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ST. JOHN'S COLLEGE IN ANNAPOLIS

REPORT OF
THE PRESIDENT



ANNAPOLIS, MARYLAND

SEPTEMBER, 1952

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

REPORT OF THE PRESIDENT

TO THE MEMBERS OF THE BOARD OF VISITORS AND GOVERNORS:

Fifteen years have now passed since the introduction of the present curriculum at St. John's College in the fall of 1937. One can state unequivocally that during this period the College has passed out of the stage of being an experiment. In spite of the difficulties created by two war situations and in spite of tremendous financial and administrative problems, the College has survived and is on firmer ground than at any time in many years.

First of all, the College is the possessor of a vital and important idea in education. The College knows why it exists. The faculty and its instruction committee have brought intelligence and skill to bear in building up a sound curriculum in the liberal arts and in modifying it as experience demonstrates to be wise. The faculty is an able and devoted group of teachers, scholars not in the sense of research workers in some narrow field of endeavor, but rather in their eagerness and ability to probe enduring and important human problems in company with their students. The student body remains small but includes men and women from many parts of the country, most of whom are distinguished by their maturity and native ability. Finally, the physical plant of the College is in better overall condition than ever before, and the permanent endowment funds of the College are beginning to assume more respectable proportions. The College may now best be described as the pilot college in liberal arts education in the United States.

In assessing the influence of St. John's over the last decade and a half, I should like to point first to the role of the College in imparting stimulus to the movement toward what is termed General Education in this country. First through its contributions to the thinking behind the Harvard Report on "General Education in a Free Society," and later through faculty deputations from other colleges to Annapolis, St. John's has contributed largely to curriculum revision in many institutions of higher learning. In most instances the changes which have been adopted have represented a compromise between thoroughgoing liberal arts education and the strongly entrenched vocational requirements of our society. The trend is nonetheless heartening.

The leavening influence of St. John's has also been felt on a small scale through the activities of the younger alumni, the two hundred and fifty men who have completed the St. John's program since the first class of six men was graduated in 1941. One in four have gone into the professions of teaching, the law, medicine, and

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the ministry, and the breadth of their St. John's preparation for professional training has enhanced the reputation of the College. Particularly among those who have embarked upon a teaching career, whether at the elementary and secondary school level or in colleges and universities, there has been apparent an unwillingness to accept the *status quo* in education. Rather each has sought to inject fresh ideas into the school or college situation in which he finds himself. I venture to suggest that graduate schools will come to place a considerable premium upon men with a St. John's degree and that these graduates will in turn make significant contributions to the educational life of the nation in the years ahead.

Wider acceptance of the basic idea underlying the St. John's Program is evident in two important areas. The younger doctors all over the country have evinced dissatisfaction with the highly technical pre-medical education which they themselves received and have led a movement toward greater emphasis upon the liberal arts for pre-professional students. Medical schools at the Johns Hopkins University, Pennsylvania, Columbia, Yale, and Harvard already appear to be thinking more along these lines. Likewise in the area of business and industry one perceives a concern for the educated man, one who can understand and correlate the work of the technicians and specialists, one who knows human problems, one who is capable of clear thinking and considered judgment. Evidence of this is found in the public utterances of business executives and in conferences such as those held recently at Corning, New York, and Aspen, Colorado.

Among the public at large, however, there is still no enthusiastic receptiveness to the type of liberal arts education for which St. John's stands. The College has perhaps failed to capture the imagination of men, as it hoped to. Perhaps the pressure of earning a livelihood has obscured other considerations in the minds of students and their parents. Perhaps it is an innate conservatism in many people, which causes them to regard with suspicion anything as unconventional as the St. John's Program appears to be. At all events, it is in the field of informing the public and convincing them of the efficacy of the St. John's idea that the College has been least effective in these first fifteen years. Even among schoolmen, who express a keen if vicarious interest, there is a basic reluctance to recommend St. John's to their graduating seniors when four years at a safer and less imaginative college is the alternative.

