Bulletin of

ST. JOHN'S COLLEGE IN ANNAPOLIS

REPORT OF
THE PRESIDENT



ANNAPOLIS, MARYLAND
OCTOBER, 1954

REPORT OF THE PRESIDENT

TO THE MEMBERS OF THE BOARD OF VISITORS AND GOVERNORS:

It is gratifying to be able to report that the College will admit sixty-seven new students this fall, thus reversing a downward enrollment trend which has prevailed since the peak figures under the G. I. Bill of Rights. No development could be more significant than this for the future well-being of St. John's College.

It has always impressed me as an astonishing fact that St. John's College does not have a waiting list of sizeable proportions. It would seem not unreasonable to imagine that some hundreds of young men and women must graduate each year from secondary schools all over the United States, who would be attracted by the liberal arts program at St. John's and would profit greatly thereby. Perhaps the fault lies with the College for not formulating its case more effectively and disseminating it more widely.

I have tried to analyze some of the factors which deter students from enrolling at St. John's College. First and foremost I would posit the commonly held assumption that the College does not prepare an individual for any sort of a career. It is most disconcerting to the high school or preparatory school senior to discover that he cannot select a "major" at St. John's. In most cases it is too much to expect that he will abandon his previous conditioning to specialization and pre-professional training in favor of something as nebulous and apparently intangible as the development of his mind or the preparation for living itself. This, I am confident, is the principal stumbling block and only the gradually changing climate of opinion in the United States will help St. John's and its prospective freshmen to surmount it.

A second obstacle, not wholely unrelated to the first, is the admitted difficulty of the St. John's Program. Secondary schools in this country do little to stimulate a love of good hard work on the part of their students. In a day of television, picture magazines, digests, and commentators it is somewhat terrifying to the student to be shown

Number 4

Published quarterly

Entered as Second-class matter, February 18, 1949, at the Post Office, at Annapolis, Maryland, under the Act of August 24, 1912.

a list of world classics and told that they constitute the textbooks for one's future college course. The all-required character of the curriculum raises grave doubts in the mind of the student who has difficulty with mathematics, language, or science. It is not easy to persuade him that he should undertake the study of these subjects for four years, as contrasted with the more attractive electives of the conventional college program. Frankly he wonders whether the student lives a normal life at St. John's, tied as he must be to his books. And then, as if to confirm his worst fears, he discovers the mortality rates of recent classes and decides that he is not up to what would be required of him. St. John's, he concludes, is primarily for intellectuals.

The very unconventionality of the program deters many students and their parents from deciding upon St. John's. Anything which is different arouses questions. Even though the program is in effect a modern restoration of the ancient liberal arts curriculum, its dissimilarity to contemporary educational patterns creates misgivings. Moreover, the program is still so young that the graduates have not yet really proven the efficacy of their education. Many Americans want to be shown results, and this will never be the concern of a college like St. John's which is struggling rather with trying to define success. So where there may be real inclination on the part of a boy or girl to apply to St. John's, a parental veto or advice from a guidance counsellor or headmaster is likely to prevail, and application is usually made to a safe college where there is no taint of the unconventional. This was particularly true during the long period before St. John's regained accreditation by the Middle States Association of Colleges and Secondary Schools.

Finally, one might cite the relative obscurity of St. John's. There was, of course, the article in *Life Magazine* fifteen years ago and there have been numerous lesser articles and stories since. In one sense St. John's *is* known—known as the scene of a great and challenging educational pilot project. The average high school senior, however, is not familiar with the name, nor is he likely to learn of it through teachers or fellow students. A college as small as St. John's suffers from a severe handicap in respect to the size of its constituency. Time may change all of this, but meanwhile the St.

John's admissions personnel must struggle constantly against this obstacle of obscurity, which is in part a corollary of the College's smallness.

It is my contention that the St. John's Program has never had a really fair test since its inauguration on the campus in 1937. This may be ascribed in part to the wars which have unsettled the entire country, in part to financial problems which were largely inherited from the old regime, and in part to administrative crises which have now become ancient history. But apart from these disruptions it is my contention that a fair trial of St. John's as a real community of learning will only come when the College has achieved a carefully selected student population of 300 matched by a versatile and provocative faculty of close to forty members.

