



# ST. JOHN'S COLLEGE

ANNAPOLIS, MARYLAND • SANTA FE, NEW MEXICO

STATEMENT OF THE  
ST. JOHN'S PROGRAM  
1976-77

Founded as King William's School, 1696; chartered as St. John's College, 1784; accredited by the Maryland State Department of Education, by the Middle States Association of Colleges and Secondary Schools, and by the North Central Association of Colleges and Secondary Schools

## College Calendar

ANNAPOLIS	1976-1977	SANTA FE
September 10	Freshman and Senior Registration	August 27
September 12	Convocation	August 29
September 13	Sophomore and Junior Registration	August 30
September 13	First Seminars	August 30
September 13	First Classes	August 30
October 15-18	Long Weekend	October 8-11
November 25-28	Thanksgiving Recess	November 25-28
December 16-January 3	Winter Vacation	December 23-January 16
January 23	End of First Semester	December 22
January 24	Beginning of Second Semester	January 17
January 26	January Freshman Registration	January 17
February 11-14	Long Weekend	
March 12-27	Spring Vacation	March 12-27
May 27	End of Second Semester	May 20
May 29	Commencement	May 22
SUMMER 1977		
June 6	January Class Second Semester Begins	May 30
	Graduate Institute Begins	June 26
August 12	January Class Second Semester Ends	August 5
	Graduate Institute Ends	August 19
1977-1978		
September 9	Freshman and Senior Registration	August 26
September 11	Convocation	August 28
September 12	Sophomore and Junior Registration	August 29
September 12	First Seminars	August 29
September 12	First Classes	August 29
October 14-17	Long Weekend	October 7-10
November 24-27	Thanksgiving Recess	November 24-27
December 15-January 2	Winter Vacation	December 22-January 15
January 22	End of First Semester	December 21
January 23	Beginning of Second Semester	January 16
January 25	January Freshman Registration	January 16
February 10-13	Long Weekend	
March 10-26	Spring Vacation	March 11-26
May 26	End of Second Semester	May 19
May 28	Commencement	May 21

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## *Introduction*

Liberal education should seek to develop free and rational men and women committed to the pursuit of knowledge in its fundamental unity, intelligently appreciative of their common cultural heritage, and conscious of their social and moral obligations. Such men and women are best equipped to master the specific skills of any calling and to become mature, competent, and responsible citizens of a free society.

St. John's College believes that the way to liberal education lies through the books in which the greatest minds of our civilization—the great teachers—have expressed themselves. These books are both timeless and timely; they not only illuminate the persisting questions of human existence, but also have great relevance to the contemporary problems with which we have to deal. They can therefore enter directly into our everyday lives. Their authors can speak to us almost as freshly as when they spoke for the first time, for what they have to tell us is not something of merely academic concern, remote from our real interests. They change our minds, move our hearts, and touch our spirits.

The books speak to us in more than one way. In raising the persisting human questions, they lend themselves to different interpretations that reveal a variety of independent and yet complementary meanings. And, while seeking the truth, they please us as works of art with a clarity and a beauty that reflect their intrinsic intelligibility. They are therefore properly called great, whether they are epic poems or political treatises, and whether their subject matter is scientific, historical, or philosophical. They are also linked together, for each of them is introduced, supported, or criticized by the others. In a real sense they converse with each other, and they draw each reader to take part, within the limits of his ability, in their large and unending conversation.

*McDowell Hall, Annapolis, 1744*



This conversation, however, is unavoidably one-sided. The great books can only repeat what they have to say, without furnishing the clarifications that we sometimes desire. To remedy this defect is the goal of the St. John's seminar. Here, a number of students of varied backgrounds, faced with a text that may present unfamiliar ideas, attempt to discuss it reasonably. It is presupposed that each student is willing to submit his opinions to the critical scrutiny of his fellow students. The demands of the individual and those of the group are in continuous interplay, setting limits within which the discussion moves with the utmost possible freedom. The discussion may concern itself primarily with trying to establish the meaning of a poem or the validity of an argument. On the other hand, it may concern itself with more general or with very contemporary questions that thrust themselves forward. The students bring to the seminar the assumptions—probably unexamined—that they have derived from their experience in the contemporary world. Through discussion they acquire a new perspective, which enables them to recognize both the sameness of a recurrent problem and the variety of its historical manifestations.

In the main, however, the aim is to ascertain not how things were, but how things are—to help the student make rational decisions as he lives his life. And it is the ultimate aim of the program that the habits of thought and discussion thus begun by the student should continue with him throughout his life.

Most of the teaching at St. John's takes the form of a discussion. The conversational methods of the seminar are carried over into the tutorials. As much as possible, the actual instruction in all classes and laboratories is made to depend on the activity and initiative of the students. The tutor functions as a guide, more intent to listen to the students and to work with them than to impose upon them his own train of thought.



In short, St. John's seeks to restore the true meaning of a liberal arts education. The primary function of the liberal arts has always been to mediate men's understanding, to give conscious form to knowledge through systems of signs accommodated to men's intellects—that is, words and numbers. Traditionally, the liberal arts were seven in number: grammar, rhetoric, logic—the arts of language; and arithmetic, geometry, music, and astronomy—the arts of mathematics. In contemporary terms, man practices such liberal arts as analyzing, thinking, writing, speaking, and deciding as he uses verbal symbols; man practices such liberal arts as counting, measuring, deducing, and demonstrating as he uses mathematical symbols.

There are many ways to develop these arts. The curriculum emphasizes four of them: discussion, translation, demonstration, and experimentation. They are followed in all the branches of the program. But whatever the methods used, they all serve the same end: to make the student think for himself, to enable him to practice the arts of freedom. Free minds must be able to view concrete situations, to deliberate by formulating clear alternatives, and to arrive at a deciding choice. The acquisition of these intellectual skills indicates that the discipline of the liberal arts has taken hold of the learning mind.

Knowledge advances and the fundamental outlook of man may change over the centuries, but these arts of understanding remain in one form or another indispensable. They enable men to win knowledge of the world around them and knowledge of themselves in this world and to use that knowledge with wisdom. Under their guidance men can free themselves from the wantonness of prejudice and the narrowness of beaten paths. Under their discipline men can acquire the habit of listening to reason. A genuinely conceived liberal arts curriculum cannot avoid aiming at these most far-reaching of all human goals.

## The Curriculum

### THE SEMINAR



The heart of the curriculum is the seminar—a discussion of assigned readings from the books of the program. In each seminar there are seventeen to twenty-one students with two members of the faculty as leaders. The group meets twice a week, on Monday and Thursday evenings, from eight until ten—or well beyond if the topic under discussion has aroused a sustained and lively argument. The assignment for each seminar amounts, on the average, to around a hundred pages of reading, but may be much shorter if the text happens to be particularly difficult.

The seminar begins with a question asked by one of the leaders, and thereafter it consists almost entirely of student discussion. Students talk with one another, not just to the leaders. They do not raise their hands for permission to be heard, but enter the discussion or withdraw from it at will. The resulting informality is tempered by the use of formal modes of address—"Mr.," "Mrs.," or "Miss."

Once under way, the seminar may take many forms. It may range from the most particular to the most general. The reading of Thucydides, for example, is almost certain to provoke a discussion of war and aggression and to bring to the surface the students' opinions and fears about the wisdom or error of national policies. Homer and Dante prompt reflections on the virtues and vices of men, on man's ultimate fate. Sometimes a seminar will devote all its time to an interpretation of the assigned reading, staying close to the text; at other times the talk may range widely over topics suggested by the reading but bearing only indirectly on the text itself in the minds of the participants. In the coffee shop after seminar, students, from different groups compare the points made in their discussions.



Except for the requirements of common courtesy, there are only two rules: first, every opinion must be heard and explored, however sharp the clash of opinions may be; second, every opinion must be supported by argument—an unsupported opinion does not count. In a freshman seminar the students may tend to express their opinions with little regard for their relevance or their relation to the opinions of others. Gradually, under pressure of the group, the students learn to proceed with care, keeping to the topic and trying to uncover the meanings of the terms they use. The students learn, gradually also, that to some extent the procedure of the seminar varies with the kind of reading under study: poetry is not philosophy and requires a different approach. Such progress in method may be crowned by sudden insights on the part of individuals, or by occasions when the seminar as a whole achieves illumination.

The course of the discussion cannot be fixed in advance; it is determined rather by the necessity of "following the argument," of facing the crucial issues, or of seeking foundations upon which a train of reasoning can be pursued. The argument does not necessarily lead to the solution of a problem. More often than not the problem remains unsettled, with certain alternatives clearly outlined. The progress of the seminar is not particularly smooth; the discussion sometimes tends to branch off and to entangle itself in irrelevant difficulties. Only gradually can the logical rigor of an argument emerge within the sequence of analogies and other imaginative devices by which the discussion is kept alive. A seminar may also degenerate into rather empty talk or into dull and shallow meandering, without being able for a long time to extricate itself from such a course. Or it may climb to heights accessible to only a few of its members.



Under these circumstances the role of the leaders is not to give information, nor is it to produce the "right" opinion or interpretation. It is to guide the discussion, to keep it moving, to raise objections, to help the student in every way possible to understand the author, the issues, and himself. The most useful instrument for this purpose is the question; perhaps the most useful device of all is the question "Why?" But a leader may also take a definite and positive stand and enter directly into the argument. If he does so, however, he can expect no special consideration. Reason is the only recognized authority; all opinions must be rationally defended and any single opinion can prevail only by general consent. The aim is always to develop the student's powers of reason and understanding and to help him arrive at intelligent opinions of his own.

## THE PRECEPTORIAL



For about nine weeks in the middle of the year the seminars of the junior and senior classes are replaced by preceptorials. These are small groups of students engaged in the study of one book, or exploration of one subject in several books. Students are usually given a choice of sixteen to twenty books or subjects of particular interest to the tutors who offer them. Students may suggest a topic and invite a tutor to study it with them.

