



# THOMAS AQUINAS COLLEGE SPRING 1993

# NEWSLETTER

## Library Plans Finalized: Groundbreaking on May 20

With the exception of minor details, planning for St. Bernardine Library is complete, and groundbreaking is scheduled for May 20.

The library's architectural style is a contemporary evocation of the building types introduced by the first European settlers of Southern California, primarily Spanish missionaries and military and civil officials. The building also pays homage to the Romanesque style, itself based on classic architecture. The design of the library includes a covered arcade surrounding nearly one-half the exterior of the building.

The nave will be the most imposing space in the library, with natural light, as much as possible, illuminating the interior of the building. The carved Spanish ceiling, described alongside, will be installed in the nave, the stack area, and in the fine arts room.

The general stack area will accommodate 50,000 volumes, with the reference area providing shelving for an additional 5,000 volumes. The fine arts room will accommodate 6,000 volumes, and the rare book room 2,000 to 3,000 volumes in a climate-controlled environment.

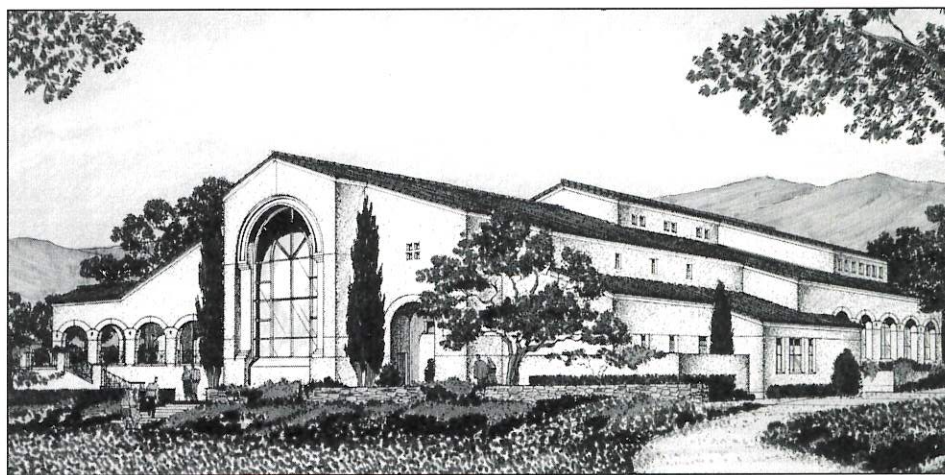
The need for the new library is

pressing; thus the college is directing its current capital fund development efforts toward raising money for the library's construction.

The Dan Murphy Foundation has led the way by providing a grant of one million dollars. The Board of Trustees of the foundation conceived of the grant as a memorial to Countess Bernardine Murphy Donohue, the wife of Sir Daniel Donohue, foundation president. Rosemary Donohue, Daniel Donohue's sister, serves as a member of the Board of Governors of Thomas Aquinas College and has been very active in the planning of the library.

The Conrad N. Hilton Foundation has provided a grant of \$100,000, payable after the college raises the balance of the funds necessary for the completion of the building. Other friends of the college, including Henry Salvatori, the college's first donor, are adding their support to the effort.

The project cost of the library is currently estimated to be \$2.4 million, and \$900,000 is still needed to complete the project. Contributions or inquiries should be directed to Peter L. DeLuca, Vice President for Development, 805/525-4417. ☛



Perspective drawing of St. Bernardine Library

### *The Carved Spanish Ceiling*

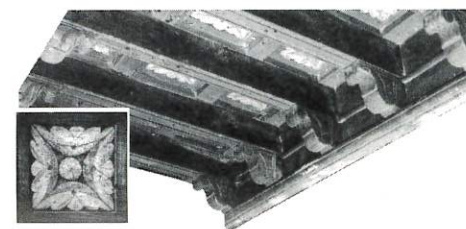
Thanks to the generosity of Mr. and Mrs. William P. Clark of Paso Robles, California, St. Bernardine Library will incorporate an extraordinary 17th-century carved Spanish ceiling in its design.

Mr. Clark, who served as a justice of the California Supreme Court and as National Security Advisor and Secretary of the Interior under President Ronald Reagan, purchased the coffered ceiling from the estate of William Randolph Hearst. Although Hearst never installed the ceiling at San Simeon, he treasured it as a favorite acquisition.

At the time of its manufacture, the ceiling was the largest of its kind in

Spain. Massive beams support smaller cross beams whose undersides are carved and which rest on decorative corbels. Inset between the smaller beams are carved square panels edged in red, the centers of which consist of a carved quadripartite floral design overlaid in gilt.

The effect, although grand, is restrained and in perfect keeping with the tone and purpose of the library. ☛



## College Receives Maximum Accreditation: 8 Years

Stephen S. Weiner, Executive Director of the Accrediting Commission for Senior Colleges & Universities of the Western Association of Schools and Colleges (WASC), has notified the college that its accreditation has been reaffirmed for eight years, the maximum the commission currently awards. In a separate letter to Thomas Aquinas College president Thomas E. Dillon, Donald R. Gerth, chair of the accrediting commission, wrote: "Thomas Aquinas College is a remarkable and impressive place. It isn't 'college for everyone,' given the conditions and values of today's society, but it does afford an absolutely first-rate education."

WASC is one of six regional accrediting associations in the United States; its stated purpose is "continual improvement and cooperation among educational institutions and organizations." *The Handbook of Accreditation*

issued by the WASC Accrediting Commission for Senior Colleges & Universities states that "while the Commission works to establish minimum standards of quality for institutions, its primary focus is to foster educational excellence."

WASC first granted accreditation to Thomas Aquinas College in 1980, with reaffirmation in 1987. The most recent reaffirmation process consisted of a self-study submitted by the college to WASC, a visit to campus on November 17-20 by a nine-member WASC accreditation team, and a meeting held February 24-26 by the Accrediting Commission.