Quite apart from the greater financial stability which would flow from a broader student base, the College would gain immeasurably from the greater intellectual ferment of more good minds. It is a present complaint among some of the abler students that each knows the reactions of the others on most subjects by the time the class has reached the junior or senior year. The seminar knows itself too well, and a degree of staleness or ennui results. If, on the other hand, an entering class of 100 students is divided into five seminars for the first year, then perhaps into four in the second year and three in the upper two years, a constant rearrangement of personnel becomes possible with a consequent stimulus to the process of dialectic. The general life of the community would likewise benefit from such a modest increase in numbers, for the Student Polity would become a more significant enterprise and the various extracurricular activities would receive a wider measure of participation. The situation would also be more conducive to some form of intercollegiate contact which, it seems to me, is essential to prevent insularity and inbreeding.

A most promising beginning has been made by the Admissions Office under the directorship of Allen Austill, who came to St. John's in the summer of 1953 from the staff of the University of Chicago. He was ably assisted during the winter and spring by C. Ranlet Lincoln, of the Class of 1950, who travelled extensively as admissions officer. In general, Mr. Austill states, the admissions program can

be said to have been one of experimentation. New avenues of student procurement were explored, direct mail contacts on a wide scale to selected lists of senior students, follow-up inquiries by telephone, and finally visits by College representatives in the homes of the prospective students. This latter activity, while time-consuming, was eminently successful, for over fifty applications were received from the hundred home visits made by the two men in the Admissions Office. Parents and students alike seemed most appreciative of the opportunity to talk at leisure with a representative from the College. It would seem, moreover, to be somehow consonant with the more intimate relationships with administration and faculty which a student finds after coming to St. John's.

It is interesting to note that approximately 1,500 inquiries were received during the year from prospective students, two-thirds of them from the mailing piece and a quarter of them unsolicited. Significantly enough the latter group proved the most fruitful source of serious candidates for admission. Neither the usual extensive schedule of secondary school visits nor the four demonstration St. John's seminars conducted in Boston, Philadelphia, Wilmington, and Richmond were productive of new students, though they undoubtedly generated some popular interest in the College and its program.

Relatively little was accomplished in enlisting alumni assistance in the admissions program, though particular mention should be made of the effective work of alumni scholarship committees in Tulsa and Philadelphia in interviewing and investigating candidates for awards. It is the considered opinion of the Director of Admissions that in both the short and the long run present and former members of the St. John's community—faculty, students, alumni, and friends—will make the most significant contribution to the student procurement program through the numbers of young men and women whom they know and talk to about the St. John's Program.

St. John's Film

In this connection I am pleased to report the completion of the first film on the St. John's Program, which is expected to serve as a useful vehicle in presenting the College to secondary school audiences. Made possible by a special grant from the Old Dominion Foundation, the film depicts a senior student defending his thesis in oral examination. There are flash-backs to tutorials, laboratory, seminar, and the extracurricular life of the College, all of which are shown to have contributed to his total learning experience. The script was originally written by two St. John's alumni, but the brunt of the final rewriting and preparation for filming was the indefatigable work of Robert Bart, a member of the Faculty, and Robert Butman, a teaching intern, both assisted by James Taylor, Jr., of the Class of 1955. Music was composed and performed by Douglas Allanbrook, likewise a tutor of the College, and the narration was done by Mark Van Doren. The film was produced by John C. Gibbs and Fordel Films, Inc., with Gordon Hessler as director and Ollie Comstedt as director of photography. All members of the community, faculty and students alike, gave generously of their time and energies during the hectic month of actual filming, though none endured a more protracted ordeal under the hot kleig lights than William H. Barrett, of the Class of 1956, who played the role of the defending senior. The film, which is done in full color, is notable for its synchronized sound, thus enabling the viewer to listen in on classroom exercises. I expect that the film will be well received in educational circles and that it will have a considerable effect in publicizing the College. The entire student procurement program will be built around its use during the coming year.