By its very nature the St. John's Program is difficult to explain to the uninitiated. The St. John's vocabulary of seminars, tutorials, don rags, tutors and the like sounds more esoteric and intellectual than the more readily comprehended classes, credit hours, grades,

and professors of other colleges. Exercises designed to develop the mind of a student are comprehended but dimly by a generation which is used to thinking in terms of subject matter courses, majors and minors, and the pre-requisites for subsequent professional training. Furthermore, the popular association of St. John's with the Great Books has produced a peculiar concept that the College is concerned only with literature and philosophy. Few people realize the fact that students at St. John's study language, mathematics, and laboratory science for four full years. All of this makes immensely difficult the task of interpreting the College to the general public and particularly to the secondary school student and his parents, upon whose willingness to undertake this type of education the future of St. John's depends. It is not enough that the administration and faculty should rely upon the general excellence of the College and its reputation in certain circles. The story must be told more generally. St. John's must consider it a mission to disseminate information about its liberal arts program.

Instruction

The Dean reports that the academic year just ended was a much better one than were the several immediately preceding ones. The teaching was more effective, the students more eager to learn, the level of application higher, and the general planning and machinery of instruction better. All seminars functioned well. In the tutorials, the principal problem was the desirability of continuing to offer a second year of Greek. There was considerable sentiment among the language tutors in favor of restoring Latin as the language in the second year. The instruction committee finally decided to withhold judgment for one more year, meanwhile studying closely the content and operation of the freshman Greek tutorial.

The laboratory sections, with few exceptions, functioned incomparably better than in the preceding year. There were still shortcomings in the content of the laboratory exercise sheets. Nor was the deeper problem of the laboratory set-up solved, in spite of special laboratory seminars on the part of the faculty. A noteworthy modification of the senior laboratory program was undertaken at the initiative of John Wilkinson, who was appointed to the faculty in the summer of 1951 from the University of Chicago. At the end of the first term each senior began work on a project, which provided him with an opportunity to deploy greater initiative and thus to gain better comprehension of scientific methods and of what science implies. This innovation suffered somewhat from improvisation, perhaps unavoidable in such new developments, but gives promise of more uniformly excellent results in the future.

During the year the failure of students to attend the weekly chorus caused the instruction committee to revise the music program. The chorus will no longer be an obligatory exercise, since it is impossible to deal with absences from the chorus in the same way as absences from other classes. The freshman music tutorials will be continued as required exercises, and each student will be graded upon his work. Sophomores will have three and juniors two seminars on music during the academic year. Classes will meet as a unit for these seminars, which will be conducted by the tutor in charge of the music program.

Out of a class of twenty-seven seniors, only nineteen met the requirements for graduation in June. Three failed to submit their theses in time, one of them having requested more time to prepare his dissertation, in accordance with the stipulations of the catalogue. Five others were not graduated, generally for some deficiency which could be made up during the summer. All things considered, the Class of 1952 may be regarded as the weakest which the College has had since 1941. By contrast the results of the enabling examinations which the junior class took were better than in a number of years, an immediate consequence of better work in the junior year. Only two juniors were dropped as a consequence of these examinations.

The Students

For the first time in the history of the College women students were admitted to the entering class and participated equally with men in the classroom exercises and the general life of the campus. The twenty-four women who enrolled as freshmen seemed an unusually capable group. All finished the year, eight of them with distinction. The Dean reports that their assimilation into the academic life of the College was complete and did not create any difficulty.

It is interesting to note certain facts and figures concerning this first group of women at St. John's. Sixteen of them came from Maryland, twelve holding state scholarships. The others came from California, Connecticut, Georgia, Massachusetts, New Jersey, New Mexico, New York, and the District of Columbia. Twenty of them were unmarried. Three were wives of St. John's upperclassmen and the fourth was a widow. With respect to previous academic experience, two were admitted prior to completing high school, six had attended other colleges before coming to St. John's, one had studied voice after graduating from high school, one was a registered nurse, and two had worked as secretaries for two years or more. Thirteen women held scholarships, and all but five received some form of aid—scholarship, grant, or student job.