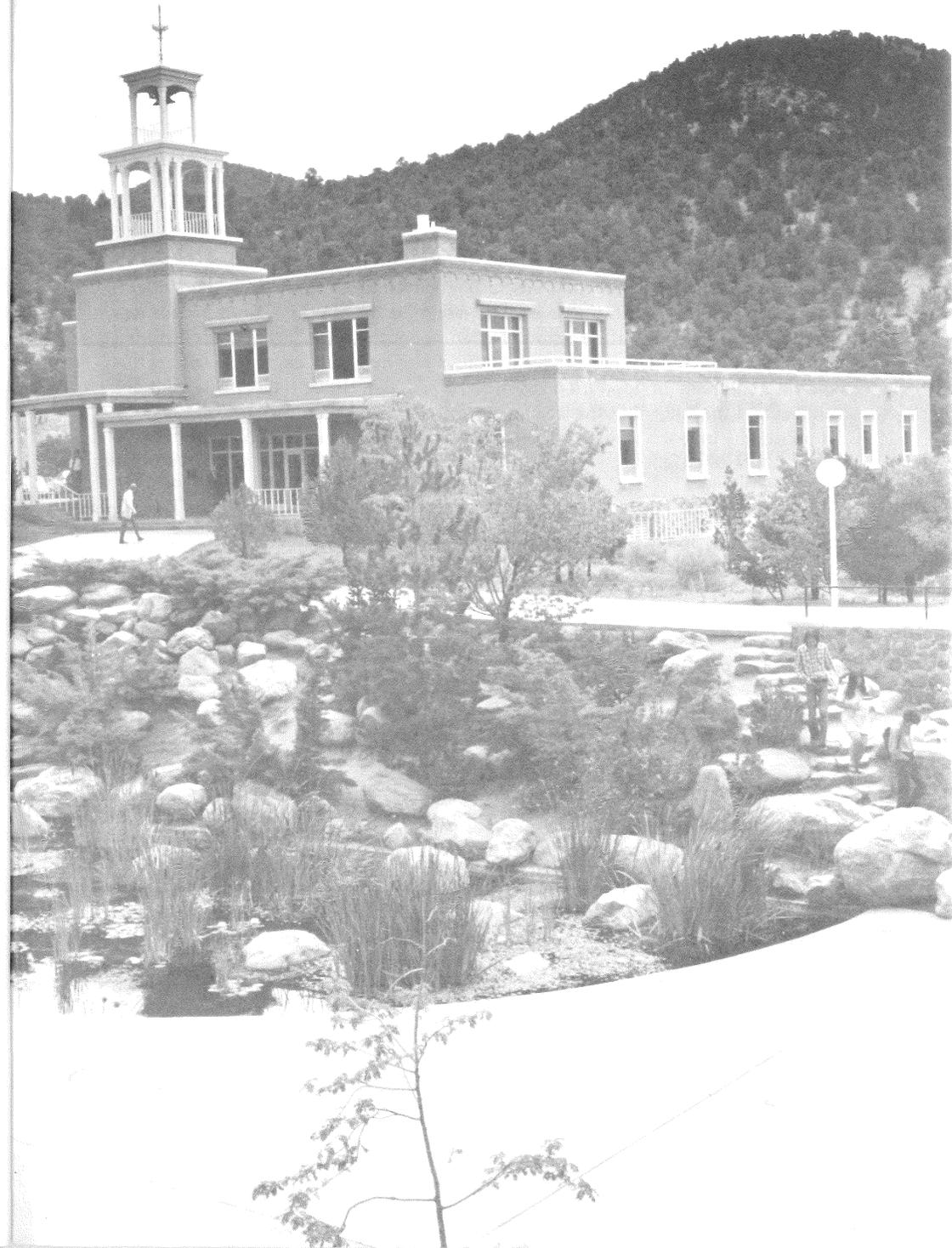
Although many preceptorials study one of the books of the seminar list, or a theme suggested by the seminar reading, some preceptorials may deal with books and themes the students would not otherwise encounter in the program. There are generally seven or eight students in a preceptorial. Guided by a tutor, they proceed at a pace more leisurely than that permitted by the seminar. Usually the student's work is completed by the writing of a paper, which may be read in draft to the preceptorial and criticized by the other members.



Listed below are preceptorial subjects offered on the two campuses for a recent year.

Proust: *The Remembrance of Things Past*  
Chinese Painting  
Faraday: *Experimental Researches in Electricity*  
Hamilton, Jay, Madison: *Federalist Papers*  
Kant: *Critique of Pure Reason*  
Plato: *Protagoras*  
Mathematics of Probability  
Aeschylus: *Prometheus Bound (in Greek)*  
Churchill: *The Second World War*  
Linguistics

Buber: *I and Thou*;  
*Eclipse of God*;  
*Good and Evil*  
Kepler: *Astronomia Nova*  
Molecular Structure and Biological Activity  
Ovid: *Metamorphoses*  
Piaget  
Sartre: *Being and Nothingness*  
Sophocles: *Philoctetes*  
Thoreau and Dickinson  
Trotsky: *History of the Russian Revolution*  
Plotinus: *Third Ennead*



## THE TUTORIALS



The seminar cannot suffice as the only means to the end of liberal education. By its very nature the seminar does not give the student an opportunity to cultivate the habits of methodical and careful study. Other instructional devices must therefore support it; these are the tutorials in language, mathematics, and music. For four years a student attends one language tutorial and one mathematics tutorial, usually four mornings a week. Three times a week sophomores also attend a music tutorial.

In tutorials, around a table, thirteen to fifteen students study and learn together under the direct guidance and instruction of a tutor. Each tutorial session lasts an hour. The tutorial provides conditions for collaborative study and for the manifold teaching and learning relations that hold in a company of good friends. As in the seminar, students talk freely with one another and the tutor, but the discussion focuses sharply on assigned tasks. There is opportunity for each student to contribute his measure of instruction to his fellows. Other tutors often attend, seeking to learn about a particular subject, which they may later teach.

A student will work in the language and mathematics tutorials with one group of fellow students, and in the laboratory and the seminar with another. Some of the students in his tutorials will also be with him in his laboratory and seminar.



### THE LANGUAGE TUTORIAL

Specialization in higher education has led to a profound neglect of language skills. As country is separated from country by the barrier of language, so profession is separated from profession by technical jargon. The language tutorial attempts to remedy this condition by a training in the means of precise communication and persuasion. In a broad sense, it may be conceived as a present-day restoration of the age-old studies of grammar, rhetoric, and logic. The tutorials seek to understand the relation between language and thought. To do this they must study the fundamental ways words can be put together, the modes of signifying things, the varied connotations and ambiguities of terms, the role of metaphors, analogies, and images, and the logical relations between propositions.

The primary purpose of the language tutorial is thus not the mastery of any foreign languages. By studying these, however, and by translating them into English, by comparing them with each other and with English, the student learns something of the nature of languages in general and of his own in particular. During the four years, then, he is studying language as the discourse of reason and, through the medium of foreign tongues, his native English. He is discovering the resources of articulate speech and learning the rules that must govern it if it is to be clear, consistent, and effective; if it is to be adequate and persuasive. The medium for accomplishing this is Greek in the first and second years and French in the third and fourth years.

In the beginning the emphasis is on the grammatical forms and constructions and the vocabulary of the language being studied. Brief passages of prose and poetry are committed to memory. But after a short time the tutorial shifts to something more concrete: the slow and careful reading and discussion of works of poetic imagination or philosophical thought. Thus the rapid reading for the seminar, with its attention to the large outlines, the general trend, the development of the central idea, is supplemented and corrected by a more precise and analytical study, concerned with every detail and particular shade of meaning, and also with the abstract logical structure and rhetorical pattern of a given work. Those are matters that do not often come directly into seminar discussions. The student's concern with them in the language tutorial improves all his reading, for whatever immediate end, deepens and enriches his understanding, and increases his ability to think clearly and to talk well.



The second purpose of the language tutorial is support of the seminar. The further the student advances, the more the language tutorial tends to influence the seminar discussion. It brings issues to the fore which might otherwise have been neglected and introduces more precision into the terms in which a problem is being discussed.

A third aim of the language tutorial is the learning of the two foreign languages themselves. In the time allotted to the study of each language, mastery of either of them

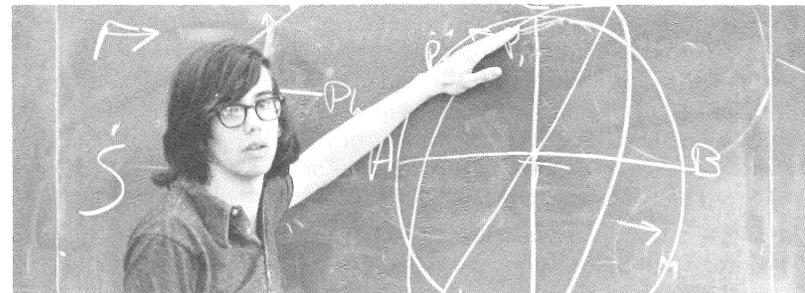
is, of course, impossible. Ability to speak the language is not an aim of the tutorial. That ability may best be acquired by living abroad, or by an intensive course. What the student can reasonably expect to attain is a knowledge of the grammatical forms and a feeling for the peculiarities of the language, within limitations. To experience the individuality of another language is to extend the limits of one's sensibility.

The choice of the foreign languages is in part dictated by the seminar reading schedule and is in part arbitrary. Different languages might be used without changing the pattern and aims of the tutorial. The first year of Greek, however, goes well with the freshman seminar and mathematics tutorial, and the continuance of Greek into the second year advances the work of the first year. The second year ends with analysis and discussion of works by Shakespeare, Donne, and other English poets.



The French of the third year begins with a brief, intensive study of French grammar followed by the reading of a French text. The aim here is economical progress toward facility in the reading and writing of simple French. Students already fluent in French may be exempted from these early stages. Then follows examination of the form and content of French prose selections. Discussions of both form and content are related to appropriate writing assignments, including exercises in translation in which the student attempts to match in his own tongue the excellence of his models. In the second semester a play in verse is read.

The principal activity of the fourth year, however, is the reading of French poems. Its immediate object is the understanding and enjoyment of each poem in its parts and as a whole. It also provides a substantial basis for discussion of the art of poetry and clarifies the relation of that art to the traditional liberal arts of language. Writing assignments include exercises in translation more ambitious than those attempted in the third year. The year ends with analysis and discussion of modern British and American poets, such as T.S. Eliot, Dylan Thomas, and W.B. Yeats.



#### THE MATHEMATICS TUTORIAL

Mathematics is a vital part of education; that this is or ought to be the case is suggested by the term itself, for it is derived from a Greek word meaning "to learn." It is regrettable, then, that students should ever grow to have an aversion to mathematics or to think of themselves as unmathematical. The experience of the St. John's program is that when mathematics is taught from well-chosen texts, at a patient pace, and with the expectation of pleasure, it turns out to be the most readily learnable of the liberal arts.

There are two main reasons for studying mathematics. First, it pervades our modern world, perhaps even defines it. Therefore anyone who means to criticize or reform, resist or further this world not only must have some familiarity with the mathematical methods by which it is managed, but must have thought about the assumptions that underlie their application. It is the task of the mathematics tutorial and the laboratory together to help students to think about what it means to count and measure the things in the world.

The second main reason for studying mathematics concerns the mathematics tutorial more specifically. Since mathematics has, as its name implies, a particularly close connection with the human capacity for learning, its study is especially useful in helping students to think about what it means to learn and to know something.