Introspection

In my report of a year ago I announced that the College was engaged upon a self-study project, financed by a grant from the Fund for the Advancement of Education, established by the Ford Foundation. A full-dress report will be published later this fall summarizing the various aspects of the study. Meanwhile, I might outline briefly the method of procedure during the year. As I reported a year ago, the study was conducted by the Instruction Committee of the Faculty with most of the work being done by Clarence J. Kramer, of the Class of 1946, who served as executive director. The high point of the year was a three-day conference held on the campus October 21-23, 1953. During the first two days the Instruction Committee and a small group of educators from all over the United States held

seminar discussions on four topics involving problems central to the St. John's Program: language teaching in the liberal arts college, the role of science in the liberal arts curriculum, the problem of the social sciences and history, and the problem of integration and isolation in liberal arts education. For the most part these topics were suggested by the criticisms and comments submitted by the alumni during the early phases of the self-study project. The following day the faculty and seminar participants were joined by some seventy-five guests, most of them representing preparatory schools and high schools. There was an address by O. Meredith Wilson of the Fund for the Advancement of Education on "Intellectual Discipline and the High School," followed by a panel discussion of the relation of secondary education to the liberal arts college.

In retrospect the conference seems to have been rather successful. A number of the participants volunteered the information that it was certainly the least stuffy and the most stimulating of such affairs in their own experience. There was a thorough airing of the various topics in the seminars, and the exchange of ideas with teachers and administrators of other institutions was found by members of the Instruction Committee to be helpful in approaching curricular problems.

During the Christmas holidays and continuing until the end of the academic year the Instruction Committee met periodically to consider the specific problems posed by the language tutorial and the laboratory. Certain decisions as to the curriculum were reached, not as a direct result of the self-study project, but at least as a by-product of the discussions stimulated thereby:

(1) The first two years of the language tutorial will undergo considerable change as a result of the experience of the past year. Upon the recommendation of a committee of tutors, the Greek grammar, *Chase and Phillips*, will be supplemented by a manual in which the presupposed but usually non-existent grammatical knowledge of the student will be spelled out in greatest detail and in which analytical material, in the form of selected passages, paradigms of grammatical and syntactical analyses, and examples of rhetorical exercises, will be abundantly provided. This manual is now being prepared by the

tutors' committee and will be ready for the fall term. It is expected to compensate in large measure for the grammatical shortcomings of most of the entering students.

The first-year language tutorial will now commence with two or three weeks of English grammar and will then devote itself to Greek grammar with constant reference to the new manual. The students will be asked to do a great deal of writing in connection with this study. Significant passages in Greek will be taken up and thoroughly scrutinized within a framework of grammatical and rhetorical exercises. Logic will likewise receive its appropriate treatment. The net result is expected to be a greater linguistic skill on the part of the student, so that he can confront significant Greek and English texts more profitably.

- (2) In the laboratory greater emphasis will be laid on the carrying out of experiments, in the sense of letting the student experience the full responsibility that a genuine scientific experiment implies. There will be a consequent reduction in the number of experiments and a lengthening of the time devoted to each. Groups of students performing a certain experiment in the junior or senior year will be allowed to choose their own time for performing it, though there will be regularly scheduled meetings of tutors with the groups. This change will necessitate careful planning of experiments as between tutors and students. And toward the end of an instruction period there will have to be meetings in which the results obtained, the methods used, and the insights gained will all be discussed and coordinated. The Dean notes that this planned improvement in the laboratory branch of the program can be undertaken only from the relatively solid base which the laboratory has now achieved.
- (3) The junior and senior seminar readings will be modified to include certain materials tried this spring on an experimental basis with some success. The readings are source material related to American history from a University of Chicago compilation entitled *The People Shall Judge*. The Instruction Committee decided that it was necessary to make the student more aware of the real human issues that are at the base of modern political controversies. In so doing the College will seek to avoid two pitfalls: undue emphasis on the

superficial discussion of current political problems, and reliance upon the existing social sciences with their unquestioned and yet highly questionable methodology and terminology borrowed from the natural sciences. As the Dean says, what is important is to make the students see, better than they have done so far, the connection between basic issues within an industrialized and global civilization and the traditional crucial problems they encounter in the Great Books throughout the four years.