The Assistant Dean, Miss Barbara Leonard, reports that women students participated generally in the extra-curricular activities of the campus—in the King William Players, the choral groups, the Bible classes, and on the Cotillion Board. Three women students exhibited paintings and other original art work during the course of the year, two were violinists in the string quartet and one organized a modern dance group. One competed in intercollegiate sailing as a member of the Boat Club and another pitched on the freshman softball team. The majority of the women confined their athletic participation to the individual sports, such as badminton, tennis, ping pong and swimming. The only team sport which met with any enthusiasm was volley-ball, in which the freshman co-educational teams competed against the all-male aggregations of the upperclassmen. Team sports among the women alone must await the enrollment of women in all four classes at St. John's.

Total enrollment at the College during the year amounted to 151 students as follows: 28 seniors, 27 juniors, 42 sophomores, and 54 freshmen. Eleven students were dropped during the year, three freshmen, all of them repeaters, four sophomores, three juniors, and one senior. Of the total student body, thirty-eight were veterans. Fifty-eight held Maryland state scholarships, and sixty-seven were recipients of grants or student jobs from the College. In this connection the College made available to students during the academic year scholarships amounting to \$56,550, grants-in-aid amounting to \$9,650, and student jobs amounting to \$15,222, or a grand total of \$81,422. For the coming academic year it will be necessary to increase this figure to approximately \$100,000.

Campus Life

A year ago the Dean predicted that the College would live on a firmer ground with respect to campus discipline. This has been achieved. The situation with regard to absences from classes was considerably improved, although still unsatisfactory in the cases of the sophomores and seniors. The Dean issued a number of first and second warnings and exerted as great a pressure on the students in this regard as could be considered efficacious.

The problem of men and women living on the same campus was met initially by certain rules of residence laid down by the administration, since the Student Polity the preceding spring had been unwilling to assume the responsibility for making and enforcing such rules governing the dormitories. The administration in promulgating the rules of residence sought to make them as liberal as possible, with a view to stimulating a sense of responsibility in the student for his

own behavior. The administration informed the students that it did not propose to police the dormitories, but that it sought to develop a reasonable attitude of cooperation toward the whole problem of student conduct on the campus.

The Student Polity, although recognizing the necessity for order on the campus, had some misgivings about the rules as promulgated by the administration. A series of student meetings were held on the general problem of living in a community of learning, with faculty members invited to participate in the discussions. Finally an alternate set of rules of residence were submitted by the Polity and accepted by the administration, whereupon the Polity assumed responsibility once more for their promulgation and execution. The new rules may need further revision after more experience living under them. It is evident, however, that a common understanding exists now as between administration and students in matters of communal life. There are still problems to be worked out, particularly with respect to the way in which the Student Court functions in dealing with violations of the rules. On the other hand, it is probably a safe assumption that the majority of the students have come to share the opinion that an active student government is the best way to make students understand the problems of organizing the life of an institution such as ours and the degree of responsibility that this entails. In conclusion it should be noted that the presence of women students on the campus did create some difficulties, but certainly no more than could be expected, and, in the opinion of the Dean, far less than the non-coeducational set-up of former years.

The Library

During the year there were three notable accessions to the book collection. Mr. Paul Mellon presented the College with the Founders' Edition of the *Great Books of the Western World*. The Bollingen Foundation gave the first thirty-one volumes published in its series, including books on architecture, painting, sculpture, and Eastern culture. The library will receive future publications in the Bollingen Series, including a book to appear next year by Victor Zuckerkandl, Director of Music at St. John's. Finally, Miss Maria Baldwin made a gift to the College of fifty-one books from her personal library. These are for the most part English classics and include some fine editions of the titles on the St. John's reading list. One other current gift to the College is now on display in the library, a rare Ch'ing celadon jar, the gift of Mr. Alexander Sachs of New York City.

The Library Committee met at regular intervals to advise the Librarian on book purchases, and special attention was devoted to building up the contemporary French collection. The Committee also sent a gift copy of the St. John's translation of Appolonius to the John Erskine Memorial Library at Dijon University, France.