To prepare themselves for such reflection students study artfully composed mathematical texts, demonstrate propositions at the blackboard, and solve problems. By doing this over four years they learn a good deal of mathematics, and they gain noticeably in rigor of thought, nimbleness of imagination, and elegance of expression. But while they are practicing the art of mathematics in all its rigor, they are continually encouraged to reflect on their own activity. Scores of questions, of which the following are examples, are raised during the four years:

Why and how do mathematical proofs carry such conviction? What is a mathematical system and what are its proper beginnings and ends? What is the relation of logic to mathematics? Is there "better" and "worse," "ugly" and "beautiful" in mathematics? Do mathematical symbols constitute a language? Are there "mathematical objects"? In what way did the discoverer of a particular theorem probably first come to see it? By means of such questions, which grow out of the daily work and which excite the intellect and the imagination at the same time, a discussion is initiated in the mathematics tutorial which is easily and often carried over into the larger sphere of the seminar.

The student begins with the *Elements* of Euclid. Using Euclid's organization of the mathematical discoveries of his predecessors, he gains a notion of deductive science and of a mathematical system in general; he becomes acquainted with one view of



mathematical objects—its central expression found in the theory of ratios—which is buried under the foundations of modern mathematics. After Euclid he begins the study of Ptolemy's *Almagest*, his treatise on astronomy, centering attention on the problem of "hypotheses" constructed to "save the appearances." That the tutorial reads Ptolemy indicates the difference between the mathematics tutorial at St. John's and the ordinary course in mathematics. Ptolemy presents a mathematical theory of the heavenly motions, but he gives more than that: his work is both an example of mathematics applied to phenomena and a companion to the philosophical, poetic, and religious readings that are taken up in the first and second years.

In the second year the student continues the study of Ptolemy, emphasizing those difficulties and complexities of the geocentric system which are brilliantly resolved by the Copernican revolution. He studies Copernicus's transformation of Ptolemy into heliocentric form. He next takes up the *Conics* of Apollonius to learn a synthetic presentation of the very objects whose analytical treatment by Descartes marks the beginning of modern mathematics. After this he studies analytic geometry, which presents the conic sections in algebraic form. He thus gains an understanding of algebra as the "analytic art" in general.

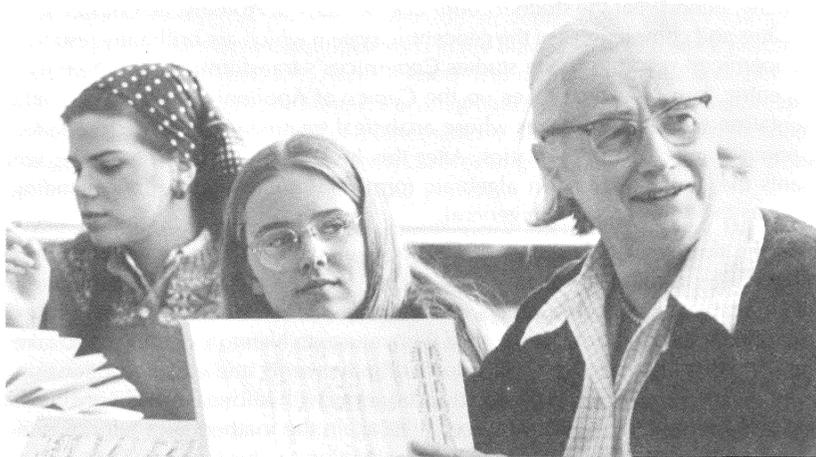
In the third year calculus is studied both analytically in its modern form and geometrically as Newton presented it. This is followed by an examination of Dedekind's theory of real numbers, the endeavor to provide a rigorous arithmetic foundation for the calculus. The student then returns to Newton's *Principia*, to take up the astronomical parts in which Newton brings heavenly and earthly motions under one law and replaces a purely geometric astronomy with a "dynamic" theory in which orbits are determined by laws of force. Here again the mathematics tutorial is more than a mathematics course. It is both an introduction to physics and a foundation for the study of the philosophical outlook of the modern world.

In the fourth year the reading of Lobachevski's approach to non-Euclidean geometry invites reflection on the postulates of geometry, as well as on the nature of the geometric art as a whole. This is followed in the latter half of the year by the study of Einstein's special theory of relativity, which challenges our conventional understanding of the nature of time and of space. On the Annapolis campus, there is an alternate program for the latter half of the year: some of the students study projective geometry, in which the enterprise which began with Euclid returns in a remarkable way, now generalized, to its starting point.

#### THE MUSIC TUTORIAL

One of the aims of the St. John's program has been to restore music as a liberal art to the curriculum. The study of music at St. John's is not directed towards technical skill but towards an understanding of the phenomena of music. The ancients accorded music a place among the liberal arts because they understood it as one of the essential functions of the mind, associated with the mind's power to grasp number and measure. The liberal art of music was based for them on the ratios among whole numbers.

In particular, the music program at St. John's aims at the understanding of music through close study of musical theory and analysis of works of musical literature. In the freshman year, by way of introduction, students often sing in a chorus. In the sophomore year a tutorial meets three times a week. The music tutorial reflects two different but complementary aspects of music. On the one hand music is intimately related to language, rhetoric, and poetry. On the other it is a unique and self-sufficient art, which has its roots deep in nature.



The work of the tutorial includes an investigation of rhythm in words as well as in notes, a thorough investigation of the diatonic system, a study of the ratios of musical intervals, and a consideration of melody, counterpoint, and harmony. None of these is done apart from the sounding reality of good music. The inventions of Bach, the songs of Schubert, the masses of Palestrina, the operas of Mozart, and the instrumental works of Beethoven are the real textbooks. In the second semester at least one major work is analyzed closely.

Seminars on great works of music are included as part of the regular seminar schedule. Instead of reading a text, students listen to recordings of a composition and familiarize themselves with its score before the seminar meets. Group discussion of a work of music, as of a book, facilitates and enriches the understanding of it.



## THE LABORATORY



The emblem of the St. John's program on the front cover shows seven books surrounding a pair of scales. The balance, no less than the books, symbolizes the tradition of the liberal arts. It stands for the instruments of the scientific laboratory, which may well be the most characteristic institution of the modern world.

Three hundred years ago algebra and the arts of analytic geometry were introduced into European thought, mainly by René Descartes. This was one of the great intellectual revolutions in recorded history, paralleling and in part determining the other great revolutions, in industry, politics, morals, and religion. It has redefined and transformed our whole natural and cultural world. It is a focal point of the St. John's program and one which the College takes special care to emphasize. There is scarcely an item in the curriculum that does not bear upon it. The last two years of the program exhibit the far-reaching changes that flow from it, and these could not be appreciated without the first two years, which cover the period from Homer to Descartes.

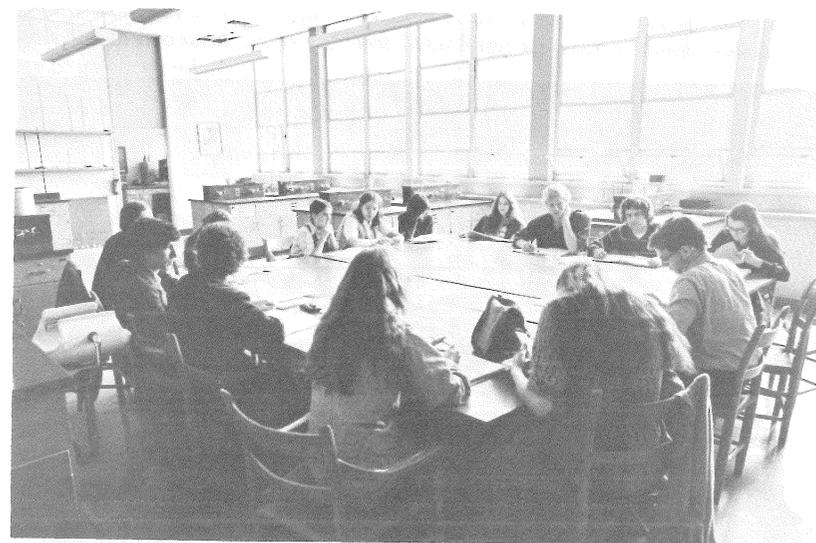
Modern mathematics has made possible the exploration of natural phenomena on an immense scale and has provided the basis for what is known to us as the laboratory. The intellectual tools of the laboratory are the consequence of the vast project of study conceived by the great thinkers of the seventeenth century. They are based on a mathematical interpretation of the universe, which transforms the universe into a great book written in mathematical characters.

Liberal learning is concerned with the artifices of the human mind and hand that help us to relate our experiences to our understanding. For this purpose St. John's has set up a four-year laboratory in the natural sciences, wherein characteristic and related topics of physics, biology, and chemistry are pursued. There is the art of measurement, which involves the analytical study of the instruments of observation and measurement; crucial experiments that mark the history of science have to be reproduced; the interplay of hypothesis, theory, and fact has to be carefully scrutinized. All of this is supported by the mathematics tutorials, which provide a clear understanding of mathematical techniques.

The task, however, is not to cover exhaustively the various scientific disciplines, to bring the student up to date in them, or to engage in specialized research. It is rather to make the student experience and understand the significance of science as a human enterprise involving fundamental assumptions and a variety of skills derived from the practice of the liberal arts. The College does not subscribe to the sharp separation of scientific studies from the humanities, as if they were distinct and autonomous domains of learning. There need not be "two cultures." Different fields of exploration require different methods and techniques, but the integrity of scientific pursuits stems from sources common to all intellectual life.

## THE ORGANIZATION OF THE LABORATORY WORK

The laboratory program is largely determined by three considerations relevant to the liberalization of the study of science: (1) The formally scheduled experimental work must be combined with a full and free discussion of the instruments and principles involved in it. (2) The content of the work should be so chosen as to enable the student to trace a scientific discipline to its roots in principle, assumption, and observation. Thus certain integrated wholes of subject matters are to be selected as problems in which the roles of theory and experimentation can be distinguished through critical study. (3) The schedule of laboratory work should give opportunity for leisurely but intensive experimentation. The student must have time to satisfy himself as to the degree of accuracy his instruments permit, to analyze procedures for sources of error, to consider alternative methods, and on occasion to repeat an entire experiment. Only thus can he come to a mature understanding of the sciences called "exact."

