe, he and his wife, Rene, will move to Berkeley, where she will enter the Ph.D. program in English.

*John H. Strange* (SF) received the Master of Divinity degree in May from Austin Presbyterian Theological Seminary, and was ordained in the First Presbyterian Church in Taft, Texas, on July 8th. John and his wife Camille are enjoying living in Taft, a rural suburb of Corpus Christi.

Another Santa Fe alumnus, *Joseph Tooley*, is a graduate student in school psychology at North Carolina State University. He worked in a clinic for the blind last year, directed a summer program for deaf-blind children, and will work in a school for the deaf this year.

## 1970

We welcome new traditions, especially those such as our annual *John Dean* letter, this time from Budapest, on a side trip from a summer in Munich. John visited at graduation time in Annapolis, so we knew he was headed for two or three years at the University of London, writing a Ph.D. dissertation on Shakespeare. In May he received his M.A. degree in comparative literature with distinction from the University of Massachusetts.

We were greatly pleased to hear from *Joseph D. Hines*, a Graduate Institute alumnus, that he received his Certificate in Advanced Study in Education in May from The Johns Hopkins

University. He is now qualified as a guidance counselor.

*Cole Kitchen* is preparing for his comprehensive examinations this fall, enroute to an eventual Ph.D. degree in applied mathematics (operations research) at the Hopkins. His fellowship has been renewed for the 1973-74 academic year.

*T.K. (Thomas) Nelson* (SF) writes that husband *Chris* (SF) is now with the Chicago law firm of *Shiff-Hardin & Waite*. T.K., *Chris*, *Tollof*, age three and one-half, and *Gunnar Matthew*, born May 28th, make their home in *Wilmette*.

*Thomas Rie* in May received an M.S. degree in elementary education from *Morgan State College* in *Baltimore*. He worked in a clothing factory for the past two and one-half years, while *Jinna (MacLaurin)* '68 taught elementary school. The *Ries* now live in a farmhouse outside of *Dunseith, N.D.*, where *Tom* will teach grades five and six; *Jinna* now awaits the birth of their first child in October.

Another graduate school-bound alumnus is *Mark Sittler*, who will start work toward an M.A. degree in German at the *University of Arizona* this fall. *Mark* has a graduate assistantship in the German Department.

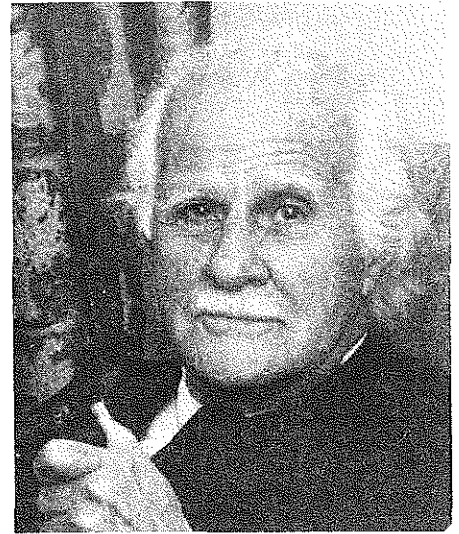
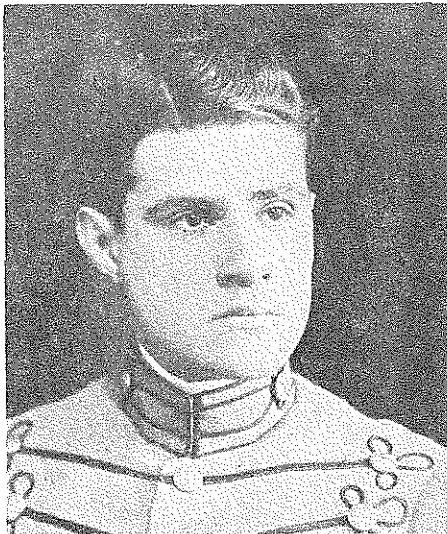
## 1971

*John S. Bellamy II* is another of our alumni who has completed his undergraduate education elsewhere, in this case *Goddard College* in *Vermont*. He and *Elizabeth Barrett*, married in June, are now in *Charlottesville, Va.*, where *John* is working on an M.A. degree in history at the *University*.

