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REPORT OF  
THE PRESIDENT



ANNAPOLIS, MARYLAND

SEPTEMBER, 1951

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Volume III

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Number 3

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## REPORT OF THE PRESIDENT

TO THE MEMBERS OF THE BOARD OF VISITORS AND GOVERNORS:

The warfare which broke out in Korea in late June 1950 has had inevitable repercussions upon the colleges and universities of the nation. For most institutions uncertainty has been the characteristic of the academic year just ended. This feeling has manifested itself in the areas of administrative planning, instruction, student morale, building programs and college finances.

Most institutions recalled the lean days of World War II and prepared to weather the new storm by seeking ROTC units, by pruning faculty ranks, by slashing budgets and by competing vigorously for the limited supply of draft-free freshmen. One of the worst features of the year was the uncertainty as to congressional action in the matter of Selective Service and Universal Military Training. The protracted committee hearings and debates in the Congress depressed student morale and produced more than one flurry of enlistment as students felt themselves about to be tapped by their local draft boards. Naturally this uncertainty was translated into the classroom and other campus activities and in no way fostered the learning process.

The tremendous stimulus to inflation which the war in Korea produced likewise had its effect upon institutions of higher learning. College business managers sought vainly to avoid mounting deficits in the face of rising costs and falling enrollments. Supplies and equipment costs exceeded budget figures. Soaring food prices forced increases in dining hall fees. Funds already in hand for new construction proved inadequate. The high cost of living multiplied the problems of the already underpaid faculty member. Meanwhile friends and alumni found themselves hard pressed by their own household budgets and by mounting taxes. This naturally had an adverse effect on the success of financial campaigns to relieve the plight of the colleges.

St. John's College was no exception to the rule and, like most colleges and universities, felt the impact of war throughout the academic year. Student enrollment decreased moderately and the College found itself operating with a slight deficit. In the face of the general hysteria which characterized some college campuses, it should be said to the credit of the St. John's student body that only one student left college prematurely to enlist and avoid the draft. The *esprit de corps* of the student body remained remarkably high, although the general unsettlement of the



country manifested itself in other ways.

Another evidence of the uncertainty of the times was the preoccupation of the nation with anti-subversive legislation and with hearings on the loyalty of individual citizens. The most noteworthy example of an institution affected by this type of legislation was the University of California, where a considerable number of faculty members were summarily dismissed for their refusal to comply with the dictum of the regents. Many educators have stood out against this trend in the United States and have feared a dangerous blow to academic freedom by the heavy hand of political control. Some members of the St. John's faculty felt it their duty to bring this position to the attention of the people of Maryland at the time of the referendum on the Subversive Activities Act of 1949, in November of this past year. While cognizant of the latent dangers in the current situation, the group feared that the ultimate issue of such legislation might be to jeopardize freedom of inquiry. Moreover, history suggests that oaths are often forerunners of other tests of loyalty not immediately contemplated.

#### *Admission of Women*

Probably the most far-reaching action taken by the College during the year and one which was certainly prompted by the war situation was the decision of the Board to open St. John's College to women students in the fall of 1951. This step represented a distinct departure with 255 years of tradition, but it was almost uniformly applauded by alumni and friends of the College. I believe that the decision was a wise one and that the instruction and the general life of the College will be benefited. Such a decision could not have been taken had not a majority of both Faculty and Board members considered co-education good in principle for St. John's College. The fact that the step was taken in December of 1950, rather than two or three years hence, is definitely attributable to the war in Korea and the anticipated drop in male enrollments.

I consider the College most fortunate to have obtained the services of Barbara H. Leonard of Oberlin, Ohio, to be tutor and Assistant Dean for women. Miss Leonard is herself a graduate of Oberlin College, the first co-educational college in this country. She is a scientist, holding her doctor's degree in zoology from the University of Rochester. For the past six years she has taught at Smith College. I believe that she combines in an unusual way the teaching, administrative and counseling skills necessary to this position.