The Infirmary

Miss Elizabeth Hopkins, R.N., the College Nurse, reports that nine women and forty-three men students were admitted to the infirmary in the course of the year for a total of 197 sick days. In addition, twenty-one women students, 105 men students, and twenty-four faculty and staff members received a total of 818 treatments in the dispensary.

Student Procurement

In the absence of a full-time director of admissions William A. Darkey, of the Class of 1942 and a tutor at the College, served on a part-time basis. This meant that visits to high schools and preparatory schools were largely curtailed except as I could combine them with official travel in various parts of the country. In mid-March John Sterrett, of the Class of 1950, was appointed Admissions Officer to assist Mr. Darkey. He thereupon concentrated his efforts on visiting the public high schools of Maryland and the District of Columbia, with a view to stimulating interest in the Maryland state scholarship program.

During the year initial steps were taken to enlist the alumni in the matter of recruiting new students. It is a matter of record that the largest number of entering freshmen have come because of personal contact with a St. John's alumnus or member of the student body. It is planned to develop a list of capable and willing graduates located throughout the country who would visit local high schools, and to whom inquiring prospective students might be referred. The alumni have indicated their interest in this plan by the selection of a committee to work with the Admissions Office on the problem.

Recognizing the importance of provocative and stimulating literature in disseminating information about St. John's to prospective students and their parents, the College engaged professional help to supplement its own efforts in producing a new recruitment brochure entitled "Learning for Living." This brochure appeared in June as a regular issue of the College Bulletin and has been given extensive distribution. It is designed to be the first item that a prospective student reads and aims to acquaint him with the philosophy of the College. Reprints of my article in *School and Society*, entitled "Record.

of St. John's Graduates, 1937-1952," and of Milton Mayer's article in *Harper's*, entitled "Socrates Crosses the Delaware," were also obtained in quantity for distribution.

Finally, a determined effort has been made to invite guidance counsellors and secondary students to visit St. John's and attend the evening seminars. This device has been most effective in arousing interest and in acquainting others with the St. John's Program. For the second summer in succession the Maryland Boys' State, sponsored by the American Legion, has held its sessions on the campus. Seminars under St. John's tutors have been held to give the boys first-hand experience in how the program of the College operates. Two boys were admitted to the College this year as a result of their earlier attendance at Boys' State.

Again the fifty-eight Maryland state scholarships are filled. In March of this year approximately eighty boys and girls from most of the counties and legislative districts of the state took the scholarship examination and indicated St. John's as the college of their first or second choice. These boys and girls were competing for some twenty vacancies, which is encouraging evidence of an awakening interest in St. John's in Maryland. The actual administration of the state scholarship program leaves much to be desired, however. Appointments are sometimes delayed until some of the abler candidates have felt it necessary to make other plans. Mr. Darkey wisely recommends a conference of the colleges which participate in the Maryland scholarship program, together with representatives of the State Department of Education, to determine a more expeditious method of handling the examination papers and of effecting earlier senatorial appointments.

The state senators generally appreciate the problem which the College faces in this regard and have sought to be cooperative. During the winter I invited all the senators to attend dinner in the dining hall one evening, along with their scholarship appointees. This gave them some first-hand familiarity with the College and its students and will enable them to understand the College better in making future scholarship appointments.

Student procurement continues to be one of the two most vital problems which confront the College, finances being the other. Since the peak enrollment of the immediate post-war years the size of the freshman class has declined from 92 in 1947 to 74 in 1948, 70 in 1949, 63 in 1950, and 53 in 1951. Prospects for this fall are for even less. I consider it imperative that every effort be made to admit a class of approximately a hundred well qualified students in

the fall of 1953. The College is now able to assimilate a group of this size, and it would be an important step toward the ultimate goal of a balanced enrollment of 300 students at St. John's.

It is difficult to assign precise reasons for the failure of the College to attract as many students as it should. It is true that we find ourselves in an exceedingly competitive market for students, when one considers the draft and the relatively small school population born during the depression 'thirties. Disregarding this, however, St. John's is offering a type of education which is in direct opposition to the prevailing climate of opinion in the country, which places emphasis upon specialized training to prepare for specific jobs. The non-elective feature of the curriculum undoubtedly disturbs many prospective students, particularly those who imagine themselves weak in mathematics or laboratory science. The course rightly creates the impression of requiring considerable effort on the part of those who enroll, and this, unfortunately, is not always the reason that men and women come to college.