We were happy to hear again from *Shire Chafkin*, whom we had "lost" for more than a year. He has received an M.B.A. degree from *Harvard*, and is marketing manager for *Tri-Chem, Inc.*, *Belleville, N.J.*

*Deborah (Jenkins) Dumeyer* graduated from *Salisbury (Md.) State College* in May, and is teaching first grade in the *Wicomico County* schools this year.

*Stephen R. Deluca* (SF) and family are now in *Blacksburg, Va.*, where he is working toward a Ph.D. degree in clinical psychology at *Virginia Polytechnic Institute*. His wife, *Twyla (Fort)* (SF) plans



*August* brought us a most interesting note from *Jose Caminero*, a former member of the *Class of 1914*. *Senor Caminero* has been an engineer, a journalist, a writer, and ambassador of his native *Cuba* to *Nicaragua*, *Colombia*, and *Peru*. A resident of the *United States* since 1959, this distinguished alumnus now makes his home in *West New York, N.J.* We thought you might enjoy the pictures which *Senor Caminero* so graciously sent us; the photograph on the right was taken this year, the one on the left 60 years earlier.

to begin studies in social work, while *Amethyst* (age three) has been attending *Montessori* school and "loving it."

*V. Michael Victoroff* has had a busy summer. He spent some time early in the summer doing an elective in drug abuse at the *Haight-Ashbury Free Clinic* in *San Francisco*. He and *Joan Mooring* '69 did some rock climbing in *Yosemite National Park*, and then were off to *Venezuela* for a session of scuba diving. By now *Mike* should be back at *Baylor College of Medicine* for his third year.

## 1972

*Helen Anastaplo* has completed her first year at the *University of Chicago Law School*, where *Bart Lee* '68 was her writing program tutor.

After a two and one-half year sojourn in *Rome*, *David H. Carey* was in this country visiting friends and family this summer. He is now back in *Rome* at *North American College* in the *Vatican State*, continuing preparation for *Holy Orders*; he anticipates ordination as a deacon next May. *David* visited Tutor *Robert S. Bart* '57 at the latter's summer

home in *Maiori*.

*Christine (Ferrarini) Constantine* 'phoned in August to report a move to *Newton, Mass.*, so that *Hank* '70 can commence studies in political science at *Boston College*.

## IN MEMORIAM

1912 — *Frederick L. Baillere*, *Tulsa, Okla.*, July, 1973.

1912 — *Raymond E. Staley*, *Little Rock, Ark.*, June, 1973.

1920 — *Earl R. Custis*, *Suffolk, Va.*, July 14, 1973.

1922 — *Harrison M. Baldwin*, *Baltimore, Md.*, June 16, 1973.

1924 — *Joseph E. Coe*, *Crofton, Md.*, April 15, 1973.

1933 — *Ralph C. Bayard, Jr.*, *Dover, Dela.*, January 7, 1973.

1934 — *Gerald L. Kurtz*, *Paterson, N.J.*, March 26, 1973.

1935 — *Elmer A. Jones, Jr.*, *North East, Md.*, April 17, 1973.

1969 — *James L. Pipes*, *Dayton, Tex.*, February 17, 1969

A series of eight concerts has been announced for the current year in Santa Fe. These will be part of the regular Friday night lecture/concert portion of the curriculum.

- Sep. 28    The Yale Chamber Ensemble  
            — 18th and 19th century  
            music.
- Nov. 16    The Baroque Trio of the  
            Schola Cantorum Basiliensis  
            — 16th century music
- Dec. 14    Gilliam McHugh, pianist —  
            works of Bach, Haydn,  
            Chopin, and John Ireland
- Jan. 25    Richard Hudson — a lecture-  
            reading entitled "Browning —  
            Dramatic Monologues and  
            Lyrics"
- Feb. 15    Jack Glatzer, violinist —  
            works of Bach and Paganini
- Apr. 5     The Tokyo Quartet — classi-  
            cal chamber music
- Apr. 26    The New Mexico Chamber  
            Society Octet — woodwind  
            music by Mozart and  
            Beethoven
- May 3     Jack Brimberg, pianist —  
            Bach's Goldberg Variations

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