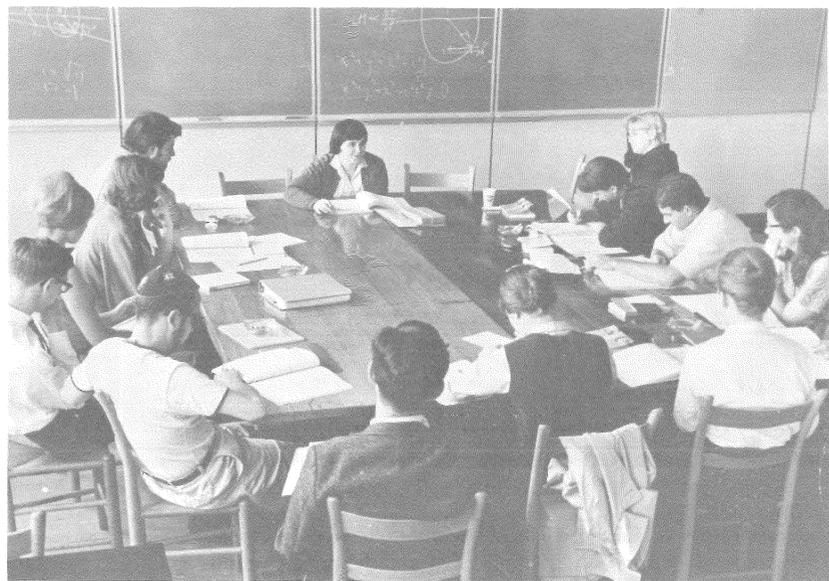


A laboratory section consists of seventeen to twenty-one students working under the guidance of a tutor, with the help of more advanced students serving as assistants. Sections meet twice a week. A laboratory session may be used for exposition and discussion of theory, for experimentation, or for both, as the progress of the work requires. Occasionally a laboratory meeting is reserved for the discussion of a classic paper or other text directly related to the topic at hand; writings of Aristotle, Galen, Harvey, Huygens, Newton, Lavoisier, Fresnel, Darwin, Faraday, Maxwell, Thomson, Rutherford, and Bohr are among those regularly used in this way. In all the work of the laboratory, and in the laboratory manuals written at the College, the purpose is to achieve an intimate mixture of critical discussion and empirical inquiry.

## ITS CONTENT

The general topics of study have been chosen from elementary physical and biological science. In terms of traditional names for various branches of scientific endeavor, the work schedule may be outlined as follows:

	First Semester	Second Semester
1st Year	Theory of measurement	Chemical atomism
2nd Year	Comparative zoology, embryology, genetics, evolution	
3rd Year	Mechanics, optics, and force-fields	
4th Year	Electromagnetism	Atomic structure



## PHYSICAL SCIENCE

In the first semester freshmen study the theory and problems of measurement, which make up the major link between mathematics and experience. The specific measurements considered are those of length, area, volume, weight, density, musical pitch, physical moments, pressure, temperature, and heat. Attention is given to the

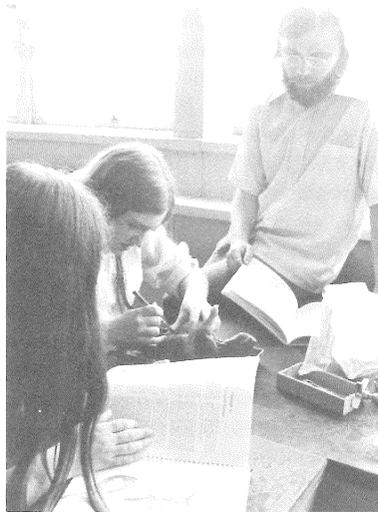
theoretical assumptions underlying each particular measurement, to the construction and precision of the instruments used, to proper utilization of the data collected, and to the problem of error.

In the second semester the student confronts the phenomena, largely chemical, and the arguments that are involved in the theory that matter is composed of discrete particles. The emphasis now shifts from the problems of measurement as such to the problems of developing a coherent physical theory that will account for experimental findings. The student compares the views of Aristotle and Lavoisier on the nature of substance and substantial change and goes on to study and discuss important original texts bearing on the development of the atomic-molecular theory. Experiments are performed to help with the understanding of the texts and the physical and chemical transformations of which they speak. The meanings of the terms, pure substance and mixture, element and compound, atom and molecule, are carefully considered. The semester's work culminates in the resolution of the problem of determining atomic weights and in two further developments which this resolution makes possible, the theory of valence and the periodic chart.

In the third year the laboratory deals with topics common to a number of the traditional divisions of physics, such as mechanics, optics, and electro-magnetism. The mathematical tools of physics are put to work in the laboratory at the same time that their rigorous development is pursued in the mathematics tutorial. As the tools of the calculus become available, the emphasis shifts from a direct, qualitative description of force, acceleration, work, energy, and potential fields, to their reformulation in more appropriate terms; at the same time the physical concepts serve to illustrate the mathematical ideas. The concepts of mechanics are then used to formulate alternative theories of light—corpuscular and wave—and the appropriateness of either is considered.

In the senior year electromagnetic theory is approached initially in terms of classical physics, and then developed beyond those terms to the general characterization of the electromagnetic field by Maxwell's equations. Finally, the principles of optics are reviewed as possible consequences of Maxwell's equations, and the appropriateness of a mechanical model for light is examined.

In many ways the work of the senior year is a return to questions the student first raised as a freshman. The senior laboratory takes up anew the theory of atomism—but now the atom itself has become the object of study. Prepared by his work with electrical phenomena, the student can focus on the questions of atomic stability that lead to the revolutionary quantum hypothesis of Bohr and the wave mechanics of de Broglie and Schrödinger. Through a sequence of historic scientific papers and related experiments, the concepts of particle and wave, of discreteness and continuity, gain new meaning. Ultimately the student must reconsider another "freshman" problem—that of measurement—in the light of the "new physics."



BIOLOGICAL SCIENCE

In the second year the laboratory takes up the study of living matter. Using the theory of evolution as a unifying idea, the laboratory studies animal life in four aspects or units of work. First the lower animals or invertebrates are considered. The student observes and dissects representatives of the major groupings of invertebrates. General topics such as the origin of life, the relation of part to whole and of form to function are discussed as the observations and dissections bring them to the fore.

From invertebrates the student moves to gross anatomy, with special emphasis on the circulatory system and the structure of a complex organ like the eye. Further light is thrown on the questions first raised by the study of invertebrates. The interaction of organ systems is explored.

After the study of animal forms the laboratory proceeds to the topics of embryology, development, regeneration, cell migration, and cell differentiation. Theories of growth and formal differentiation are elicited from the observations.

The fourth unit is concerned with genetics and the genetic study of populations. Mendel's theory of heredity, the molecular theory of the gene, and the results of laboratory studies of small fruit-fly populations are considered from the viewpoint of their evolutionary significance.

In general, the laboratory consists of close observation, through microscopes or with the naked eye, together with constant theoretical interpretation of the observations, in class discussion and through reports and papers. Important works by biological scientists are read in conjunction with the experiments and discussions. They include the seminal work of Harvey, Darwin, and Mendel and the modern extensions and criticisms of the work of the early masters. The purpose of the biology laboratory is thus to acquire an understanding of self-moving matter.

## THE FORMAL LECTURE

The curriculum as described so far has been shown to use the medium of discussion, of recitation, of student participation at every stage of the work. On Friday evenings, however, a different pattern of instruction prevails. The formal lecture is the occasion when the student has an opportunity to listen steadily and attentively. The subject may be closely connected with seminar readings or it may open up a new field of interest and test the student's readiness to absorb new information and to follow arguments in unfamiliar fields: in anthropology or space science, painting or architecture. The lecturers are often visiting scholars, but not infrequently members of the St. John's faculty. The visitor may be from the academic world or from the arena of public affairs; he may be a poet or an artist. Sometimes a concert replaces a lecture.

The lecture is followed by a discussion. Here the lecturer submits himself to prolonged questioning by the students, with the faculty participating. Often the discussion turns into a seminar. Thus the formal lecture serves two purposes: it inculcates in the student the habit of listening and following the exposition of a subject he may not be familiar with, and it also provides him an opportunity, in the discussion period, to exercise his dialectical skill in a setting very different from the classroom. It is here that he can himself test the degree of his understanding and the applicability of what he has learned.

The lectures range through a variety of subjects. Sometimes the student is confronted with opposing views on a given subject. Some of the lectures have immediate repercussion in the seminars and tutorials. Others may have a lasting effect on the direction that a student's work takes within the framework of the program.

Photo by Betty Lilienthal



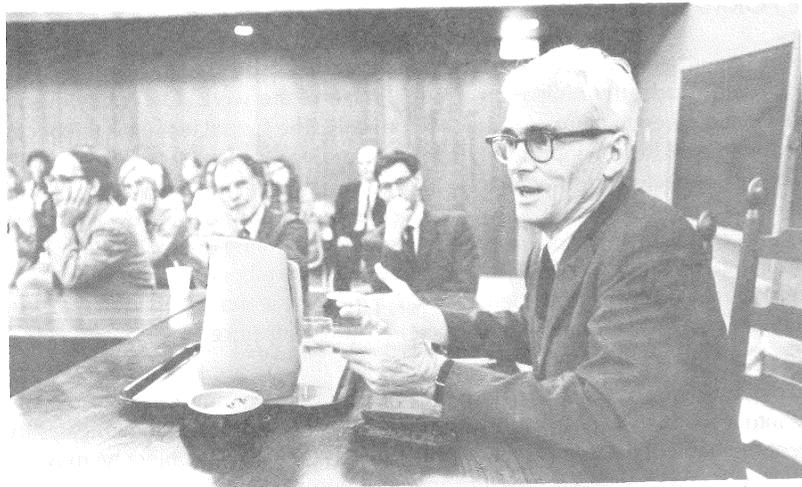


Photo by Robin West

## LECTURES AND CONCERTS

The list below provides some examples of lectures and concerts given on one or the other campus in a recent year:

- |  |   |
|--|---|
| "How One Cures the Soul"<br>Wolfgang Lederer                                     | Yale Quartet  |
| "Michaelangelo's Religion"<br>James Ackerman                                     | "Browning—Dramatic Monologues and Reading"<br>Richard Hudson                                  |
| "The Learning of Language by the Chimpanzee"<br>Duane Rumbaugh                   | "The Compleat Physician"<br>George H. Adams   |
| "Media Art Collecting in the 15th Century"<br>Joseph Alsop                       | "Teleology and Darwin's <i>Origin of Species</i> "<br>Leon Kass                               |
| "Of Men and Angels: In Search of Morality in the Constitution"<br>Robert Goldwin | "H.D. and Ezra Pound"<br>Norman H. Pearson  |
| "The Founders' Views on Slavery"<br>Herbert Storing                              | "Pavlov and After"<br>Horsley Gantt   |
| Paul Tobias, cellist   | The Tokyo String Quartet  |
| "The Origins of Chant"<br>Dimitri Conomos  | "The Self as a Vocation: Hobbes' Differentiation of the Political Sciences"<br>Timothy Fuller |
| "Euripides, <i>Bacchae</i> "<br>Charles Segal                                    | "A Trial in Berlin"<br>Beate Ruhm von Oppen   |

## THE ST. JOHN'S LIST OF GREAT BOOKS

The books that serve as the core of the curriculum were chosen over a period of nearly forty years, first at Columbia College, at The University of Chicago, at The University of Virginia, and, since 1937, at St. John's College. The distribution of the books over the four years is significant. Something over two thousand years of intellectual history form the background of the first two years; about three hundred years of history form the background for almost twice as many authors in the last two years.