Teaching Internship Program

The initial year of the teaching internship program injected new life into the College community and apparently proved beneficial to the seven participants. As I reported a year ago, St. John's College was one of nine colleges and universities to receive grants for this purpose from the Fund for the Advancement of Education, established by the Ford Foundation. Appointments for the first year included L. Paul Bolgiano, Jr., of Arnold, Maryland; Robert H. Butman, of Washington, D. C.; Mrs. Janice Cordray, of Baltimore, Maryland; Ralph M. Miwa, of Honolulu, Hawaii; F. Garner Ranney, of Baltimore, Maryland; Mrs. Peggy Schrier, of Denver, Colorado; and James M. Tolbert, of Columbus, Georgia. Two of the group were assigned regular laboratory sections or tutorials, while all participated as co-leaders in seminars. Most engaged in extracurricular activities and gave freely of their time to assist individual students in a variety of ways. The interns likewise relieved faculty members of some of their duties. They attended all faculty meetings and in effect had the status of non-voting tutors of the College.

As a result of our experience with this program during the first year the Dean and I are convinced that a second year's experience is essential for most if not all of the men and women taking their internship at St. John's. In this position we do not have the concurrence of the Fund for the Advancement of Education, which is primarily concerned that as many individuals as possible benefit from the single year appointment. The Fund has approved a grant of \$31,000 to the College for a second year's program and as a compromise has agreed that two of the first year's interns may remain for a second year. This type of program has great promise for the

The Faculty

It is with genuine regret that I announce the retirement of George A. Bingley after thirty-one years of conscientious teaching as a member of the St. John's Faculty. Mr. Bingley first came to the College in 1923 as a member of the Department of Mathematics. He was one of four professors who successfully weathered the retooling process when the new program of studies was introduced in 1937. Mr. and Mrs. Bingley spent this final year on a well-deserved sabbatical leave.

The Students

As already noted above, the College enrollment reached a nadir of 125 in the fall of 1953. There were 40 freshmen, 29 sophomores, 32 juniors, and 24 seniors. During the course of the year eleven of these left college, partly of their own volition and partly on the recommendation of the tutors. One junior dropped back into the sophomore year. Following their respective enabling examinations in June, four juniors were asked not to return for their senior year, and five sophomores were refused admission to the junior year. Only sixteen seniors completed their requirements in time for graduation while seven others have theses to write or other work to make up before being awarded their degrees. Two men were graduated cum laude.

The Dean reports that perhaps the most conspicuous feature of the academic year was the poor quality of the freshman class. About half of the group could not function properly in their respective classrooms, most conspicuously in the seminars. How many of this class will finally graduate is an open question. By contrast the upper classes, particularly the sophomores and juniors, were of high quality. A problem of ever-increasing magnitude is the difficulty of students in meeting the College's charges for tuition, room and board. It has been the College's boast that no deserving student would be denied an education for financial reasons, but it has now become quite impossible to meet all requests for student aid. During the past academic year, for example, 57 students held Maryland State scholarships while 62 students received grants-in-aid or held student jobs on campus. The total sum expended for grants during the year was \$19,951 and for jobs \$17,298. This means that the aggregate of all scholarship and other financial aid to students reached the figure of \$105,000, or nearly \$9,000 more than in the preceding academic year when the enrollment was somewhat higher.

Friedland Loan Fund

As providing a measure of immensely welcome relief for this worsening situation, I am happy to be able to announce the establishment of the Friedland Loan Fund through the generous gift of Mr. and Mrs. George Friedland, of Philadelphia, Pennsylvania. Mr. and Mrs. Friedland envision this as a rotating fund so that successive generations of students will benefit from it. The fund is endowed, but there is wise provision for the loan of up to \$5,000 from principal in each of the next two years to enable the College to assist students in dire financial straits. To make the benefits of the fund as judiciously applicable as possible, it has been decided to give priority to upperclassmen and to limit borrowings by an individual to \$250 in any one year or to \$1,000 over a four-year period.