It appears that there will be approximately 25 women in the entering class this fall, coming from as far afield as Massachusetts, Georgia and California. It is true that the announcement relative to the admission of women was made somewhat late in the year and that it was perhaps not publicized as widely as it might have been. I suspect, however, that the rigors of the St. John's curriculum, particularly the mathematics and laboratory sciences, will prove something of a deterrent to women seeking a liberal arts education at St. John's. On the other hand, I am equally confident that within the space of two or three years the College will be faced with the problem of selecting from a long waiting list the best fifty or sixty woman candidates for each entering class.

Renovations are proceeding this summer on Randall Hall to convert it to the use of women for the coming academic year. This includes complete redecoration of student rooms, installation of a suite for the Assistant Dean, and the creation of reception rooms. It is evident that the present dormitories will be adequate for the housing of men and women for at least two years, after which it will be necessary to erect a women's dormitory, probably on the site of the old heating plant.

#### *Faculty*

This is the first year during which the College has operated under the Polity, which was adopted by the Board of Visitors and Governors at its regular meeting July 8, 1950. All faculty appointments for the coming academic year were made within its terms. This meant that four members of the faculty who could not be recommended for tenure appointments, had to relinquish their positions. Three other faculty members were not reappointed in view of the expected shrinkage in enrollment, and two tutors accepted positions elsewhere. Appointments to the faculty, in addition to Miss Leonard, include Curtis A. Wilson in the field of Science and a physicist to be announced. Mr. Wilson has been on leave of absence, studying in Italy on a Fulbright Fellowship. These new appointments will compensate in part for the reduction in the size of the faculty, so that the full time teaching staff of the College will number 17 for the coming academic year, as against 23 in the year 1950-51. The student-faculty ratio remains high—approximately seven to one.

It is true that the operation of the Polity, an instrument designed to produce greater administrative stability in the College, in this case produced some dissension within faculty ranks because of the decisions reached on reappointments. It should be said, however, that this impact on faculty morale did not cause the teaching in the College to suffer



appreciably. I am also glad to report that those faculty members leaving St. John's have been almost uniformly successful in obtaining new positions elsewhere. I do believe that the personnel changes have not adversely affected the quality of the St. John's faculty.

### *The Curriculum*

No major changes in curriculum were decided upon by the Instruction Committee, although there were the usual additions, deletions, and rearrangements of the reading list. The Dean reports that seminars and tutorials functioned well, with certain exceptions, but that the laboratory still suffers from technical shortcomings and supervisory deficiencies. Genuine progress has been made in relieving the pressure upon students arising out of the working load, except perhaps in the junior year. On the other hand, excessive absences from academic exercises have become a real problem.

The required music tutorial in the freshman year proved successful and will be continued. Participation in the weekly meeting of the chorus will be made obligatory for both freshmen and sophomores, and in subsequent years for juniors as well. This will afford some practical application of the principles developed in the tutorials. The four Friday evening concerts by visiting artists were all well received and will be continued. The Instruction Committee decided, however, to drop the evening music lectures in favor of three sophomore music seminars, one each term.

Another concern of the Instruction Committee was to devise ways to improve the writing skill of the student. Instead of requiring term essays the tutors in the language tutorials will now have students write essays in class every third week on subjects announced in advance. Topics may be those arising out of tutorial or seminar discussions, commentaries on texts, polished versions of translations, or matters derived from the Friday night lectures. It is hoped that the writing of at least three essays each term will contribute to the development of writing skills commensurate with those in the field of dialectic.

The instruction at St. John's College is constantly facing the problem of correlating adequately the *quality* of learning with the *quantity* of material that has to be "learned." Without acquainting the student with certain concrete material, the exploration of which gives rise to a problem and to its formulation, the tutor can hardly expect the student to grasp the universality of the problem and the validity of its formulation. But by the same token, the very exploration of that material tends to absorb

the attention of the student, tends to make him forget the very purpose for the sake of which the exploration is being undertaken. The danger is that the student might learn about *many* things but not understand them *well*. Or, conversely, he might grasp the nature of the problem in general but not appreciate its real significance and applicability if he cannot build on a concrete basis.