At the commission meeting, college president Thomas E. Dillon, accompanied by tutor Richard D. Ferrier, accreditation liaison officer to WASC, addressed the commission members, explaining in detail the mis-

...story continued on page 2

## \$2.7 Million Grant From the De Rance Foundation

The De Rance Foundation—following a decision made late last December by its Board of Directors to dissolve the foundation and liquidate its assets—has awarded a grant of \$2.7 million to Thomas Aquinas College.

College president Thomas E. Dillon, who received the news just before Christmas, said in response, "We are overwhelmed by this magnificent gift, and we are profoundly grateful to the De Rance Foundation for its generosity. The foundation's timely help during our formative years was instrumental in establishing the college. If it hadn't been for the De Rance Foundation—and a handful of others—the college wouldn't exist today."

The De Rance Foundation's first grant to Thomas Aquinas College came in 1974, three years after the college was founded. Between 1974 and 1984, the foundation's gifts to the college totalled almost \$1.5 million. This latest gift makes the foundation the college's largest single donor to date.

The \$2.7 million grant was used to retire a loan the De Rance Foundation had arranged for the college in 1985. That loan itself was used to retire debts acquired by the college in its move to the Ferndale campus in 1978.

That move, which took place earlier than anticipated, was forced by the sudden sale of the property then leased by the college. As no capital

campaign for the new campus was yet in place, the college was compelled to borrow money during this period of high interest rates to build St. Joseph Commons and to develop the infrastructure of the site, which was a semi-secluded mountain meadow.

The De Rance arranged loan which retired this debt was at a very favorable rate. Even so, service of the loan, which represented approximately 75% of the college's total indebtedness, was a considerable drain on the resources of the college.

With the loan retired, the college is well positioned for its next phase of expansion. A fifth section of freshmen will soon be added, resulting in a substantial increase in the number of students on campus. St. Bernardine Library is only one of several buildings which must be constructed to accommodate the continued growth of the college in this decade.

The De Rance Foundation was established in 1946 by the late Harry G. John, heir to the Miller Brewing Co. fortune, and grew to be the world's largest Catholic charity. The \$2.7 million gift to Thomas Aquinas College, one of the foundation's largest single grants, was given in honor of Mr. John, who died December 19.

Although the De Rance Foundation itself no longer exists, its final gift to Thomas Aquinas College will bear fruit for many years to come. ☛

Thomas Aquinas College  
10000 N. Ojai Road  
Santa Paula, CA 93060-9980

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# College Accredited to the Year 2001...continued from page 1

sion and method of the college. Commission members also reviewed the college's self-study and the report of the WASC visiting team and then granted reaffirmation of accreditation for eight years.

This article reports systematically on the "WASC Visiting Accreditation Team Report," honoring WASC's proviso that "the institution should avoid quoting only those portions of the report favorable to itself."

The headings in the article are taken from the team report itself. Complete copies of the "WASC Visiting Accreditation Team Report" can be obtained from the Office of the Dean, Thomas Aquinas College.

## STANDARD ONE: Institutional Integrity

### 1.1 Integrity in Pursuit of Truth:

"To an extraordinary degree, the tutors, administrators, and students are committed to and support the pursuit of knowledge and expression of ideas. However, this pursuit is within previously agreed upon context and criteria. To say that the College is not neutral or that it endorses particular religious beliefs and philosophical convictions would be an understatement. The entire mission of the College is based on and aims at the fulfillment of a double ideal: the light of Catholic faith and the tradition of dialectical discourse characteristic of great books of Western thought.

"From a global or multicultural perspective, the academic work of this institution can justifiably be considered narrow and parochial, consisting exclusively of classic texts in the Western canon....In their intellectual, as in their social and cultural attitudes, tutors and students appear not to be hostile to cultures and ideas outside their prescribed curriculum, but simply uninterested. They are pursuing the truth diligently, and even passionately, where they are convinced it is to be found: in the revelation of the Bible and the teaching Church, and most particularly in the thought of Thomas Aquinas as well as in works which they regard as especially effective in liberating the mind. 'Liberal' in the College's mission refers to the term's original meaning of 'freeing,' not principally in a political sense, but in the philosophical and religious sense as in Paul's (*sic*) expression, 'the truth shall set you free.'

"It is in this very particular sense that tutors and students are free to examine all pertinent data and evidence relevant to their intellectual concerns. Tutors, students, and administrators appear to be free, and believe themselves to be, because they agree that knowledge falls within the double criteria of the Catholic faith and great Western books....

"Trustees and administrators do not need to protect tutors and students from harassment in their exercise of academic freedom because the entire community shares the same criteria of truth, evidence, and the conditions for free thought and expression....The team did not discover an incident which it could even remotely consider a breach of academic freedom.

"In visiting classes, team members (some visited as many as five different courses) observed tutors conscientious-

ly distinguishing between personal conviction and proven conclusions. ...The primary role of the tutor is to empower students to pursue the analysis of the required texts and to interject his or her ideas as minimally as possible. Thus, students have unusually strong motivation to sift, to question, and to learn. They recognize that the responsibility for class content is primarily theirs, and they rise to the challenge with an exceptional degree of success."

### 1.2 Integrity and Respect for Persons:

"The topic of 'diversity' was the subject of intense discussion in the College's preparation of the self-study.



Photo Tim Teague

*"...the team found the Thomas Aquinas students enormously engaging, remarkably focused, evidently pious, and uncommonly serious about their studies. The unanimity of purpose and the cohesion among the students were among the most powerful observed by team members anywhere....The students gave high praise to their tutors and to an education which they viewed as unique....Team members were very impressed by a co-curricular environment which is characterized by continuous and serious conversation, often extending class discussion into the residence halls and commons areas...."*

That discussion resulted in a series of interchanges over the years between the College and WASC. The self-study contains an essay on 'Diversity and the Program of Thomas Aquinas College' which appears to be an unequivocal rejection of 'diversity' as a criterion for assessing admissions policy, instructional program, or appointments of tutors or board members.