The first year is devoted to Greek authors and their pioneering understanding of the liberal arts; the second year contains books from the Roman and medieval periods; the third year has books of the seventeenth and eighteenth centuries, most of which were written originally in modern languages; the fourth year brings the reading into the nineteenth and twentieth centuries.

The chronological order in which the books are read is primarily a matter of convenience and intelligibility; it does not imply an historical approach to the subject matter. The St. John's curriculum seeks to convey to the student an understanding of fundamental problems that man has to face today and at all times. In doing that it may help the student to discover a new kind of historical perspective and perceive through all the historical shifts and changes the permanence and ever-present gravity of human issues.

Photo by Betty Lilienthal



The list which follows is subject to constant review and revision by the Instruction Committee of the faculty. Books read only in part are indicated by an asterisk.

## FRESHMAN YEAR

Homer:	<i>Iliad, Odyssey</i>
Aeschylus:	<i>Agamemnon, Choephoroe, Eumenides, Prometheus Bound</i>
Sophocles:	<i>Oedipus Rex, Oedipus at Colonus, Antigone</i>
Thucydides:	<i>Peloponnesian War</i>
Euripides:	<i>Hippolytus, Medea, Bacchae</i>
Herodotus:	<i>History*</i>
Aristophanes:	<i>Clouds, Birds</i>
Plato:	<i>Ion, Meno, Gorgias, Republic, Apology, Crito, Phaedo, Symposium, Parmenides, Theaetetus, Sophist, Timaeus, Phaedrus</i>
Aristotle:	<i>Poetics, Physics, *Metaphysics, *Ethics, *On Generation and Corruption, *The Politics</i>
Euclid:	<i>Elements*</i>
Lucretius:	<i>On the Nature of Things</i>
Plutarch:	<i>Pericles, Alcibiades</i>
Marcus Aurelius:	<i>Meditations*</i>
Nicomachus:	<i>Arithmetic*</i>
Lavoisier:	<i>Elements of Chemistry*</i>
Essays by:	<i>Archimedes, Torricelli, Pascal, Fahrenheit, Black, Avogadro, Dalton, Wollaston, Gay-Lussac, Cannizzaro, Mach, Bridgman, Couper, Morveau, Proust, Berthollet, Richter, T. Thomson, Whewell, Berzelius, Dulong, Mendeleev</i>

## SOPHOMORE YEAR

Aristotle:	<i>The Bible*</i> <i>De Anima, On Interpretation, *Posterior Analytics, *Categories, *Parts of Animals, *Generation of Animals*</i>
Apollonius:	<i>Conics*</i>
Virgil:	<i>Aeneid</i>
Plutarch:	<i>Caesar, Antony, Brutus, Cato the Younger, Pompey, Cicero</i>
Epictetus:	<i>Discourses, Manual</i>
Tacitus:	<i>Annals</i>
Ptolemy:	<i>Almagest*</i>
Galen:	<i>On the Natural Faculties</i>
Plotinus:	<i>The Enneads*</i>
Diophantus:	<i>Arithmetic*</i>
Augustine:	<i>Confessions, City of God*</i>
St. Anselm:	<i>Proslogium</i>
Maimonides:	<i>Eight Chapters on Ethics</i>
Aquinas:	<i>Summa Theologica, *Summa Contra Gentiles*</i>
Dante:	<i>Divine Comedy</i> <i>Song of Roland</i> <i>Canterbury Tales*</i>
Chaucer:	<i>Canterbury Tales*</i>
Machiavelli:	<i>The Prince, Discourses*</i>
Copernicus:	<i>On the Revolution of the Spheres*</i>
Luther:	<i>The Freedom of a Christian, Secular Authority</i>
Rabelais:	<i>Gargantua and Pantagruel*</i>
Calvin:	<i>Institutes*</i>
Palestrina:	<i>Missa Papae Marcelli</i>
Montaigne:	<i>Essays*</i>
Viète:	<i>Introduction to the Analytical Art</i>
Bacon:	<i>Novum Organum*</i>
Shakespeare:	<i>Richard II, Henry IV, Henry V, The Tempest, As You Like It, Hamlet, Othello, Macbeth, King Lear, Coriolanus, Sonnets*</i>

Kepler:	<i>Epitome IV</i>
Harvey:	<i>Motion of the Heart and Blood</i>
Descartes:	<i>Geometry*</i>
Pascal:	<i>Generation of Conic Sections</i>
Bach:	<i>St. Matthew Passion, Inventions</i>
Haydn:	<i>Quartets*</i>
Lamarck:	<i>Philosophical Zoology</i>
Mozart:	<i>Operas*</i>
Beethoven:	<i>Sonatas*</i>
Schubert:	<i>Songs*</i>
Darwin:	<i>Origin of Species</i>
Verdi:	<i>Otello</i>
Mendel:	<i>Experiments in Plant Hybridization</i>
Stravinsky:	<i>Symphony of Psalms</i>
Des Prez:	<i>Mass</i>
Poems by:	<i>Marvell, Donne, and other 17th-century poets</i>
Essays by:	<i>Bernard, Weismann, John Maynard Smith, Dreisch, Boveri, Teilhard de Chardin</i>

## JUNIOR YEAR

Cervantes:	<i>Don Quixote</i>
Galileo:	<i>Two New Sciences</i>
Hobbes:	<i>Leviathan</i>
Descartes:	<i>Discourse on Method, Meditations, Rules for the Direction of the Mind</i>
Milton:	<i>Paradise Lost, Samson Agonistes</i>
La Rochefoucauld:	<i>Maximes*</i>
La Fontaine:	<i>Fables*</i>
Pascal:	<i>Pensées*</i>
Huygens:	<i>Treatise on Light, *On the Movement of Bodies by Impact</i>
Spinoza:	<i>Theologico-Political Treatise</i>
Locke:	<i>Second Treatise of Government</i>
Racine:	<i>Phèdre</i>
Newton:	<i>Principia*</i>
Leibniz:	<i>Monadology, Discourse on Metaphysics, Principles of Nature and Grace Founded on Reason, Essay on Dynamics</i>
Swift:	<i>Gulliver's Travels</i>
Berkeley:	<i>Principles of Human Knowledge</i>
Fielding:	<i>Tom Jones</i>
Hume:	<i>Treatise of Human Nature, *Dialogues Concerning Natural Religion, Enquiry Concerning Human Understanding</i>
Rousseau:	<i>Social Contract</i>
Adam Smith:	<i>Wealth of Nations</i>
Kant:	<i>Critique of Pure Reason, *Fundamental Principles of Metaphysics of Morals</i>
Mozart:	<i>Don Giovanni</i>
Jane Austen:	<i>Pride and Prejudice</i>
Hamilton, Jay, and Madison:	<i>The Federalist</i>
Melville:	<i>Billy Budd, Benito Cereno, Moby Dick</i>
Dedekind:	<i>Essay on the Theory of Numbers</i>
Essays by:	<i>Boscovich, Thomas Young</i>

## SENIOR YEAR

Shakespeare:	<i>Antony and Cleopatra</i>
Moliere:	<i>The Misanthrope, Tartuffe</i>
Goethe:	<i>Faust</i>

- Hegel: *Introduction to the History of Philosophy, Preface to the Phenomenology, Logic (from the Encyclopedia), Philosophy of History,\* Philosophy of Right,\* Philosophy of Spirit\**
- Lobachevsky: *Theory of Parallels\**
- Tocqueville: *Democracy in America\**
- Lincoln: *Speeches\**
- Kierkegaard: *Philosophical Fragments, Fear and Trembling*
- Wagner: *Tristan and Isolde*
- Thoreau: *Walden*
- Marx: *Communist Manifesto, Capital,\* Political and Economic Manuscripts of 1844\**
- Dostoevski: *Brothers Karamazov, The Possessed*
- Tolstoy: *War and Peace*
- Lewis Carroll: *Alice in Wonderland*
- Mark Twain: *The Adventures of Huckleberry Finn*
- William James: *Psychology, Briefer Course*
- Nietzsche: *Birth of Tragedy, Thus Spake Zarathustra,\* Beyond Good and Evil\**
- Freud: *General Introduction to Psychoanalysis, Civilization and Its Discontents, Beyond the Pleasure Principle*
- Valéry: *Poems\**
- Jung: *Two Essays in Analytic Psychology\**
- Mann: *Death in Venice*
- Kafka: *The Trial*
- Heidegger: *What is Philosophy?*
- Heisenberg: *The Physical Principles of the Quantum Theory\* Supreme Court Opinions\**
- Millikan: *The Electron\**
- Wittgenstein: *Philosophical Investigations*
- Keynes: *General Theory of Employment, Interest and Money*
- Poems by: *Yeats, T.S. Eliot, Wallace Stevens, Baudelaire, Rimbaud, and others*
- Essays by: *Faraday, Lorenz, J. J. Thomson, Whitehead, Minkowski, Rutherford, Einstein, Davison, Bohr, Schrödinger, Maxwell*