Adult Education

The Director of Adult Education reports participation by 256 individuals in twenty series of adult seminars conducted this year in Annapolis, Baltimore, Chestertown, Hagerstown, Leonardtown, and St. Mary's City, Maryland, and in Washington, D. C., and San Francisco, California. The latter was an innovation this year and represented a pilot attempt to conduct St. John's seminars in major centers of the country through the use of alumni of the College. In

Library

Library accessions during the past year increase the College's collection to nearly 50,000 volumes. The College records its gratitude in particular to Clarence W. Stryker, professor emeritus of history, for the gift of his valuable personal library. It is planned to use certain of these books to establish dormitory collections where certain more popular books and certain reference volumes will be readily accessible to students at any hour of the day or night. Other welcome additions to the library during the year were the New York Public Library edition of Ptolemy's *Geography*, the gift of Arthur A. Houghton, Jr., of New York City; William H. Dixon's *Her Majesty's Tower*, the gift of Mrs. James M. Doyle of Annapolis; and several early 19th century St. John's pamphlets, the gift of Mrs. Frederick Richards, of Annapolis.

Alumni

Under the presidency of W. Vernon Martin, of the Class of 1922, the Alumni Association expanded its roster to 2,000 members. For the first time since 1921 an alumni directory was published. This was made possible by the generous gift of J. Vincent Jamison, Jr., of the Class of 1905, whose death this summer after a lingering illness grieves us all and deprives the College of one of its most loyal alumni and board members.

Administration

In the area of personnel changes, I must first regretfully report that Henry Barton left the College at the end of June after four and a half years of loyal and untiring service as Treasurer and Business Manager of the College. The position will be filled by Arland F. Christ-Janer, who came to St. John's in the fall of 1953 from Lake Erie College and served this past year as Assistant to the President. Mr. Helmuth Kern was named director of the Foreign Operations Center discussed below. Other new additions to the staff included William M. Aston, of the Class of 1953, laboratory assistant; Mrs. Jane Tolbert, assistant in the library; Mrs. Margaret Creamer Wilburn, manager of the book store; Mrs. James H. Truitt, resident head of Randall Hall; and Mrs. Josephine Thoms, artist-in-residence. For varying periods during the year, Miss Anne Douglas Valk served as secretary in the Admissions Office and Miss Theresa O'Beirne as cashier in the Business Office. Miss Patricia Callahan succeeded Miss O'Beirne as cashier in June, while Mrs. Melita Newell transferred from the Development Office to the Admissions Office to do the secretarial work. Before passing on to other matters it is appropriate to note here that Mrs. Frances Perlitz, who handles mail and housekeeping at the College, completed her twenty-fifth year at St. John's last summer.

The most noticeable change in the appearance of the campus has been the rising mass of brick and mortar which will soon become the first women's dormitory at St. John's. Located on the crest of the eminence overlooking the back campus, the new building will balance Randall Hall in size and general architectural design. To make way for the new structure, the old boiler plant, more affectionately known as Koogle Hall, was razed in December. At this time the opportunity was seized to relocate and renew most of the outside heating and hot water lines serving the various buildings. Including work completed six years ago, the entire outside heating system on the campus has now been renewed and should present no problem to future St. John's administrations until after the turn of the century.

In this connection I am happy to report that the General Assembly at its 1954 session authorized a bond issue in the amount of \$250,000

toward a new science laboratory building on the St. John's campus. There is a proviso that a matching sum be raised by the College prior to January 1, 1956. By way of general preparation for this building and in order to provide for the orderly future development of the campus, the Board authorized the architectural firm of Richard J. Neutra and Robert E. Alexander, of Los Angeles, California, to prepare a preliminary campus development plan, to be considered by the Board as a possible alternative to plans previously drawn up by other firms.

There were other changes in the physical plant. The Reverdy Johnson House was painted last summer and complete interior redecoration was accomplished in McDowell Hall and in Carroll, Chase, and Paca Houses. The dilapidated roof on the porch of Chase House was removed, thereby enhancing the general appearance of the building. A severe rain and wind storm in early July inflicted heavy damage to the venerable trees of the campus. Fortunately, the Liberty Tree emerged unscathed and received a clean bill of health from the attending tree surgeons.

College Finances

The principal financial effort over the past year has been devoted to raising funds for the new women's dormitory. In addition to pledges and monies already in hand, cash gifts of \$78,168 were received and matched by the Old Dominion Foundation. The College still needs \$75,000 in new contributions to complete the building. It is most gratifying to report that the building is being erected upon a cooperative basis by a group of contractors from Annapolis and Baltimore, under the vigorous chairmanship of Alfred G. Paves of Annapolis. Each of the participating contractors agreed to undertake the job at cost and to donate to the building fund the amount of his normal profit. The architect, engineers and suppliers of various furnishings are also participating on a cooperative basis in the venture. One floor of the dormitory will be ready for occupancy by students when College opens this fall, and the entire building will probably be ready by the end of October.