"During the visit, it became apparent to the team that the resistance to 'diversity' had three grounds. First, the College perceives the public use of the term 'diversity' as wrapped up in rhetorical vagueness and logical confusion....

"Second, the campus community—tutors, students, administrators, and staff alike—generally perceives WASC's policies on diversity, despite the variety and even contrary understandings of the term 'diversity,' as threatening the institution with denial of reaffirmation of accreditation.

"Third, the College sincerely doubts the relevance of 'diversity,' however defined, as an end of education.

"The team noted that the College's arguments against 'diversity' as a good in itself are not a cover for discrimination. Thomas Aquinas seems sincerely open to anyone who desires a program

of intellectual training in which the willingness and capacity to develop the power of reason are the sole criteria for admission. The team was convinced that the College is not racist or sexist.

"In the course of the visit, the team engaged the College in discussions of diversity. Team members suggested to the College that the definition of 'diversity' ought to be locally negotiated...Thomas Aquinas itself does subscribe to certain types of 'diversity.' For example, the College is adamant that no qualified student be denied admission on the basis of financial need. At a time when many institutions are departing from a policy of need-blind admissions, the College is inten-

### 1.5 Relations with the Accrediting Commission:

"The team commends the College for its active and thoughtful participation in recent WASC discussions on diversity. For example, the President prepared a detailed position paper on the subject. The team noted that the College has limited its responses to issues which it perceives to be in its self interest. The team urges the College to play a more active role in the higher education community by commenting on a wider range of issues. In light of its unique academic mission and pedagogical style, Thomas Aquinas has much to contribute to the discussions pertaining to higher education with other WASC accredited colleges and universities."

## STANDARD TWO: Institutional Purposes, Planning, and Effectiveness

### 2.1 Clarity of Purposes:

"In that the founding principles of the *Proposal* [for the Fulfillment of Catholic Liberal Education] still define the College's philosophy of Catholic liberal education, Thomas Aquinas maintains distinctive institutional goals and articulates them clearly to the campus community. Throughout the visit, the team was impressed by how well the College has sustained discussion and renewal of the *Proposal*—this dialogue cultivates a deep understanding of and strong dedication to institutional purpose among all members of the campus community.

"In its definition and articulation of mission, the College has developed a campus dialect. It often expresses itself in words which no longer have the meaning off campus which they have on campus. For example, the College's refusal on grounds of etymological purity to use gender inclusive language such as 'person' for 'man' can mislead off campus readers...into thinking that the College is for men only or that it is sexist..."

### 2.2 Institutional Planning:

"In light of the fact that the College was founded without sufficient endowment, the College has struggled throughout its brief history with short term plans of survival....The team commends Thomas Aquinas for its courage and persistence in enduring through particularly difficult times for American higher education. The team also recognizes that without a long range strategic planning process which draws on broad campus participation and which culminates in a sustained capital campaign, the College's prospects will always be fragile at best."

### 2.3 Institutional Effectiveness:

"The College has integrated ongoing evaluation of instruction, student outcomes, and curriculum into the structure of the educational program. A most effective assessment instrument is the 'Don Rags' held each semester, in which each student meets with all tutors from his or her classes for a session in which they together explore ways in which the student might better address the process of learning and in which the student comments on the quality of instruction. This is a

# College Accredited to the Year 2001...

remarkable practice....

"The tutors review the curriculum each summer as part of the six week summer tutorial session in which they read texts together and consider changes to the texts and assignments for the next academic year. This insures a continuing reconsideration of the curriculum.

...  
"Certainly the College is to be commended for testing the effectiveness of its academic program; it engages in more extensive tutor, student, and program evaluation than do most institutions. At the same time, much of this evaluation is oral and thus transitory. The team believes the College needs to collect and analyze data from notes, papers, and questionnaires in order to evaluate and improve the quality of its education."  
...

## STANDARD THREE: Governance and Administration

### 3.1 Governing Board:

"The team commends the Governing Board for its contribution to a successful transition from the 20 year administration of the founding president to the appointment of the current president. The Board has had a significant influence on the founding and mission of the institution and clearly plays an important role in guaranteeing an integrated relationship between the institution's mission and its goals."...

...

### 3.2 The Administration of the College:

"Given the College's historical development and educational philosophy, the administrators share the exact same goals as those in the rest of the institution. In nearly all aspects, this institution is a seamless garment....

"The team found uniform support for the current president. By virtue of his ten years as dean as well as his passionate dedication to the ideals of the institution, he is able to work effectively with all constituencies of the College....

...

"The spirit of amateurism prevails at the College—the College is devoted to...the development of generalists. However, in areas of administration, the College needs to recognize that untrained tutors will often have difficulty serving in specialized administrative fields. The College should consider appointing administrators who have expertise and experience in areas such as fund raising and institutional advancement."

### 3.3 Faculty Role in Governance:

"The tutors participate in governance in a variety of ways, formally and informally. Formally, there are three tutors on the Board, and the president is chosen, by the polity, from among the faculty. Informally, interaction among the tutors is intense, and the voice of the tutors dominates the governance of the College. One would have to search far and wide to find an institution where faculty members have a greater role in governance."...

...



*"In the best tradition of a residential college, students characterize the College as character building in that 'it not only teaches you, it changes you.' Students value their seriousness in leading a life pleasing to God, which includes adherence to virtue in all matters, practicing respect for others, affirming chastity before marriage, and endorsing differentiation of the sexes which nonetheless affirms both sexes as rational truth seekers. The College's expression of faith is unique among even Catholic institutions of higher education. Students at Thomas Aquinas evidence an integration of their religious faith, personal expression, and academic studies. The importance of the sacramental life of the College is clear. Students regularly attend Mass, which is offered three times a day, and they go to confession regularly..."*

## STANDARD FOUR: Educational Programs

### 4.1 General Requirements and the College Curriculum:

"The whole curriculum of the College, which is definitively outlined in the *Bulletin [of Information]*, forms one 'general requirement.'...