Two factors have a bearing on the solution of this problem: (1) the teaching ability of the faculty, and (2) the teaching tools—the texts, equipment, exercises, and subject matter. The quality of the faculty, of course, always remains a primary concern at St. John's. With respect to teaching tools, the Dean reports that the necessity exists to condense the texts of Ptolemy, Copernicus, Kepler, and Newton. Some progress in solving the basic problem was made during the year, for the teaching in the mathematics tutorial was actually done on the basis of reduced assignments. Some efforts have been made to write our own texts in algebra and analytical geometry, but the basic editing job on the fundamental texts remains.

Closely related to the above considerations is the problem of the laboratory. The set-up of the laboratory now seems reasonably adequate. The failures in the laboratory during the past year were attributable primarily to shortcomings in individuals. These will be overcome. The more general grave and fundamental problem continues, however, of how to coordinate the laboratory instruction with the practice of the liberal arts. Weekly meetings of all laboratory tutors with the Dean will help to clarify the issues. Again, the main difficulty is the selection of such exercises in physics, chemistry, and biology as to give the student enough material support to understand the relations between observable fact, hypothesis, theory, and mathematical symbolism, and, beyond that, to understand the assumptions and principles involved in any scientific investigation. The danger lies in too great a concern with material and facts.

### *Student Enrollment*

Student enrollment reacted to the war situation and declined slightly from the preceding year. Total enrollment in September was 168, subsequently increased to 173 by the readmission of four former students and by the enrollment of a Chinese refugee. Two of the readmitted students and the Chinese refugee withdrew and twenty-one other students dropped out during the course of the year. Twelve of these were freshmen; five, sophomores; and four, juniors. Personal or financial



reasons prompted the withdrawal of fourteen of this group, two joined the armed forces and five were dropped by the College. This represents a rate of attrition for the year of 14 per cent, an appreciable improvement over the record of the preceding year. As in other years, there was a wide geographic distribution of students. Twenty-eight states, the District of Columbia, and three foreign countries were represented. Sixty-five students were veterans studying under the G.I. bill, and twenty-three students were married.

Thirty-one seniors were graduated in June as compared with twenty-eight in 1950. Four others have certain requirements to meet and should be awarded their degrees during the coming year. As in other years, approximately half of the graduates plan further study in graduate or professional schools. This group will undertake work in law, medicine, education, political science, philosophy, linguistics, international relations, zoology, mathematics and the theatre. A majority of this graduating class are veterans, but at least three are committed to immediate tours with the armed forces. For the second year in succession, one of the graduates goes directly to the public school system of Anne Arundel County, a trend which I hope can be encouraged. Other members of the class are going into business, research and farming.

### *The Students*

As already mentioned, the general unsettlement of the times was apparent in the student body. Throughout the year there was evidence of continuing dissatisfaction with the operation of the dining hall. The Administration tried to alleviate these conditions but the basic problem remained.

A minor crisis developed in December at the time of the announcement that women would be admitted to the College. Meetings of the student body expressed dissent, not so much from the principle of co-education at St. John's as from the way in which the decision was reached. The Student Polity did not claim the right to have a voice in the decision but believed that it should have been consulted on a matter of such great interest to the general College community. The Administration, on the other hand, believed that the controversy which would have been provoked by student and other discussion of this matter would have prevented the Board from determining policy in the absence of prejudices and pressures. The ultimate result of this situation was to infuse new life into the Student Polity and its executive committee and to

institute monthly meetings of the College community at which matters of general interest were discussed.