A continuing factor in the general picture is the lack of accreditation by the regional accrediting agency. In spite of the fact that the Maryland State Department of Education recognizes the College, and in spite of the fact that all of the principal universities welcome recommended graduates of St. John's College, some parents continue to harbor doubts about a college without this particular stamp of approval. Coupled with these doubts is a basic suspicion of anything which is new and relatively non-conformist. One of the principal tasks which lies ahead of us is cultivation of secondary school headmasters and headmistresses, principals and guidance counsellors. Once they are convinced of the worthwhileness of the St. John's Program they will prove invaluable in steering able students to the College and in persuading reluctant parents of the merits of this liberal arts education.

I am happy to announce the appointment of Joseph Hollywood, Jr., of the Class of 1947, to be Director of Admissions commencing this September. He and Mr. Sterrett, the Admissions Officer, are now planning a comprehensive program of student recruitment for the coming year, to include school visits, demonstration seminars, alumni cooperation, and widespread dissemination of information about the College.

Adult Education

Under the skillful guidance of John S. Kieffer, Director of Adult Education, the adult program showed most gratifying growth with 375 individuals participating in fourteen seminars, two language

classes, and a short story writing group. Noteworthy was the innovation of conducting a seminar in Annapolis on world politics. This was done in cooperation with the American Foundation for Political Education of Chicago, of which Charles Nelson, of the Class of 1945, is the director. Mr. Kieffer led this seminar in collaboration with Douglas Lacey, professor in the Department of English, History and Government at the United States Naval Academy. Mr. Lacey proved an excellent leader and will continue with the program during the coming year. Mention should also be made of the valuable teaching of Mrs. Richard Scofield and Mrs. William H. Bayliff. Mrs. Scofield has had considerable experience in seminar work, having taught for some years in the Basic Program of the University of Chicago. Finally, it is interesting to note that the son of one of the adult seminar participants has been enrolled in the entering freshman class at the College this fall. The Adult Education Program is certainly one of the most effective means of informing people about the College and its methods.

Administration

With respect to staff changes, Miss Marian Alexander, who had served faithfully and well as College dietician for many years, completed her appointment at the College and accepted a position in Washington. Miss Alexander was released with regret because the College found that it could operate the dining hall at a considerable saving by contract with an outside food purveying system. During her last year at the College Miss Alexander served as housekeeper, replacing Mrs. Marie Johnson in November. Mrs. Johnson's termination was also a result of the overstaffing attendant upon the change in the dining hall operation. Mr. Joseph G. Smith, machinist, resigned in October to accept a position at the Johns Hopkins University. He was replaced by Felix S. Suwall, who serves as a laboratory assistant and technician rather than as a machinist.

Mrs. Joan Hutchins, cashier, resigned from the business office for family reasons in June after several years of careful and dependable work. She was replaced by Mrs. Athalia B. Morrow commencing July 1st. Irving V. Abb, of the Class of 1947, managed the print shop on a part-time basis during the year, after Clarence J. Kramer, of the Class of 1948, relinquished this portion of his duties in favor of tutorial commitments. Mrs. Aleitha Janos resigned as varitype operator in the middle of the year and was succeeded by Mrs. Nancy Gearing, who stayed until mid-June. The present watchman, George J. Danek, has served in this capacity since March, which bids fair to establish some sort of record for this position. For the financial

campaign two temporary typists were employed for varying periods, Mrs. Sally Clark and Miss Betty Barron.

The major change in the physical facilities of the College was the completion of the new heating plant and shop building in the fall. Appropriate ceremonies were held on Homecoming Day to mark the formal transfer of the building to the College. Paul Mellon, president of the Old Dominion Foundation, made the presentation. The new building has more than fulfilled all expectations, providing a steady and even flow of heat and hot water, which is more than could be claimed for its predecessor. Cost of operation with oil burners is slightly in excess of that using the coal fired boilers, but there is considerably greater radiation than there was a year ago.