"Tutors and students assert that the object of study is the pursuit of truth. Since the College regards the texts as authoritative, it does not regard the tutors as authorities or experts. Thus, the College offers a distinct model of education in which tutors and students participate equally as learners. In classes, the team was impressed by how well the College transforms its theory into practice....

...

"The team agreed that the College needed some institutional acquaintance with non-Western classics so as to allow the College either to make a bold comparative argument for the superiority of their choices, or for it to explain the reasons for staying within the Western tradition."...

### 4.1 Laboratory:

"While the team found no fundamental weaknesses in the curriculum, it had a concern regarding the lab courses. Since the last team visit, there had been significant progress....

"...However, the team noted that the junior lab course, in particular, consists mostly of discussions of readings, merely an extension of the tutorial format and not hands-on experiment. Thus, the College needs to give a high priority for tutors' and students' acquiring the regular discipline of working at the bench, measuring and designing, checking and rechecking, and maintaining an adequate schedule of experimentation."...

### 4.2 Writing Component:

"The institution's concern over the adequacy of student writing has been focused on two areas: remediation of weak writing skills among freshmen, and the development of the overall writing skills of the student body.

...

"...In the accreditation and self-study questionnaire, students were asked to rate how classes helped them develop various skills, ranging from oral communication and mathematical thinking to forming independent judgments and weighing values. With one

exception, at least 90% of the respondents reported that all classes developed all skills well. The one exception was written communication"...

...

"Practice breeds facility. Perhaps the habit of writing needs to be cultivated as assiduously at the College as are the habits of thinking and speaking."...

### 4.3 Scholarship:

"At Thomas Aquinas, scholarship in the restricted sense of research (i.e. incorporating current secondary scholarship with the intention of discovering new knowledge) is practically absent except among those tutors working on their doctoral dissertations. Instead, tutors are engaged in scholarship related to their teaching. They devote themselves to studying disciplines outside their fields of specialization—a challenging but necessary task since all tutors teach various parts of the curriculum....

"A few tutors indicated that the scholarship of discovery would be of benefit to their own intellectual renewal, and that it might serve to bring greater distinction to the College. Accordingly, the team urges the College to consider ways of encouraging tutors to participate in the scholarship pertaining to the selected texts by making presentations at professional meetings as well as publishing in scholarly journals. The tutors cannot maintain intellectual vitality if they are cut off from contemporary scholarship. In light of their unique teaching and learning style, the tutors at Thomas Aquinas could contribute much to the growing pedagogical scholarship in American higher education."

### 4.4 Special Programs:

"The College could benefit by an increased use of the campus during summer."...

### 4.5 Admissions and Records:

"The Admissions Committee functions effectively: it carefully reviews each application and considers the fit of the applicant with the academic program and educational mission of the College."...

...

### 4.6 Program Review:

"Since there is one academic program, the College does not have review of the individual parts of the

program. As stated in the self-study, as well as elsewhere in this report, there is abundant evidence that the tutors continually monitor the curriculum and propose changes, particularly in the laboratory and in the writing requirement. However, as discussed in Standard Two, the process is not based on the integrated use of assessment data."...

## STANDARD FIVE: Faculty and Staff

### 5.1 Faculty Selection and Evaluation:

"Presently, there are 20 tutors for 200 students, and the College intends to grow to 35 tutors for 350 students. As the College increases the number of tutors, it will have to consider how to integrate the additional tutors into the life of the College without losing the intimacy of the program.

"In appointing new tutors, the College is careful to choose tutors who will support the goals of the College and who will qualify to receive permanency in five to seven years....As mentioned in Standard One, this selection process has created a faculty with a great similarity in thought and methods of inquiry, perhaps more so than one would wish for exchange of ideas.

...

"Although Thomas Aquinas does not oppose the hiring of women and minorities, it takes no affirmative action. Non-Catholics are hired and have achieved permanency, but they are not allowed to serve on the Instruction Committee."

...

### 5.2 Faculty Development and Welfare:

"The team encourages the Board and the administration to increase faculty salaries given available resources.

...

"The tutors' workload is extremely heavy. Although they seem to enjoy their work, they have little time for writing. General discussion on changes in the books to be read in the curriculum usually occurs in the summer seminar. Although tutors study texts continually throughout the year, they engage in scholarly discussion together as a faculty during the summer. Since this is an important part of the intellectual life of the program, the College should continue to provide funds to compensate tutors for their participation in the summer seminar."...

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## 5.3 Staff Selection and Policies:

"Thomas Aquinas has an extremely dedicated staff who are most enthusiastic about the College and its mission. They perceive themselves an integral and important part of the College and see their support of students as part of their principal duties, whether or not it is part of their 'job description.'"

## STANDARD SIX: Library, Computing, and Other Information and Learning Resources

"The self-study includes an accurate statement of the mission of the Library: 'The library exists solely to enhance [intellectual] life.'"

"The team recognized that the Librarian and the tutors serving on the Library Committee have worked extremely well in planning the new building and improving the collection for the library...."

"The hours of library operation are generous. The Librarian provides adequate library instruction in formal orientation sessions for new students and in-depth individual instruction for students preparing senior theses."

"The library supplements its collection with a vigorous interlibrary loan program and cooperative agreements"....

## STANDARD SEVEN: Student Services and the Co-Curricular Learning Environment

"For the most part, the team found the Thomas Aquinas students enormously engaging, remarkably focused, evidently pious, and uncommonly serious about their studies. The unanimity of purpose and the cohesion among the students were among the most powerful observed by team members anywhere. At focus meetings, the affection and respect for the College and their commitment to its educational principles were made clear to the team."