Disciplinary problems became rather acute during the year. On the one hand, there were excessive absences from classroom exercises and from the Friday night lectures. Steps are being taken to correct this situation during the coming year. On the other hand, certain students seemed to exhibit a progressive lack of understanding of the elementary rules that should tacitly or explicitly govern campus life. Certain irregularities led to a series of College meetings and forums in which the students finally voted to surrender their prerogative of self-government with respect to rules of residence. The students made it apparent that they themselves did not see the necessity for a change, but that they were willing to submit to the judgment of the Administration. New conditions of residence have therefore been promulgated, to become effective with the opening of College in the fall. These rules will still be subject to change in consultation with the Student Polity.

I believe that the disciplinary problems at St. John's are no greater than at other colleges. They can be viewed here, however, only from our general educational perspective. The student is encouraged to question many things which he has previously accepted blindly. On the other hand, the College has to acknowledge the wisdom embodied in written and unwritten laws of social conduct or, if this wisdom is not immediately apparent, to suspend judgment and not try to reform society. To jeopardize the existence of the College for the sake of such an ultimate and uncertain goal would amount to a betrayal of the College's primary educational aims.

I am happy to report that the Student Polity voted to establish the position of Polity Treasurer and that the functions of budget making and disbursement of funds for all student activities are now vested in this office. The operation of this plan during the past year has been exceedingly smooth and augurs well for the future. As in preceding years, the Film Club functioned successfully. The King William Players showed a remarkable resurgence of activity and staged a brilliant production of Charles Williams' *Thomas Cranmer of Canterbury*, which was widely acclaimed by friends and critics. Reformation also characterized the activities of the Cotillion Board which stimulated greater interest among the student body than in the past. The Boat Club was not as active as in other years but has embarked upon a plan to change the rigging on the fleet of College dinghies with a view to greater safety.



### *Selective Service*

The new regulations of the Selective Service System have imposed a heavy burden upon the Dean's office. St. John's was designated as one of the twelve hundred colleges at which the aptitude of students from all over the country was tested in May and June. A large number of outside students took these tests along with our own students.

In actual practice, local boards seem to consider both test scores and the academic standing of students in determining deferments. This is not in accordance with the various pronouncements of the Selective Service, which indicated that deferability would be determined upon the basis either of certified academic standing or of test scores. The result is that it is actually the colleges which, in certifying the academic rank of students, are providing local draft boards with decisive data for the deferment or non-deferment of students. In the case of St. John's, this poses a real problem, for the mechanical computing of grades and arranging of students in some kind of order of achievement is contrary to our ways and places the College in a difficult position.

### *The Library*

During the year the Library has operated successfully with extra student assistants instead of a replacement for Mrs. Simon P. Fullinwider, Jr., whose resignation was accepted with regret in August to permit her to accept a position in the Library of the United States Naval Academy. Per capita circulation of books continued high—twenty-seven as compared to thirty-one in 1949-50, twenty-eight in 1948-49 and twenty-four in 1947-48. The Librarian reports that an examination of the Library for obsolete and unnecessary books was completed, and that lamination of some of the older library archives was begun in cooperation with the Maryland Hall of Records. Forty books of the Thomas Bray collection were also catalogued during the year. Considerable interest was developed in cooperation with the student shops in the field of bookbinding. The College this year bound all of its own magazines for the first time.

### *The Infirmary*

The plan to integrate the College Physician into the faculty worked well. Dr. Frank Shipley discharged his medical duties in good fashion and also participated in one of the freshman seminars. Miss Elizabeth S. Hopkins, RN, maintained the infirmary at its usual operating efficiency.

There were 53 students admitted as bed patients during the year, while 181 students, faculty members, staff and employees received a total of 1,217 treatments in the dispensary.

### *Administration*

In addition to personnel changes mentioned elsewhere in this report, it should be noted that Mr. Archibald B. McCourt was reappointed Superintendent of Buildings and Grounds following the resignation of Mr. Charles F. Horton in October. George Van Sant, of the Class of 1947, who had effectively managed the combined operations of the Book Store and Print Shop, was called up in the Marine Reserves in October and was replaced by Clarence J. Kramer, of the Class of 1948. Mrs. Marie Johnson replaced Mrs. Faye Bortell as Housekeeper, and Mrs. Aleitha Janos was employed as a varitype operator. Miss Hallie Rich served temporarily as secretary to the Assistant to the President and was succeeded in November by Miss Ann D. Hill. Mr. Joseph Smith, Machinist, took over the supervision of the student shops in addition to his other duties.