The most notable addition to the general endowment funds of the College was a bequest of \$20,726 contained in the will of Mrs. Eva

D. Yerby, sister of the late Urquhart S. Dowell, of the Class of 1908, former president of the Alumni Association. Additional payment on pledges to the Alumni Endowment Fund amounted to \$12,004, while \$5,071 was received from the alumni for current purposes in their annual giving campaign. Including matching funds, the total of the Alumni Endowment Fund reached \$190,336 on June 30, 1954, and the grand total of all the College's endowment increased during the year from \$650,889 to \$752,446.

Because of the low enrollment the College operated during the fiscal year at a deficit of \$25,673. Expenditures aggregated \$555,170, while income amounted to only \$529,497. This wiped out the surplus carried over from the previous year and made inroads on the reserve for future operations. Fortunately, the sum of \$33,097 was left in this account at the end of the year to constitute working capital for the College during the fiscal year 1954-55. The books were audited by Raymond M. Wheat and Company, certified public accountants, of Annapolis, Maryland, and summary financial statements are appended to this report.

Association of Independent Colleges in Maryland

A most promising start was made this year in the combined effort of Hood College, Washington College, Western Maryland College and St. John's College to seek current funds from industry and business in Maryland. Over seventy calls were made by the four college presidents and certain of their board members upon individual firms, principally in the Baltimore area. Eighteen gifts were received totaling \$15,100, thus more than meeting all expenses of conducting the effort during the first year of operation. It is proposed to expand the work of the Association in the years ahead.

Gifts to the College

In addition to gifts already alluded to I should like to detail the following and to register in this fashion the gratitude which all members of the College community feel toward the donors:

A commitment of \$3,000 annually from the Raskob Foundation for Catholic Activities, Inc., toward the salary of a tutor of the College belonging to the Catholic faith;

- An annual scholarship of \$1,250 from the Food Fair Stores, Inc., \$1,000 of which is to be awarded to a boy or girl each year, preferably the son or daughter of a Food Fair employee, and the balance to go to the College for overhead expenses;
- A gift of \$600 from J. Vincent Jamison, Jr., of the Class of 1905, for a new platform in the Great Hall of McDowell Hall;
- An antique brass lock for the Great Hall from Bromwell Ault, of New York City, in memory of his mother, Helene Bromwell Ault;
- A gift of \$1,000 from the Old Dominion Foundation for a fellowship for graduate study (awarded to Robert G. Hazo, of the Class of 1953, for study at Princeton University);
- Gifts and pledges totaling \$6,500 as an initial endowment for the Massachusetts Scholarship Endowment Fund;
- A canoe for the Boat Club from Gerald Atterbury, of the Class of 1946.

As in previous years, all gifts for endowment purposes were matched by the Old Dominion Foundation, which, in addition, evidenced its continuing confidence in St. John's College through a generous grant of \$135,000 for current purposes.

Labor Trainee Program

The Foreign Operations Center, which has been located under contract on the St. John's campus since July 1, 1953, handles training programs for labor teams and labor trainees brought to this country under the sponsorship of the Foreign Operations Administration. It is one of the technical assistance aspects of the American foreign aid program. Teams are brought from abroad to study American productivity, engineering, production techniques, and the free trade union movement.

Work of the Center falls into two parts, the orientation of the arriving teams and the programming and arrangement of the study

trips themselves. All visiting groups come directly to Annapolis from debarkation in New York or San Francisco and spend between three days and a week on the St. John's campus. During this time seminar sessions are scheduled at which the foreign guests become acquainted with problems in their particular field of interest and familiarize themselves somewhat with American history and culture and with the political and sociological structure of the country. Lecturers and discussion leaders have included, in addition to St. John's faculty members, outstanding labor union officials, business executives, engineers, and government officials.