"The students gave high praise to their tutors and to an education which they viewed as unique. When asked in the student meeting whether their tutors 'were good enough for them,' students responded that they were worried whether they 'were good enough for their tutors.' They affirmed that the tutors 'were some of the smartest people' they had ever known...."

"Team members were very impressed by a co-curricular environment which is characterized by continuous and serious conversation, often extending class discussion into the residence halls and commons areas...."

"The intellectual life is clearly paramount as all other student interests are secondary. There is ample evidence, however, that the students have as much social and recreational activity as they wish...."

"Women students spoke appreciatively of an environment where respect for their ideas and intellect was evident, and they were particularly appreciative of their tutors in this regard. Non-Catholic students similarly described their appreciation of the College, and they found affirmation in their own search for wisdom, though it was not as explicitly guided by Catholicism as it was for the Catholic students. Students remarked that the growing number of international stu-

dents in the student body enriched classroom discussions and perspective."

"Student discipline is almost (but not quite) a non-issue at Thomas Aquinas. Students unhesitatingly endorse strict regulations regarding dress and behavior which are designed to introduce formality, humility, and commonality of expression. Penalties for minor infractions include work assignments, and severe penalties, including expulsion, are given for the

AS the pages of this newsletter reveal, Thomas Aquinas College is thriving. Certainly the report of the accreditation visiting team is a ringing confirmation that the college's program of Catholic liberal education is highly successful. The letter of decision sent to us by the executive director of the Western Association of Schools and Colleges begins by quoting the visiting team's report:

*The College has attracted a bright faculty and student body, a committed administration and staff, and a dedicated Board of Governors. The College is profoundly intellectual and spiritual; virtually all members of its campus community appear to be involved in an active life of faith, study, reflection, and ethical conviction. Within its specific academic mission, Thomas Aquinas College has attained a stunning academic and intellectual achievement.*

The letter goes on to conclude: *Thomas Aquinas College has every right to be proud of the distinctive educational model that it represents and the transformative effect it has on its students. In the interest of ensuring that the College has a full opportunity to act on the team's recommendations and in recognition of the College's many fine achievements, the Commission acted to reaffirm the accreditation of the College and schedule the next comprehensive visit for the fall of 2000.*

We appreciate the very positive report of the accreditation visiting team. The team members were serious, attentive, and hard working. Their report contains a number of excellent recommendations, and we intend to continue to improve and develop the college.

Throughout this newsletter various individuals and foundations are recognized for their gifts to the college. One thing is clear to me from my perspective as president: the college would not succeed in its essential work were it not for the generosity of all of its benefactors, and for this generosity we are profoundly grateful. In order for the college to exist, in order for it to provide an education which helps to form the

very occasional violation of alcohol, drug, and visitation policies.

"In the best tradition of a residential college, students characterize the College as character building in that 'it not only teaches you, it changes you.' Students value their seriousness in leading a life pleasing to God, which includes adherence to virtue in all matters, practicing respect for others,

affirming chastity before marriage, and endorsing differentiation of the sexes which nonetheless affirms both sexes as rational truth seekers."

"The College's expression of faith is unique among even Catholic institutions of higher education. Students at Thomas Aquinas evidence an integration of their religious faith, personal expression, and academic studies. The importance of the sacramental life of the College is clear. Students regularly

character and intelligence of its students, it must have the financial support of those who see the importance of its mission."

Such support continues to increase, and I want to emphasize how much it is needed, what genuine good is accomplished through it, and how deeply it is appreciated by everyone in the college community.

So far this fiscal year we have received Annual Fund donations of \$1,206,000, almost all of which is being used for student financial aid, thus making our education available to those who could not otherwise afford it. However, an additional \$244,000 is needed by the end of June to balance our budget.

The good news reported in these pages should lead us to reflect upon the many ways in which God has blessed our efforts. The endeavor begun so many years ago with our first freshman class in Calabasas has flourished. This can be seen first and most importantly in the lives of the young men and women who have passed through our halls.

I hear many stories from alumni relating how Thomas Aquinas College has made their lives better. Good priests, monks, and nuns tell me how the college helped to nourish their vocations. Mothers and fathers describe how they were prepared for Catholic family life. Doctors, attorneys, military officers, businessmen, and teachers at every level relate how they were made better able to perform their work and to make the difficult moral judgments required.

This is real success. We have educated our students well, and we have stayed true to our principles for 22 years. The power of the Holy Spirit is evident in all this, and, humanly, great credit is due our faculty, the Board of Governors, and the donors, whose sacrifices have made this possible.

Let us thank God for His providence, and let us ask Him to continue to bless the college. ¶

attend Mass, which is offered three times a day, and they go to confession regularly...."

"The priests were singled out by the students for special commendation, and a third priest was appointed this year to respond to an enormous workload. Students confirmed the description in the self-study that an amazing 80 percent of the students confer with the priests on a weekly basis...."

"One matter to which the College may wish to give some thought is the counseling needs of students. Currently, students are assisted by the Student Prefects who, while widely respected, receive no training in their peer counseling duties. Students consult tutors for advice in a variety of concerns and problems, but therapy for the occasional severe emotional problems is left to the priests...."

"Because of the size of the College and accessibility of tutors, students believe that their opinions on all issues are readily heard...."

"The College's response to student needs is seen nowhere more clearly than in financial aid. Students are grateful for the generous financial help that makes it possible for many to attend the College and for the willingness of the admissions and financial aid staffs to advise them on ways to finance their education. Thomas Aquinas College is one of the few private colleges that meets full financial need for any student who wishes to attend."....

## STANDARD EIGHT: Physical Resources

"The team commends Thomas Aquinas for impressive progress since the last WASC visit with the construction of two residence halls and a classroom building. These facilities have made it possible for the institution to increase its enrollment and class offerings."....