Staff regulations supplementing those originally instituted for administrative and office assistants were drawn up for buildings and grounds personnel, kitchen staff, maids and others not previously covered. The College came under the provisions of the Social Security Act January 1, 1951, for all persons on its faculty and staff. An annuity plan with the Teachers Insurance and Annuity Association, and a collective decreasing group life insurance plan were also put into operation for faculty members.

New equipment installed during the year included a deep freeze room in the kitchen, the door for which was generously given by J. Vincent Jamison, Jr., of the Class of 1905, and an offset press, a varityper and a folding machine, all of which were purchased from a fund established by an anonymous donor. A new fire alarm system was installed on the campus and certain fire hazards corrected during the year. The College insurance was completely readjusted to current requirements through the active cooperation of William S. Morsell, Jr., of the Class of 1922 and William B. Athey, of the Class of 1932.

Some savings were made on the budget during the past year. For example, the College switchboard was eliminated and direct outside lines installed with considerable saving to the College. Such savings, however, were not sufficient to offset the decrease in enrollment. The College therefore ended the fiscal year with a deficit of approximately \$300.



Its cash position was poor because of the continuing obligation to retire \$15,000 worth of outstanding Mortgage Certificates annually.

The Finance Committee of the Board in cooperation with the Treasurer of the College have done much to strengthen the financial position of the College. Investment income has been increased appreciably by the purchase of corporate bonds and preferred and common stocks in lieu of retaining all of the College's holdings in United States Savings Bonds. A planned program for further investment will produce a progressively larger income from this source.

### *Admissions*

Louis Graff resigned at the end of the College year to study law, after having served capably as Director of Admissions at St. John's College for two and one-half years. During this period he visited over two hundred preparatory and high schools and collected names of approximately two thousand prospective students. He also established contact with certain professional school agencies and sought to promote the cooperation of alumni in the matter of procurement.

In his final report, Mr. Graff concludes that the general public, while expressing a keen interest in the St. John's Program, cannot be expected to lend full support to the College. The very unorthodoxy of the curriculum makes headmasters and high school principals loath to recommend St. John's to their students, even though they themselves may express great enthusiasm and vicarious interest in the Program.

Among the definite objections which students and teachers alike have expressed to Mr. Graff are the following: (1) *Lack of accreditation*—In general it is not sufficient to tell prospects that the College has successfully placed its students in graduate schools. The fact that the Middle States Association has not seen fit to put its stamp of approval upon St. John's somehow magnifies the doubts raised by the unconventionality of the Program. (In this connection, I should like to point out that the College has already applied for accreditation and that a survey committee from the Middle States Association for Colleges and Secondary Schools will visit the campus early in 1952.)

(2) *The exclusive athletic program*—Mr. Graff feels that some students may be discouraged from applying for admission because of the absence of competitive intercollegiate athletics at St. John's College. He points to the strong sentiment and color which the American playing

field holds for the average boy. On the other hand, he suggests that there is little likelihood that students would come to the College for the sake of athletics. The answer to this may be a more rigorous intramural program than the College now has and perhaps, eventually, limited informal athletic meetings with nearby colleges in certain minor sports congenial to the Program.

(3) *The Program*—Four years of required mathematics and laboratory science constitute a considerable obstacle in the thinking of many secondary school graduates. Moreover, the urge of the elective system is strong, for the whole climate of opinion in this country stresses the training of specialists and technicians for particular jobs. St. John's College, in effect, is thus telling people what is good for them and asking them to trust the College for four years that they may emerge as truly educated men. Perhaps the best answer to this criticism will be the accumulating mass of evidence as to the success of the younger St. John's alumni. There is also perceptible in the fields of graduate study, business, and government a movement to favor the more broadly educated individual whose general intellectual skills surpass those of the technician and specialist and who is thus in a position to grasp the fundamentals and to understand all facets of a problem.