Other physical changes on the campus include demolition of the old chimney and boiler room, and the razing of temporary wooden annexes to Humphreys Hall and Koogee House. Randall Hall was completely redecorated and remodeled for the use of women students during the summer of 1951, the cost having been defrayed by generous contributions on the part of certain Annapolis banks and business firms, as well as a number of other friends of the College in Annapolis and Baltimore. Stone House was left vacant during the year to permit the buildings and grounds crew to complete extensive renovations. It will be occupied by women students this fall, in addition to Randall Hall.

In the interests of economy of operation, the College contracted for food services with the Slater System, Inc., of Philadelphia, Pennsylvania. Both the dining hall and coffee shop were run under the direction of a resident manager. All personnel was provided by the company except for the student waiters. It took some months to eliminate the justified complaints as to the operations of this organization, but by late spring the students were agreed on the wisdom of renewing the contract for another year. Savings to the College from the contract were considerable, not only in money but also in administration.

Finances

Expenses for the fiscal year amounted to \$413,804, including \$81,422 in scholarships and student aid. Income exceeded expenditures by \$19,313, most of which was used up in the purchase of the required \$15,000 worth of mortgage certificates. The College has maintained a perfect record for the twelve years that this debt retirement agreement has been in operation and has acquired certifi-

cates or placed cash in the sinking fund for an aggregate figure of \$181,850. These annual purchases, however, provide a considerable strain upon the cash position of the College. Although there was definite improvement over June of 1951, the College still finished the fiscal year with a bank overdraft.

I am happy to report that the permanent endowment funds of the College, both alumni and general, increased by over \$92,000 during the year. Half of this sum represents gifts from alumni and friends and the other half the matching gift of the Old Dominion Foundation. The Finance Committee of the Board of Visitors and Governors has continued to do an outstanding job in the matter of investing these funds, their June statement showing an excellent portfolio of governments, bonds, and preferred and common stocks. Including gifts for current purposes as well as endowment, the College received a grand total of approximately \$103,000 during the year, exclusive of pledges payable at a later date.

For the coming academic year it was decided to raise the tuition fee from \$650 to \$850 to provide for increased faculty salaries and greater student aid. This brings total fees for the year to \$1,500 per student, which is not inconsistent with the charges at other institutions. A request is now being submitted to the Director of Budget and Procurement of the State of Maryland to increase the state appropriation for the fiscal year of 1954 from \$63,000 to \$87,000, based upon the greater cost to the College of offering the fifty-eight state scholarships to Maryland students. These two steps will help somewhat with what promises to be a difficult job of finance in the years ahead. Every effort must be exerted, however, in the current financial campaign to increase endowment income, for the present commitment of the Old Dominion Foundation for support of the College's annual budget terminates in June of 1953.

Financial Campaign

During the course of the year it became apparent that the College would require professional assistance and advice if it were to succeed in the campaign to raise \$1,000,000 for endowment and \$250,000 for new building in accordance with the generous matching offer of the Old Dominion Foundation. The firm of Marts and Lundy, Inc., of New York City, was engaged to conduct a fund-raising survey to determine the feasibility of the project. After receiving a favorable report, the Board of Visitors and Governors considered the matter carefully, but finally decided not to engage Marts and Lundy for the actual campaign. The reason was their insistence upon a large

and relatively expensive convocation to launch the fund-raising effort. Instead the Board retained William F. Murphy, of New York City, as fund-raising counsel and is endeavoring through his advice and assistance to discover new potential sources of support for the College.

Mr. Murphy drew up a campaign plan, which was approved by the Board in April. The plan calls for the raising of regional scholarship endowment funds in certain key cities all over the United States, thus contributing simultaneously to the solution of the recruitment problem. The plan also anticipates specific campaigns in Maryland, and a more general effort throughout the country to raise funds for an auditorium and theater building to be a memorial to Francis Scott Key, of the Class of 1796. Some preparatory meetings were held during the year, but the main campaign effort is scheduled for the winter and spring of 1953.