During the first year of operations there were 262 participants from seven different countries: Austria, Denmark, France, Germany, Holland, Italy, and the Philippines. There was great diversification as to the type and background of the individual participants. There were firefighters from Italy mingling with judges from the Supreme Court in France; time and motion study engineers from Italy followed leatherworkers from Germany; and high trade union officials from Austria met labor educators from West Berlin. All teams seemed appreciative of the contribution being made by the members of the Faculty to the program. In the future it is hoped that even more opportunities will be found for exchange of ideas between the trainees and the students.

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I should like to close this report with an expression of heartfelt gratitude to the members of the Board of Visitors and Governors for making possible the European trip for Mrs. Weigle and myself during this past summer. It afforded us both a magnificent opportunity to observe and study Europe and its peoples and to talk with many individuals about education and other matters of common interest. More importantly it meant complete relaxation and rest from the affairs of the College, so that both of us have returned with new zest and enthusiasm for the academic year ahead.

RICHARD D. WEIGLE President

Annapolis, Maryland September 10, 1954

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ST. JOHN'S COLLEGE Annapolis, Maryland

CONDENSED STATEMENT OF CURRENT INCOME

Fiscal Year Ended June 30, 1954

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INCOME	
Educational and general	
Tuition	\$101,253.61
Adult education	5,232.18
Endowment fund income	24,228.78
State appropriation	75,000.00
Gifts and grants-net	209,142.61
F. O. A. contract	9,600.00
Miscellaneous	6,869.80
Total	\$431,326.98
Auxiliary enterprises	
Dormitories and dining hall	71,478.86
Book store	12,812.94
Other	4,719.04
Total	\$ 89,010.84
Other non-educational	9,159.00
Total income	\$529,496.82
Deficit for year	\$ 25,673.08
Expenses	
Educational and general	
Administrative	\$ 63,152.20
General	54,272.69
Instruction	114,536.17
Library	12,693.18
Student organizations and activities	8,721.26
Adult education	6,047.13
Miscellaneous	9,654.74
Plant operation and maintenance	76,618.06
Total	
Auxiliary enterprises	
Dormitories and dining hall	\$ 55,376.05
Book store	14,824.38
Other	2,300.13
Total	\$ 72,500.56
Other non-educational	
Scholarships and grants-in-aid	\$ 88,949.58
Teaching internships	22,800.00
Motion picture	
Miscellaneous	101.72
Total	\$136,973.91
Total expenses	
Total expenses	

ST. JOHN'S Annapolis,

COLLEGE Maryland

BALANCE SHEET,

IUNE 30, 1954

NCE SHEET,	JUNE 30, 133.	
	Liabilities and Capital	
	CURRENT LIABILITIES AND RESERVES	
\$ 7,738.21 7,832.65	Account payable	\$ 5,294.75 2,618.78 515.00
7,268.68 1,200.00	Total-current liabilities	\$ 8,428.53
6,086.63 \$ 41,525.92	Total	33,097.39 \$ 41,525.92
5,773.53 \$ 47,299.45	Principal-restricted current funds	5,773.53 \$ 47,299.45
38,094.06 34,448.72 10,000.00 674,687.58 3,586.04 \$ 760,816.40	Endowment Fund Liabilities and Principal Due to other funds Principal Unexpended income Total-endowment	8,370.15 750,267.85 2,178.40 \$ 760,816.40
	PLANT FUNDS LIABILITIES AND PRINCIPAL	
22,637.74 33,918.00 2,704.10 135,014.07 2,225.87 1,652,140.95 \$ 1,848,640.73	Mortgage payable \$300,000.00 Less: Mortgage certificates acquired 240,033.33 Reserves for mortgage liquidation and plant expansion	59,966.67 196,499.78 1,592,174.28 \$ 1,848,640.73
	\$ 7,738.21 7,832.65 7,268.68 1,200.00 11,399.75 6,086.63 \$ 41,525.92 5,773.53 \$ 47,299.45 38,094.06 34,448.72 10,000.00 674,687.58 3,586.04 \$ 760,816.40 22,637.74 33,918.00 2,704.10 135,014.07 2,225.87 1,652,140.95	Liabilities and Capital Current Liabilities and Reserves

GIFTS AND BEQUESTS

St. John's College is a non-sectarian, independent liberal arts 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 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 is in process of providing 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 ofdollars."

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.