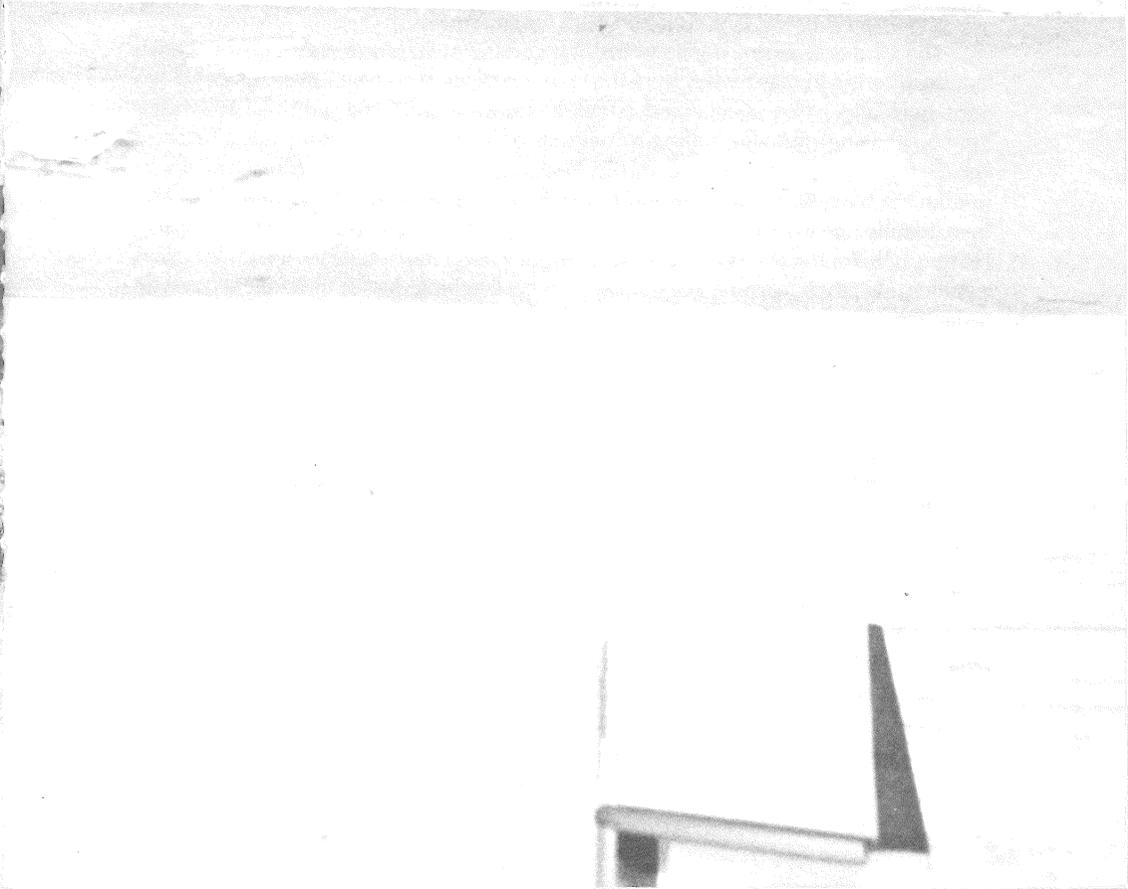


Photo by Betty Lilienthal

CLASSIFICATION OF AUTHORS, ACCORDING TO CONVENTIONAL SUBJECT MATTER, THROUGH THE FOUR YEARS

	Literature	Philosophy and Theology	History and Social Science	Mathematics and Natural Science	Music
First Year	Homer Aeschylus Sophocles Euripides Aristophanes	Plato Aristotle Lucretius Marcus Aurelius	Herodotus Thucydides Plutarch	Euclid* Nicomachus* Ptolemy* Lavoisier* Dalton*	
Second Year	Virgil Dante Chaucer Rabelais Shakespeare Donne* Marvell*	Aristotle Epictetus Plotinus The Bible Augustine Anselm Thomas Aquinas Luther Calvin Montaigne Bacon Maimonides	Plutarch Tacitus Dante Machiavelli	Ptolemy* Apollonius* Galen Copernicus* Kepler Harvey* Descartes* Darwin* Mendel* Lamarck* Pascal* Viète*	Palestrina* Bach* Mozart* Beethoven* Schubert* Verdi Stravinsky* Haydn*
Third Year	Cervantes Milton Swift Racine* Fielding Melville La Fontaine* Jane Austen	Descartes Pascal Hobbes Spinoza Locke Berkeley Leibniz Hume Kant	Locke Rousseau Adam Smith U.S. Constitution Hamilton, Madison, Jay	Galileo* Kepler* Newton* Leibniz Huygens* Dedekind*	Mozart
Fourth Year	Molière* Goethe Tolstoy Dostoevski Baudelaire* Rimbaud* Valéry* Yeats* Kafka Mann Lewis Carroll Mark Twain	Hegel Kierkegaard Nietzsche William James Jung Heidegger Thoreau	Hegel Marx Documents from American Political History Tocqueville	Faraday* Lobachevski* Maxwell* J. J. Thomson* Bohr* Millikan* Schrödinger* Darwin* Freud Einstein*	Wagner

\*Studied in the tutorials or laboratory





Both libraries have interesting special collections. Annapolis has the Bray Collection dating from 1696, known as the "first public library in America," and the Peter Huntington Jackson Collection, which is rich in Elizabethan imprints and French Revolutionary books and tracts. The Witter Bynner Collection and the Edgar Allan Poe Collection in Santa Fe contain first editions of each poet as well as other *belles lettres*. In addition, the Santa Fe library has several distinguished music collections, including the Amelia White, the Grumman, the Schmidt and the Holzman collections.

Woodward Hall in Annapolis was renovated as a modern library facility in 1969. It has comfortable modern study carrels and stacks as well as traditional reading rooms.

The Santa Fe library is housed in the Peterson Student Center and the Tower Building. The music library is located in the Sternberger-Weis Music and Fine Arts Building.

## SCHEDULES

Perhaps the most distinctive mark of St. John's College is the fact that all the students of the same year are reading the same books at the same time with the same immediate preparation. This may be the week when all freshmen are learning the Greek alphabet; or the weeks when they are meeting the highest type of Greek mathematics in the fifth book of Euclid's *Elements*; or the time of the first assignment in Thucydides, when the seminar leaders are wondering if the students will see the implications for liberty in Pericles' funeral oration. Thus all students, having a common program of study, have a common ground for conversation. These are the educational realities that a common schedule marks and emphasizes. The only exceptions to the common schedule occur during the preceptorials in the junior and senior year.

### A SAMPLE FRESHMAN SCHEDULE FOR ONE WEEK

Hour	Monday	Tuesday	Wednesday	Thursday	Friday
8:30	Mathematics Tutorial		Mathematics Tutorial	Mathematics Tutorial	Mathematics Tutorial
9:30					
10:30	Language Tutorial	Language Tutorial	Language Tutorial	Language Tutorial	
11:30				Chorus	
1:00 to 4:00		Laboratory			Laboratory
8:00	Seminar			Seminar	Formal Lecture

Except for the preceptorials in the junior and senior years and certain periods of laboratory work for which the upperclassmen may choose their own time, the schedule is the same for all students. Each morning for either three or four days a week they spend one hour in a language tutorial and one hour in a mathematics tutorial; sophomores also spend three hours a week in a music tutorial. Twice a week they spend up to three hours in the laboratory. Two evenings from eight to ten they attend a seminar. A formal lecture or concert is given once a week. Nineteen to twenty-one hours per week are spent in regular classes. The year is divided into two semesters of sixteen weeks each.

## ESSAYS AND EXAMINATIONS

## ESSAYS

Every freshman, sophomore, and junior submits an essay on some theme suggested by his seminar reading. In Santa Fe, an essay is submitted each semester; in Annapolis, each year. The essay is not a research paper with extensive footnotes and a bibliography, but rather an attempt on the part of the student to set out in writing, as clearly as he can, his own thoughts on some aspect of the liberal arts. The essay in the second semester becomes the center of his final oral examination in the spring. For sophomores the annual essay holds a position of special importance. It becomes a major part of the process called enabling (see page 40).

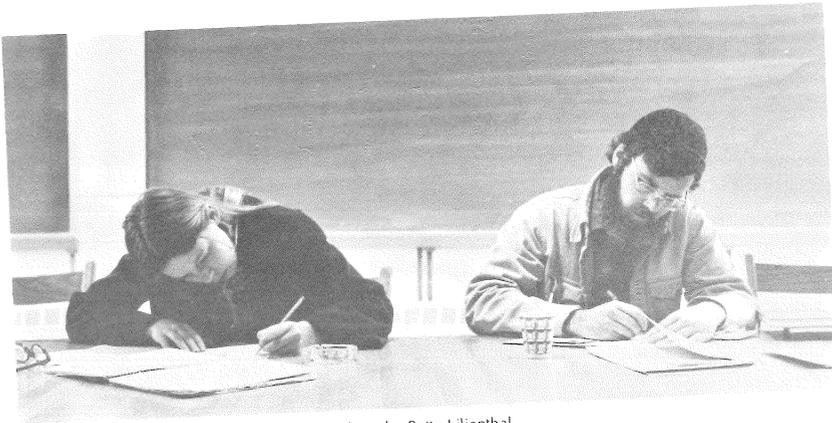


Photo by Betty Lilienthal

## ORAL EXAMINATIONS

At the end of each semester, oral rather than written examinations are held. These are conducted by the seminar leaders, with the voluntary participation of other tutors. The student is questioned freely and informally on the texts he has read and on his critical and interpretative opinions. It is not the aim of the examiners to find out how much the student remembers. He is encouraged to consider different parts of his study in relation to each other and to problems that may not have been treated in any of his classes. For freshmen the first oral examination of the year is given before the winter vacation, and for juniors and seniors just before preceptorials begin.

## THE FRENCH READING KNOWLEDGE EXAMINATION

Before being granted the degree of Bachelor of Arts, each student must pass an examination to show a reading knowledge of the French language. This examination must be passed before the beginning of the senior year and is a prerequisite to enable a senior to become a candidate for the degree of Bachelor of Arts.

## THE ENABLING ORAL EXAMINATION

The senior enabling oral examination is given to the student in the fall at the beginning of his fourth year. It is focused on a number of books assigned for rereading and study during the preceding summer. They correspond in quantity to about twelve seminar readings and are chosen by the Instruction Committee from the seminar lists, with a view to covering key themes of the four years. The passing of this examination confirms a student's status as a candidate for the degree of Bachelor of Arts.

## THE FINAL ESSAY AND ORAL EXAMINATION

In his senior year the student is required to present to the faculty a final essay related to some aspect of his four years' work. Again it is not intended to be a piece of specialized research, but rather a sustained performance in the liberal arts. Four weeks at the start of the second semester are reserved for essay writing; during this period the seniors attend no classes. If the final essay is approved by the faculty committee to which it has been assigned for reading, the student is examined upon it by the committee in an hour-long public oral examination. No degree is awarded unless both the essay and the oral examination are satisfactory. The senior essay is regarded as the fruition of the student's learning.



## ACADEMIC STANDING

Because St. John's classes are small and intimate and consist largely of the active participation of the students, every tutor is aware of his students' progress from day to day. The tutors' appraisals of a student are based therefore not alone on quizzes and tests, which are rare, but on the student's total performance as a member of the learning community.

The tutor's comprehensive judgment of a student is reported to the Dean each semester as a conventional letter grade, A, B, C, D, or F, where C indicates that the work is at a satisfactory level. Such a grading system is necessary in the case of students who wish to go on to graduate or professional school or to transfer to another college. Within the College, grading is deemphasized. Students will be told their grades if they insist. They are encouraged, however, not to work for grades, but rather to try to develop their powers of understanding. If it becomes evident that a student is not progressing, or that the learning process has stopped and cannot be revived, the student is asked to leave the College.

Ideally, there is no reason for dropping any normal student from this course of study. It is assumed that each student has the required capacities until there is clear evidence to the contrary. The curriculum is varied and rich enough for great diversity of interest, performance, and achievement, and there is ample room within it for a wide range of ability and for individual choice and guidance. Moreover, St. John's is free from the pressures of conventional examinations and competition for grades.

Because student participation is essential to the way in which classes are conducted at St. John's, attendance at all regularly scheduled college exercises is required. A record of absences is kept. This record is taken into consideration whenever there is occasion to determine academic standing.