## STANDARD NINE: Financial Resources

"Thomas Aquinas has operated for some time in a situation of fragile liquidity. The solution of this problem depends on a restructuring of the College's debts coupled with a balanced budget and pay-down of the current funds deficit which has accumulated over many years. The administration has worked hard to find ways to restructure the debt of the institution...."

"The College's decision to meet full financial need is an expensive policy, and one which should be monitored closely each year. Additionally, the College's choice to forego participation in federal campus-based student aid programs, which also disqualifies it for participation in the Cal Grants program, means that outside opportunities for financial aid are diminished. The College should reevaluate the costs and assumptions of this decision."

"The team commends the College for its recent analysis of its financial position and its development of a rolling three-year operating plan tied to that analysis."

"Thomas Aquinas has a compelling story to tell. While recent years have seen substantial growth in giving to the College, the team is convinced that there is even greater potential for fund raising. Moreover, with an increasing number of permanent facilities on the campus, the odds for the College's success in fund raising grow even more. The team commends the President for his recent commitment to increase the staff, programs, and professionalism of the Development Office.... ¶



## President's Comments

# Archbishop Renato Martino on Campus: Permanent Observer of the Holy See to the United Nations

Archbishop Renato R. Martino, Permanent Observer of the Holy See to the United Nations, was a guest at the college February 19. A native of Salerno, Italy, Archbishop Martino entered the diplomatic service of the Holy See in 1962 and served in various countries before his appointment to the United Nations in 1986.

Following a dinner given in his honor, the archbishop addressed the students, faculty, and staff of the college. The topic of his lecture was: "Go Into the Whole World, The Holy See at the United Nations."

"Just as all Christian individuals and institutions are called by the Lord to be the heralds of the Gospel and instruments of the Lord in bringing reconciliation and peace to the world," Archbishop Martino said, "so also in the diplomatic field the Holy See speaks to the nations the good news of Christ."

The term Holy See, he pointed out, stands specifically "for the authority of the Church, that is, the Pope as Bishop of Rome and head of the college of bishops," and is not to be confused with Vatican City.

Like Monaco and Switzerland, the Holy See has chosen the status of permanent observer at the United Nations rather than that of a voting member.

"This is dictated primarily by the desire to maintain absolute neutrality in specific political problems," Archbishop Martino said. "The real and only realm of the Holy See is the realm of conscience, and the real point of convergence in this cooperation of the Holy See with the international community is the human person."

"The Holy See joins forces with all those who hold the human being, in all its dimensions, its dignity and its responsibilities, at the center of their consideration, who strive to see men and women as being served by, and not at the service of, political, economic or ideological systems."

Although, as a diplomat, Archbishop Martino prefers to use the word cooperation, his inside description of the events leading up to the United Nations Conference on Environment and Development held last June in Rio de Janeiro left little doubt that the counsel of the Holy See is sometimes met with indifference or even hostility.

"The issues at hand were certainly

complex," he said. "The preparatory work was long and laborious, and the Holy See was deeply involved in the elaboration of the final documents of the conference. The first draft held that the state should be at the center of development and environmental questions, but this is totalitarianism, so we opposed it. And we were successful."

"Then others demanded that plants and animals should be accorded equal status with human beings in the language of the documents. 'Look around this room,' we said, 'there aren't any lions or elephants discussing this with us.'"

"It was really a question of fundamental values, and for someone trained in classic and scholastic philosophy, it was an appalling experience. So we fought very hard on this, and it was primarily due to the Holy See that in the end a simple and basic principle



Archbishop Martino greets Fred Arthur, a freshman from Ghana.

was adopted, namely that all issues of environment and development are to be seen in relation to the centrality of the human person.

"We were also able to bring the concept of responsible parenthood into the documents of Rio. Originally the phrase 'family planning' was used, which in the United Nations means everything, including abortion—the expression is too comprehensive. We were able to substitute the concept of responsible planning of family size which respects cultural, religious, and social traditions, and the freedom, dignity, and personal values of the individual. Those people who don't share these ideas were very upset at what we had accomplished, and we were bitterly attacked."

Archbishop Martino then looked ahead to the United Nations Conference on Population to be held next year in Cairo and for which the Holy See Mission has begun preparing. He had no illusions as to the degree of opposition the Holy See Mission would meet.

"But isn't that exactly the problem," a student asked from the floor. "So far as I know, only the Holy See claims to speak for God at the United Nations. Aren't the purposes and ends of the Holy See so radically different from those of the member states that there will always be problems?"

"Yes, I agree with you," the archbishop said, "we do experience great difficulties in presenting our point of view. But you see, every priest, every bishop, who preaches the Gospel will find people who will listen and try to put into practice what he says and oth-

ers who will ignore his words—you know the parable of the seeds. It is the same at the United Nations. One time Pope John Paul II told me, 'Even if no one listens to me, I will still announce the Gospel, because we are obedient to Jesus, who told us, "Go into the whole world."'"

At this point spontaneous and thunderous applause erupted from the audience. Archbishop Martino was touched by the response. "I thank you for expressing solidarity with our work," he said, "this encourages us very much. When we find we have the backing of people like you, it really means something to us. We can speak with more courage, knowing that we speak not only because Jesus commanded us to, but also because other people share our



"Go into the whole world," Archbishop Martino emphasized.

concerns. This is very gratifying."

Another student asked about Pope John Paul II's involvement in the fall of communism. "Credit has to be given to Mr. Gorbachev and his policy of perestroika," Archbishop Martino said, "but many times I have been told by ambassadors at the U.N. that if there had been no John Paul II, the process would never have happened or would have happened at a much slower pace."