Public Relations

The College has received excellent newspaper coverage during the year, particularly in Baltimore and Washington. Feature stories were largely concerned with coeducation at St. John's. Miss Ann Hill has continued to prepare publicity releases and maintain contacts with editors. *About St. John's* appeared regularly on a bi-monthly basis under student editorship, and went out to a large mailing list. In January there were four televised St. John's seminars on the college program sponsored by WBAL-TV of Baltimore.

I have continued to try to make the physical facilities of the College available to groups in the community whenever such use did not impinge upon the regular activities of the campus. Among the varied groups granted permission to use college buildings or grounds during the year were Maryland Boys' State, the Girl Scouts, the League of Women Voters, the Republican Party, the Young Democrats of Anne Arundel County, the Rotary Club, the Annapolis Kennel Club, Friends of Recreation, Inc., St. Mary's High School, Historic Annapolis, Inc., the United World Federalists, and the Christian Science Church.

Alumni

Under the continuing leadership of Elmer M. Jackson, Jr., of the Class of 1927, as president and R. Cresap Davis, of the Class of 1938, as secretary, the Alumni Association enjoyed a good year, building

its active rolls to 1,700 members with local chapters organized from Maryland to California. I addressed regional dinners in Baltimore, Washington, Hagerstown, and Cumberland, in addition to the Homecoming Dinner in Annapolis. The Hagerstown gathering was particularly noteworthy in that high school guidance personnel, preparatory school masters, and prospective students were the guests of the alumni for the dinner and evening. It is hoped that this pattern will be followed by alumni in other cities.

Accreditation

In February the College was visited for four days by an evaluating committee of the Middle States Association of Colleges and Secondary Schools. Their report was in turn considered by the Commission on Institutions of Higher Education of the Middle States Association of Colleges and Secondary Schools at its April meeting. The Commission voted to defer accreditation of St. John's College pending improvement in the financial status of the College. This action was based upon "the considerable deficit incurred each year in the operation of the college, and because gifts to cover that deficit are insured only for the next two years." Specifically, the Commission "decided to withhold final action on St. John's College until the conclusion of the campaign to raise funds in accordance with the generous offer of the Old Dominion Foundation," in the words of the chairman of the Commission.

I take vigorous exception to the action of the Commission, for it seems to me that the only valid ground for granting or withholding accreditation must be the record of the product of a college or university. The evidence amassed by the younger St. John's alumni, including their performance in graduate and professional schools, provides ample reason for according this formal recognition to the College. Financial grounds can hardly be valid criteria for determining the effectiveness of the educational job being done by a college, and even if they were, St. John's College is certainly in a more favorable financial position than many institutions in this country. I venture to state that relatively few of them are certain of having their deficits covered, even for two years in advance.

It is at best an anomalous position that the College should find itself seeking accreditation from a commission which is part of the vested system of education in this country against which the St. John's Program is a protest. The College has adopted this course of action for two reasons only, partly to allay the doubts of parents and guidance counsellors of prospective students and partly to ease the path of the St. John's graduate as he applies for advanced edu-

cation or for commissions in the armed forces. Postponement of a decision on the part of the Commission on Higher Education in effect makes it more difficult to rectify the very financial situation which prompted the Commission to act as it did, for without accreditation the College must work harder to obtain both new students and new money.

I still believe that it is worthwhile pursuing the case with the Commission in the spring of 1953 after the campaign has been in operation for a reasonable period. Given a substantial measure of success in the drive for funds there is every reason to believe that the application for accreditation will meet with approval. This makes doubly important the money-raising task which lies ahead of the Board, the alumni, and all friends of the College during the coming winter and spring. I am confident that the year immediately ahead will mark a turning point in the fortunes of the College, and I move forward into it with confidence and determination.

RICHARD D. WEIGLE

Annapolis, Maryland

September 11, 1952

GIFTS AND BEQUESTS

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

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

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

"I hereby give and bequeath to the Visitors and Governors of St. John's College in the State of Maryland, an educational corporation existing by Charter of the General Assembly of the State of Maryland and situated in Annapolis, Anne Arundel County, in said State, the sum of dollars."

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