### THE DON RAG

Once each semester the student meets all his tutors in the don rag. The don rag is a consultation of student and tutors for the purpose of diagnosis and prescription rather than for the reporting of marks. The tutors report to one of the seminar leaders on the student's work during the semester; the student is then invited to report on himself and to judge his own work. Advice may be requested and given; difficulties may be aired; but grades are not reported or discussed.

If a student's work as a whole falls below a satisfactory level, he may be placed on academic probation, with the stipulation of conditions that must be met if he is to continue in the College. The normal probationary period is one semester. Veterans who fail to maintain a "C" average or better become ineligible for veterans' benefits; counseling by the Veterans Administration is required before benefits can be reinstated.

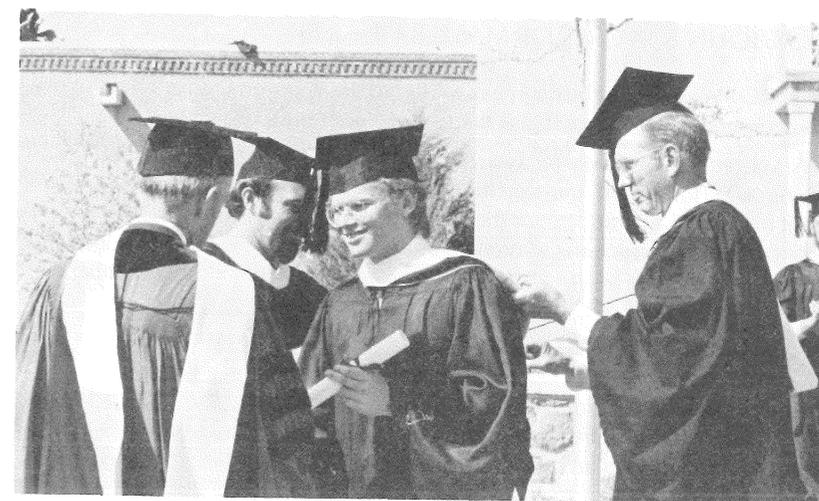
### SOPHOMORE ENABLING

Sophomore enabling is a review by the Instruction Committee, with the advice of all the tutors of sophomores, of the student's learning during the two years he has spent in the College. As an indication of his proficiency in the liberal arts, the annual essay

carries great weight. A student is enabled, or allowed to enter the junior class, only if he has submitted a satisfactory essay and only if, in the judgment of the Instruction Committee, he is sufficiently prepared for the work of the last two years. In particular, the enabling judgment looks to the possibility of the student's writing an acceptable senior essay.

### THE ST. JOHN'S DEGREE OF BACHELOR OF ARTS

The student who completes the four-year curriculum satisfactorily is awarded the degree of Bachelor of Arts. Students who enter in the January session graduate in three and one-half years, but they spend their first summer in completing their freshman year, so that they too complete a four-year curriculum. For transcript purposes, St. John's seminars, tutorials, and laboratories can be translated into terms of conventional subjects. The curriculum is the equivalent of approximately one hundred twenty-eight semester hours.



### GRADUATE STUDIES AFTER ST. JOHN'S

Each year many St. John's seniors elect to do advanced work in a wide range of graduate and professional schools. Experience shows that leading universities admit St. John's graduates with creditable records. Since St. John's offers no majors in specific subjects, however, some may find it necessary to take undergraduate courses during their first year of graduate or professional study, in some but not all fields.

Whatever the attitude of the graduate schools, St. John's refuses to accept the imposition of preprofessional specialized requirements on its liberal curriculum. The College knows well enough that to educate a man requires less, and yet far more, than is required to satisfy the shifting standards of specialized skills.

The following table shows the professions or fields of advanced study entered by one or more St. John's graduates; law, mathematics, philosophy, education, medicine, and theology have attracted the greatest numbers.

Archeology	Geology	Music
Architecture	History	Nursing
Art	History of art	Oceanography
Biochemistry	History of science	Philosophy
Biology	International relations	Physics
Bio-physics	Journalism	Political science
Business administration	Languages	Psychology
City planning	Law	Public administration
Computer programming	Library science	Social anthropology
Dentistry	Literature	Social work
Drama & playwriting	Logistics management	Sociology
Economics	Mathematics	Systems analysis
Education	Medicine	Theology
Engineering	Meteorology	Writing

### THE ST. JOHN'S DEGREE OF MASTER OF ARTS

St. John's College awards the degree of Master of Arts. The requirements for this degree are determined by the general task the College has set for itself.

A Master's degree may be awarded to a tutor who has completed two years of teaching at St. John's. He must petition the Instruction Committee for permission to present himself as a candidate for the degree. He must then submit a thesis on a topic approved by the Instruction Committee and stand an oral examination upon it. The topic must have some bearing on the understanding and practice of the liberal arts.

### THE GRADUATE INSTITUTE IN LIBERAL EDUCATION

A graduate program, leading to the M.A. degree in the liberal arts, is conducted during the summer on the Santa Fe campus. It is designed for graduates of colleges other than St. John's and is particularly well suited to the needs of high-school teachers.

The program, which is based on the St. John's list of readings, is divided into four subject areas: Politics and Society, Literature, Philosophy and Theology, and Mathematics and Natural Science. Each summer session lasts eight weeks and consists of seminars, tutorials, and preceptorials. The seminars are modeled on those of the undergraduate college; they are limited to about twenty students. The tutorials are smaller classes devoted to the close reading of texts. In the preceptorial the student chooses a topic pertaining to one of the books studied and, under faculty guidance, writes a long essay. For each section of the program nine credits are granted. All four sections are required for the degree, though students who have previous graduate credit may be eligible for the degree after three summers. The sections may be taken in any order. More detailed information and a separate catalogue may be obtained by writing to the Graduate Institute in Liberal Education, St. John's College, Santa Fe, New Mexico 87501.

### DIRECTORY INFORMATION AND RIGHT TO PRIVACY

In compliance with the Family Education Rights and Privacy Act, the College retains the right to publish at its discretion the following categories of information with respect to each student presently or previously attending the College: the student's name, address, telephone listing, date and place of birth, field of study, participation in officially recognized activities and sports, dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended by the student. As required by the Act, the College will provide public notice annually of its intention to publish such directory information. Students have a right to inform the College within a reasonable period of time that any or all of this directory information should be withheld. The College will respect any such request for privacy.



## Residence and Student Life



It is the policy of the College to encourage any spontaneous group activity that shows promise of becoming a constructive contribution to the life of the community. Generally, such activities in Annapolis are under the sponsorship of the Student Polity. In Santa Fe, for the most part, they are sponsored informally by the students themselves. The College cooperates in the financing of those activities that require expenditures and gives advice when it can be helpful, because recreation and play are an integral part of life.

### THE ANNAPOLIS CAMPUS

Since its founding as King William's School in 1696, St. John's College has been situated in the colonial seaport town of Annapolis, capital of the State of Maryland. Its population of 30,000 people are occupied principally with the training of midshipmen at the United States Naval Academy, with the government of the State and of Anne Arundel County, with the fishing industry and recreational activities of Chesapeake Bay, and with the liberal education of young men and women at St. John's College.

The campus of thirty-six acres lies one block from the State House and across the street from the Naval Academy yard. Fifteen buildings provide the physical plant of the College, including three historic eighteenth-century structures and four completely modern buildings erected within the last decade. There are six student dormitories, four for men and two for women.



### THE STUDENT POLITY

The Student Polity is the entire student body considered as a self-governing whole. The Polity governs itself by means of an elected body known as the Delegate Council. Its purposes are as follows:

- (1) to promote a consciousness in the student body of political and communal responsibilities to both the College and the civic communities;
- (2) to discover and express student opinion on all problems common to both the students and the faculty;
- (3) to review annually the activities of all student organizations and to grant charters and allocate funds to those organizations whose activities are judged to be consistent with the aims of the College community;
- (4) to determine further, jointly, with the faculty, the proper delimitation of jurisdiction in the community.

### STUDENT ACTIVITIES

Some student activities are really an extension of the curriculum; for example, the Bible classes, *Astronomy Club*, the *Modern Language Study Group*, and classes in European and Asiatic languages, beginning and advanced German, Esperanto, organic chemistry, and biochemistry. Others are carried on by student organizations such as the following:

The *King William Players* serve as a center for a variety of dramatic activities such as play readings, classical drama, and original works. The *Modern Theater Group* concentrates on full-length plays of the twentieth century.

The *Boat Club* engages principally in 420-class sailing, although it has other class boats as well. In addition to operating and maintaining its facilities, the Boat Club provides for regular periods of instruction in sailing.

The *Syndicate of Bacchus* arranges College dances and waltz parties. Students participate in orchestra and small chorus.

The *Artist in Residence* conducts classes in the art studio in drawing, painting, and modeling, and arranges art exhibits. The *Photography Club* has its own specially constructed darkroom, and a shop is available for woodworking and glasscutting, with all the necessary equipment.

Other groups include voluntary service work, *Organic Gardening Club*, *Chess and Go Clubs*, and *The Collegian*, a weekly student newspaper.



#### ATHLETICS

Since 1939 athletics at St. John's has been organized on an intramural basis, with active participation by more than two-thirds of the student body. With the aid of student athletic assistants, the Director of Athletics at the Annapolis campus conducts a program of individual and team sports throughout the entire year. The athletic facilities, which are open equally to men and women, include a well-equipped gymnasium, large playing fields, tennis courts, and a boathouse with a number of sailboats. Excellence of performance in a wide variety of sports—including tennis, handball, sailing, squash, badminton, tough football, soccer, volleyball, softball, basketball, fencing, field hockey, paddleball, table tennis, and track—is the instructional ideal and is recognized through a number of individual and team awards.



#### THE SANTA FE CAMPUS

In the early 1960's the College decided to expand without sacrificing the virtues of smallness by establishing a second campus in the West. St. John's College in Santa Fe was opened in the fall of 1964 in New Mexico's capital city, which was founded in 1610 by Spanish colonists. Its population of some 50,000 people is occupied principally with the government of the State and of Santa Fe County, with cultural pursuits in the fine arts, museums, and the opera; with archaeological and historical research, and with higher education at the Institute of American Indian Arts and the College of Santa Fe, as well as St. John's.



Photo by Betty Lilienthal

The campus of 300 acres lies in the southeast corner of the city, two miles from the historic Santa Fe Plaza and Palace of the Governors. At an elevation of 7,300 feet, it commands views of three mountain ranges. Buildings, constructed in the modified territorial style of the region, include a classroom building, a laboratory, the student center, a music and fine arts building, library, a dining hall, an administration building, an infirmary, and 16 small student dormitories, nine for men and seven for women.

Santa Fe students and tutors have initiated a wide variety of extra-curricular activities related to social service, language studies, the visual arts, dramatics, music, athletics, mountaineering, and exploration. There is no student government.