"It is a commonly held view that the Pope's involvement was critical. When he went to Poland and told the members of Solidarity 'don't be afraid, have courage,' it was of very great significance. Solidarity went on—with the results we all know. And the process was repeated in other countries. But I am not of the opinion of *Time* magazine, which maintained there was some kind of plot between the Pope and Reagan. No, this is absolutely false."

Another student wondered whether the rejoicing over the fall of communism wasn't premature; China, with its vast population, remains a communist country. Concerning China, Archbishop Martino was optimistic. "I think China is now more ready to receive the Gospel than before communism," he said. "The Communists cleared away many of the things that for centuries had been an impediment to the penetration of missionaries. We always say there are around three million Catholics in China, but I am sure there are many more than that because the underground church has been flourishing."

"When I served in Thailand, I followed events in China very closely. When the bamboo curtain finally falls, we will have some big surprises—but I really shouldn't say more. We need to be patient and pray."

Following his lecture, the archbishop lingered to talk with the steady stream of students and faculty who seemed reluctant to see him go. His wisdom, his natural good humor, and his pastor's heart invited just such a response. ☩

## New Members Elected to College Board of Governors

The Board of Governors of Thomas Aquinas College has elected two new members, Patricia de Blank Klink and Ralph M. McInerney.

Ralph M. McInerney is both Michael P. Grace Professor of Medieval Studies and director of the Jacques Maritain Center at the University of Notre Dame. Among other professional offices, he has served on the boards of the Center for Thomistic Studies, Society of Christian Philosophers, and the Institute for Research in Christianity and Contemporary Thought. He is a past president of the American Catholic Philosophic Association and current president of the Fellowship of Catholic Scholars.

A prolific author, Professor McInerney has contributed articles to a



Ralph McInerney and tutor Karen Zedlick

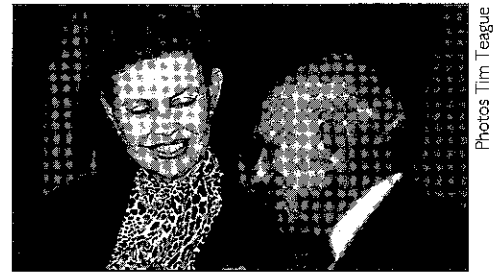
number of scholarly and intellectual journals and has written 14 scholarly books and nearly 50 novels, including the Father Dowling mysteries. He is co-founder and publisher of *Crisis* magazine, an influential journal of lay Catholic thought.

Professor McInerney received his B.A. degree from St. Paul Seminary, his M.S. from the University of Minnesota, and Ph.L. and Ph.D.

degrees from Laval University, Quebec. He is married, has six children, and resides in South Bend, Ind.

Patricia de Blank Klink is president and director of Advisers Capital Management, Inc., New York, New York, a firm specializing in fixed income asset management. A graduate of the University of Michigan and Harvard Business School, Mrs. Klink established Advisers Capital in 1978 as a subsidiary of the Discount Corporation of New York. In 1992 she purchased the firm from the corporation.

Mrs. Klink lives in Manhattan with her husband John and son Lawrence. Adviser's Capital Management has a second office in Santa Barbara, Calif., and the Klinks maintain a second residence in neighboring Montecito. Patricia Klink is active in business and social clubs and devotes much of her time to the Catholic church and its



Patricia de Blank Klink with Board of Governor's Chairman William Smith

charities, including the Mission of the Holy See to the United Nations, the Vatican Museums, the St. Vincent de Paul Society, and Catholic Charities.

Concerning the two most recent appointees, college president Thomas E. Dillon said, "Dr. McInerney has been a staunch defender of the best things in education for 40 years and brings with him a profound knowledge of higher education, while Mrs. Klink's financial experience is coupled with a heart for service, qualities which make her an ideal steward." ☩

## \$250,000 From Burns Foundation



Left to right: Robert Vaughan, Burns Foundation Trustee, Peter DeLuca, Thomas Dillon, Dick Dunn, Burns Foundation Trustee

The Fritz B. Burns Foundation of Burbank, Calif., has awarded Thomas Aquinas College a grant of \$250,000 to be used as financial aid for "needy and deserving students."

William H. Hannon, chairman of the foundation, presented the check to college president Thomas E. Dillon at an awards luncheon held in February. Peter L. DeLuca, vice president for development, also attended the event.

The Fritz B. Burns Foundation, with assets of more than \$150 million, is noted—among other areas of interest—for its support of Catholic institu-

tions of higher learning in the greater Los Angeles area. Thomas Aquinas College itself has received a total of \$1,050,000 from the foundation in a series of grants.

In thanking Joseph E. Rawlinson, president of the Burns Foundation, President Dillon said, "The fact is quite simple: without the sustained support of the Fritz B. Burns Foundation through the years, Thomas Aquinas College would not have been able to carry out its mission of Catholic liberal education, and for this we are profoundly grateful." ❧

## Andersen and Parsons Grants Total \$350,000

The Ralph M. Parsons Foundation of Los Angeles has awarded a grant of \$150,000 to Thomas Aquinas College to be used to support the college's financial aid fund. The Parsons Foundation exists to encourage and support projects and programs deemed beneficial to mankind, with one major area of interest being higher education. The foundation first awarded a grant to the college in 1988 and has since given a total of \$650,000.

The Andersen Foundation of Bayport, Minn., has given a grant of \$200,000 to the college, which also will be used to support the college's student financial aid program. The Andersen Foundation supports only those colleges which have a policy of building and operating without accepting federal, state, or local government funds of any kind. Since its first grant

in 1989, the foundation has given Thomas Aquinas College a total of \$450,000.