During the spring I had occasion to visit forty-five high schools and private secondary schools in Missouri, Oklahoma, Texas, Arizona, California, Utah, and Colorado. In a number of instances I addressed student assemblies; in other cases I talked with headmasters, principals, guidance counsellors, or individual students. Widespread latent interest was apparent, and yet it was evident that it would take more than occasional visits or literature to start even a modest flow of students to St. John's. I was told on a number of occasions that adequate scholarship assistance would guarantee one or two good students from a particular school each year.

I believe that the mission of St. John's College is to publicize more widely the opportunities which exist here and to further this type of education in other colleges in the country. I should propose that a substantial grant of money be sought from one of the foundations to establish scholarships for students from all over the country to come to St. John's and to disseminate as widely as possible through the public and private schools of this country an understanding of the educational philosophy underlying the St. John's Program. The very novelty of the Program created a certain amount of interest in the late 1930's and early 1940's.



The facts of achievement now give an even more solid base for convincing people of the efficacy of the St. John's idea.

### *Public Relations*

A. Chesley Wilson, Jr., a member of the Class of 1942, was appointed Assistant to the President in September with responsibility for public relations and the Adult Education Program. Mr. Wilson was able to accomplish a great deal for the College prior to being called up in the Naval Reserve in mid-April. Since his departure, Miss Ann Hill, secretary to Mr. Wilson, has continued to issue publicity releases about College events.

During the year a wide variety of stories were prepared and released to the newspapers, particularly in connection with my inauguration and the decision of the College to become co-educational. A number of television and radio broadcasts were arranged with faculty and student participation. ". . . *About St. John's*" and the quarterly bulletin of the College were sent to an ever-increasing list of friends. Brochures were also prepared on adult education, student procurement, the proposed summer school, and the financial campaign.

On the western trip which Mrs. Weigle and I made during the spring I made a point of speaking as widely as possible about the College. I found that the leaders of Great Books seminars were particularly interested in learning the details of the St. John's curriculum and in contrasting their seminar methods and readings with ours. Many new friends were gained for the College at such meetings in St. Louis, Tulsa, Oklahoma City, Houston, San Antonio, La Jolla, Los Angeles, San Francisco and Denver. Alumni meetings, appearance before service clubs, and newspaper interviews also contributed in these and other cities to a wider public understanding of what St. John's College is doing.

The basic problem in connection with any public relations program for St. John's College is to effect a presentation which is dignified and in consonance with the Program itself. There is also the problem of presenting material which will be attractive and of interest to varying groups in the College's constituency.

### *Adult Education*

Nine adult seminars were conducted during the year; three each in

Annapolis and Baltimore and one each in Easton, Hagerstown and Washington. One hundred and sixty-one participated during the first term and eighty-nine during the second. Following Mr. Wilson's departure on military leave, John S. Kieffer was appointed Director of Adult Education. His plan to conduct a summer session at the College had to be abandoned because of the lateness of the announcement, but consideration is now being given to expanding the Adult Program next year with additional seminars in Frederick, Leonardtown and Cambridge.

### *Alumni*

Edward F. Lathrop, of the Class of 1938, relinquished his duties as Alumni Secretary in December when he was granted military leave from the College for active service in the United States Navy. His place was filled on a volunteer basis by R. Cresap Davis, of the Class of 1938, who has given freely of his time and energies notwithstanding commitments to an active law practice. With the vigorous leadership of Elmer M. Jackson, Jr., of the Class of 1927, as President of the Alumni Association and the persistent efforts of Mrs. Rosalind Merriken in the Alumni Office, the list of known alumni of the College has now increased to over 1,500 as compared with less than 1,200 a year ago. It is planned to publish an alumni directory as one of the regular bulletins of the College during the coming year. The last such compilation was issued in 1922.