In commenting on the grants, Thomas E. Dillon, president of the college said, "We are deeply thankful for these generous gifts. We are committed to making it possible for any qualified student who desires to attend the college to do so, whatever that student's financial status. Because we are a relatively new college—founded in 1971—and don't as yet have a large endowment fund, we are grateful to the foundations and individuals that provide the financial aid needed by so many of our students. One indication of the level of that need is that 80% of our students receive aid. We are pleased that the Parsons and Andersen foundations consider our unique Great Books program worthy of support." ❧

## Another Younger Scholars Grant for a Thomas Aquinas Student

Photo Peter Bond

Junior Mathew K. Caughron has been awarded a Younger Scholars grant by the National Endowment for the Humanities (NEH), Washington, D.C. The purpose of the grants, awarded yearly on a competitive basis, is to promote serious scholarship in the humanities among America's undergraduates. He is the third Thomas Aquinas College student to win the award in the last two years.

The grants, in the amount of \$2,400, enable each recipient to spend the summer researching and writing a paper which is then submitted to the NEH. In the past, a number of NEH Younger Scholars have seen their research papers appear in scholarly publications or win awards in academic competitions.

Mr. Caughron's project will focus primarily on Aristotle's *Organon*, the most influential of ancient works on logic. He will also examine Porphyry's *Isagoge*, written between A.D. 200 and 300, and some of the works of the medieval logician William of Ockham for the light they shed on the realist-nominalist debate of the 14th century.

As his project advisor Mr. Caughron chose tutor Glenn Coughlin because of his knowledge of classical Greek—he has translated Aristotle's *Physics* and *De Anima*—and of Aristotle's logical works. "Dr.



Mathew Caughron and Glenn Coughlin

Coughlin has been very helpful and patient in answering my questions," Mr. Caughron said, "and he is always accessible. I doubt that in other colleges there would be the sort of intimate familiarity that allows you to speak with your teachers on a day-to-day basis."

Mr. Caughron credits the college curriculum and Socratic method of instruction with stimulating his interest in philosophy. He chose Thomas Aquinas College in the first place, he said, "because it is Catholic; it has a reputation of giving its students a real education; and there is a strong emphasis on reading the original texts."

Mathew Caughron is the son of Dr. and Mrs. Michael R. Caughron, Kansas City, Mo. His sister Alietia is a graduate of the college, and his younger brother Samuel is a freshman. ❧

## Second Summer Seminar Added, Make Your Plans Now

Because of increased demand, two Great Books Summer Seminar Weekends will be offered this summer: July 23-25 and July 30-August 1. Maintaining that liberal education is a lifelong pursuit, the college offers the seminars so that friends can participate more fully in the life of the college and better understand the intellectual discourse which is at its heart.

The summer seminars were instituted in 1990, and those who have attended can attest that the focused discussions based on texts taken from

the Great Books, and the fellowship, fine food, and spiritual offerings—all in a magnificent rural setting—make for a memorable weekend.

Each seminar weekend is limited to 30 participants, so it is recommended that you make your reservations as soon as possible.

For more information or to make a reservation, please call or write Jacqueline Slay, Thomas Aquinas College, 10000 N. Ojai Road, Santa Paula, CA 93060; 805/525-4417. The cost per person is \$500, all inclusive. ❧

## Admissions Running at Record Rate

by Thomas Susanka

Director of Admissions

The number of persons applying for admission to Thomas Aquinas College in the fall is substantially greater than last year, which itself produced a freshman class of record size.

Many of the applicants first hear of the college from one of the numerous enthusiastic supporters of the education Thomas Aquinas College offers. If you are one of those supporters and are currently cultivating a potential student or have one in mind, the time to act is now.

First, encourage those who are thinking of applying or are in the midst of the application process to complete their applications as soon as

possible. And if there are other college-age students among your acquaintances who should hear more about Thomas Aquinas College, please take time to send us their names and addresses in care of the Admissions Office, or call the Admissions Office directly at 800/634-9797. We have a wide range of material with which to follow up.

Although we have added another person in the Admissions Office to help in our recruiting efforts, you, our supporters, remain our most effective recruiting tool. There is no substitute for the time, personal attention, and enthusiasm you show to families and prospective students in communicating the educational opportunity Thomas Aquinas College represents. ❧

## Your Prayers Are Requested

CARLEEN KARCHER, mother of six and daughter of Carl Karcher, national chairman of the President's Council of Thomas Aquinas College, died suddenly and unexpectedly on April 15 following minor surgery.

MSGR. VINCENT I. CARROLL, benefactor of the college and recipient of the St. Thomas Aquinas Medallion in 1987, died December 8.

JOSEPH G. PRIVATELLI, long a President's Council member, died March 21.

## Do You Have?...

by Peter DeLuca

Vice President for Development

There are many ways to support the work of Thomas Aquinas College—through your prayers, your financial gifts, your recommendation of the college to others.

There is, however, another means of support you might not have considered, and that is through gifts in kind. The college always welcomes donations of good quality items that are of genuine use to the college—our students, for instance, are still sitting on classroom chairs donated in 1971; and, as charitable donations, gifts in kind are generally deductible from your taxable income at fair market value.

Following is a partial listing of items currently needed by the college. If you wish to donate any of these or any other items of potential use to the college, please contact the Development Office by calling 800/634-9797.

**Transportation:** automobiles, pickup trucks, a flatbed truck and passenger van

**Building & Grounds:** tractors, a back hoe, a lawn aerator, a welder and a log splitting machine

**Woodworking:** a table saw, router, planer, and joiner; a radial arm saw and drill

**Library:** a current edition of the *Encyclopedia Britannica*

**Performance:** a professional quality grand piano, public address system and tape recorder

**Office:** a fax machine, file cabinet for blueprints, other file cabinets, desks and chairs

**Computers:** 386 or faster computers, laser printers, a tape backup machine

**Kitchen:** commercial steamer and chest freezers, refrigerators for the visitors' quarters

**Furniture:** single beds, dressers, sofas, upholstered chairs, coffee tables, end tables, lamps

**Student Dormitories and Lounges:** exercise machines, stereo and recording equipment