A large group of alumni returned for Homecoming in the fall, which coincided with my inauguration. Others met with me during the year for dinners or other gatherings in Baltimore, Washington, New Haven, Chicago, Houston, San Antonio, Los Angeles, and Oakland. New chapters of the Association have been chartered in California and in Washington, D. C.

### *Building Program*

In my report of a year ago I announced the generous gift of a new heating plant from the Old Dominion Foundation. I am happy to report excellent progress on construction, with occupancy promised for late September. The new building is of Georgian Colonial architecture to conform to the rest of the campus, and is located on St. John's Street immediately northwest of the temporary defense shops building. It is designed to provide steam from two oil-fired boilers with sufficient



capacity to care for a twenty-five percent differential beyond all presently planned campus expansion. One wing of the new building will house the buildings and grounds office, shops, and vehicles; the other will contain student shops, a switch room, and facilities for buildings and grounds personnel. It is believed that dependable heat and hot water will contribute in no small measure to the general well-being of the College community during the now distant rigors of future Annapolis winters.

Preliminary plans have now been drawn for a science laboratory building, an auditorium, a women's dormitory, and a larger dining hall as an addition to Randall Hall. The Old Dominion Foundation has offered to match funds contributed for the construction of one of these buildings up to a total of \$250,000. It is my hope that some friend of the College will make possible the erection of the women's dormitory on the site of the old heating plant prior to the start of the academic year in 1953. In this connection I should also like to report completion of a master plan for campus development, drawn up by the F. Ellwood Allen Organization of New York City.

#### *Financial Campaign*

At Homecoming last fall I announced the start of a long-term campaign to provide adequate endowment funds for the College. I told at that time of the generous commitment of the Old Dominion Foundation to match dollar for dollar all monies contributed for endowment purposes prior to June 30, 1953, up to a total of \$1,000,000. To date fund-raising efforts of the College have been confined to members of the Board and to alumni. I am happy to announce that a total of \$77,709. had been pledged through June 30, 1951. Of this figure, alumni gifts totaled \$41,000., including amounts previously contributed during the annual giving campaigns of 1948-49 and 1949-50, which the Foundation has agreed to match. Cash totaling \$29,238. actually received prior to June 30, 1951, has already been matched by the Foundation and invested by the Finance Committee of the Board. This brings the total endowment funds of the College to approximately \$300,000. It is planned to press forward with the alumni phase of the campaign during September and October and then to broaden the campaign during the winter. Approaches are likewise being made to certain foundations.

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I am anxious that St. John's College continue to concern itself with the Republic. Our primary task is of course the education of young men and young women in the liberal arts to become leaders in our Republic. Beyond that, however, we have a missionary function to perform in convincing others of the validity of the St. John's idea for assuring the future of the Republic. This is accomplished in part by receiving delegations and individual visitors from other colleges, in part by writing articles and disseminating printed material about the Program, and in part by the daily conversations and contacts of St. John's faculty, students and alumni with others.

The College must be concerned with the smaller Republics of the state and city in which it exists. To this end I have sought to make available to townspeople and citizens of the state College concerts, lectures, library services, and the physical facilities of the campus. I have encouraged members of the College to concern themselves with community activities. For my own part I have accepted appointments by the Governor to the Citizens Advisory Committee of the Commission on Administrative Organization in the State, and to the Board of Education of Anne Arundel County. I look forward to the day when the College can contribute to the intellectual development and refreshment of the school teachers of the State through summer seminars on the College campus. It is the responsibility of the College to awaken in its students a sense of civic responsibility and service to the Republic, which will prompt the members of each graduating class to carry on this finest tradition of the College.

I appreciate deeply the cooperation and support I have had from members of the Board, from members of the College community, and from alumni and friends. I believe we should face the future with confidence and encouragement, for I am convinced that the College will move ahead in spite of the transitory obstacles created by war and inflation.

RICHARD D. WEIGLE

Annapolis, Maryland  
August 3, 1951



## 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. Inquires may be addressed to the President or the Treasurer. Bequests may be made in 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.