Students have become involved in such service activities as working with patients at the State Mental Hospital, assisting in community youth programs and counseling centers, tutoring of needy children, leadership of Scouting activities, and in developing a drug-counseling center for the city of Santa Fe.

From time to time, groups gather to read Russian, Spanish, German, Italian, Hebrew, and Chinese. Informally, students and faculty meet often to discuss contemporary literature and public concerns.

The Student Employment Bureau locates part-time jobs in Santa Fe for students of the College.

The *Student Film Society* presents foreign and domestic films each week for the College and for townspeople. *Good Times Underground* is a student organization which sponsors speakers on topics of current interest, films, musical programs, dances and parties.

Santa Fe artists conduct classes in drawing, painting, pottery, weaving and jewelry-making. Studios, work shops and a kiln are available. A fully equipped darkroom, and instruction, are provided for beginners. Folk dancing classes meet regularly.

Santa Fe dancers make classes available to students, townspeople, and faculty and staff in both ballet and modern dance.

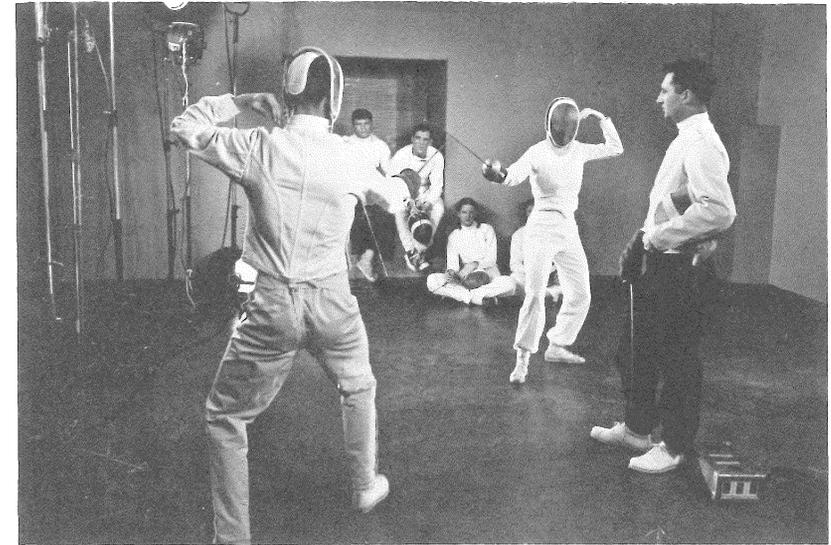
The *Collegium Musicum* is a musical association formed by amateurs for the performance of serious music. Its purpose is to stimulate the musical activity on campus by providing College community musicians with the opportunity to perform in an informal concert atmosphere before a small, receptive, interested audience. Musicians prepare pieces on their own initiative and the concerts are organized and arranged by a tutor.

The College has also been developing a program of musical residencies with the Graduate School of Music at Yale University. The residents give lessons and concerts and teach within and without the College.

The *St. John's Theatre Group* is a student organization which has presented plays and musicals from *Antigone* to *The Fantasticks*. There is also an informal *St. John's Open-Book Theatre*, which gives readings of classical plays for the College and the public.

The College's small art gallery has a new show by professional artists each month and is open to the public regularly. Student art work is displayed at the end of each school year in the *St. John's Gallery*. Awards are given for achievement in pottery, photography, drawing, painting and thread arts.

Field trips are arranged to nearby Indian pueblos, museums, archaeological sites, the Los Alamos Scientific Laboratory and other places of interest.



#### ATHLETICS

The Student Activities Office coordinates a volunteer athletic program, offering opportunities for training and competition in a wide range of sports from skiing and river rafting to soccer and fencing.

The College does not yet have a gymnasium, but rooms have been set aside in present buildings for fencing, judo, karate, tai chi chuan, weightlifting, and gymnastics. For much of the year they can be done out-of-doors. St. John's usually has one of the finest fencing teams in the Southwest.

Intramural programs in tennis, soccer, volleyball, and badminton are conducted on the College's tennis courts and playing fields. Soccer games are played with other teams in the area. Track and volleyball are available and nearby schools offer the use of their indoor facilities in the winter. Santa Fe's municipal swimming pool is reserved for St. John's one night a week. There is a horse corral on the College's 300-acre campus and riding privileges on a nearby ranch.

The adjoining Sangre de Cristo Mountains provide hundreds of square miles of forest and wilderness areas for hiking and camping. The St. John's Search and Rescue unit trains regularly in techniques of first aid, camping, rock climbing, and evacuation. The Santa Fe Ski Basin is only twenty miles from the campus and offers reduced rates to students, who also may borrow skis, boots and poles from the College. The challenging ski complex at Taos is only two hours away by car. After the four- to six-month ski season there are organized excursions down the Rio Grande by kayak, canoe, and rubber raft with overnight camping along the way.

## BOTH CAMPUSES

## RELIGIOUS ACTIVITIES

The Charter of 1784 established St. John's College as a nondenominational institution. In its early years there were some ties with the Protestant Episcopal Church, but these no longer exist. The College schedules no formal religious services, except for the annual baccalaureate service before commencement. Attendance is voluntary, in consonance with the Charter. Many tutors and students attend church or synagogue in town. It is customary for extracurricular Bible classes to be conducted by tutors of the College.



## FACILITIES FOR STUDENTS

The College Bookstore on each campus has all the books and supplies the student needs for his classes. It also maintains a stock of books related to all phases of the program, and books of more general interest. It is operated without profit.

As supports for an active social life, the College provides on each campus a coffee shop and a junior common room for the use of all students. In addition, there are smaller social rooms, comfortably furnished.



## DORMITORIES

The dormitories form small communities within the larger college communities, helping the incoming student to make proper use of the support that other students can give him in his college life.

Unmarried students not living at home are required to live in the college dormitories and to take their meals in the college dining hall, unless they obtain permission from the Assistant Deans to live off-campus.

The College currently can offer no married student housing at Annapolis, but does, on a limited basis, at Santa Fe. Students who wish to have married student housing must find suitable housing off campus and should allow time for this.

Room assignment is the responsibility of the Assistant Deans. Returning students have the privilege of drawing for rooms before they leave for the summer vacation.

Students are not permitted to remain in residence during winter or spring vacation on either campus.

## RULES OF RESIDENCE

Social order and the well-being of each student make necessary certain rules of residence governing the use of dormitories. These rules have been decided upon by the Dean in consultation with students and the faculty. Every entering student is informed of them, and returning upperclassmen are reminded of them each fall. The rules differ in certain details on the two campuses, though in general follow the same pattern.

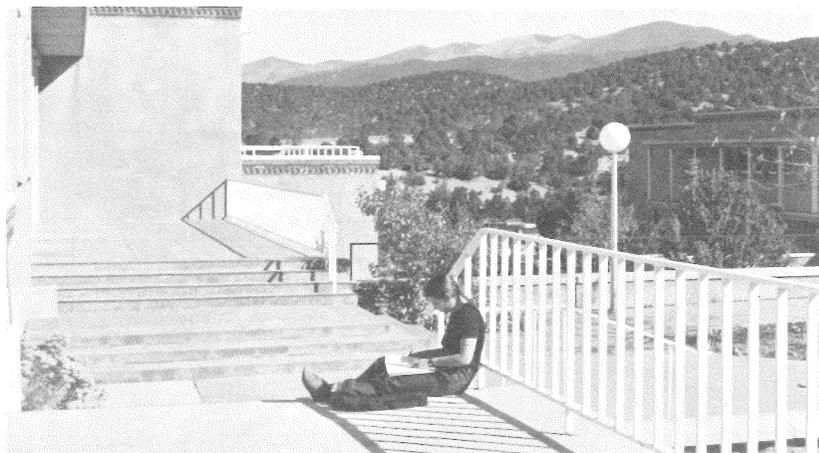


Photo by Betty Lilienthal

The academic and intellectual life of the community is inseparable from the communal life. The building of a good community requires the faculty to show respect for the individuality of each student. The education of students stands to benefit from the proper blending of tolerance for experiment with a clear announcement and enforcement of rules that articulate social standards. St. John's College assumes that the students will respect not only the enacted rules but the community-accepted canons of decent behavior. In extreme cases, where these canons are flouted, the College may require with withdrawal of the offending student.

#### PROPERTY DAMAGE

The College provides a housekeeping staff to care for the dormitories. The College inspects the rooms periodically and repairs at the expense of the occupant or occupants any dormitory room and furniture that have been damaged beyond normal wear and tear. Any damage to college property is charged to the caution fee of the student or students responsible for the damage. The College is not responsible for the loss or damage to any student property resulting from fire, theft, or any other cause.

#### INFIRMARY SERVICE

Well-equipped infirmaries are maintained at both campuses, each under the supervision of a College Physician and a College Nurse. A daily medical report is sent to the Assistant Deans. A psychiatrist or clinical psychologist is available for consultation.

#### DINING HALL

The dining hall on each campus is operated by a catering service. Resident students are required to eat in the dining hall. Exemptions for medical reasons are granted only upon examination and recommendation by the College Physician.



## Admissions



The College is co-educational and has no religious affiliation. It does not discriminate on the basis of race, religion, color, sex, nor national or ethnic origin. Enrollment on the Annapolis campus is about 360 students, on the Santa Fe campus about 275. In recent years women have constituted approximately 45 per cent of the student body.

The College admits new students in August in Santa Fe and in September in Annapolis or in January, and only as freshmen. About one-fourth of each freshman class in Annapolis, one third in Santa Fe, have done one, two, or even three years of college study elsewhere.

The purpose of the admissions procedure is to determine whether an applicant has the necessary preparation and ability to do satisfactorily all parts of the College program. Academic achievement and promise are of first importance, but the Admissions Committee also takes into account all available evidence of maturity, stability, self-discipline, the desire to do intellectual work, and the initiative and diligence to do it.

Every applicant will be interviewed, if possible, by the Director of Admissions, by another member of the Admissions Committee, by an alumni representative, or by a member of the Board of Visitors and Governors. Office hours of the Director of Admissions are 9 a.m. to 5 p.m. Monday through Friday (9 a.m. to 4 p.m. in the summer months). Interviews are by appointment.

### JANUARY FRESHMEN

Those freshmen who enter in January complete their freshman year the following summer, and thus can graduate a year earlier than if they had postponed their entrance until the following autumn. January freshmen are the students who have come to St. John's from other colleges, who have traveled or worked since their graduation from high school, or who have entered St. John's immediately after the first semester of their senior year in high school.



## REQUIREMENTS FOR ADMISSION

With the exception mentioned in the next paragraph, an applicant must be a graduate of an accredited secondary school to be eligible for admission. Specific academic requirements comprise two years of algebra, one year of geometry, and two years of the same foreign language; additional work in mathematics and language study is advised, as well as two or three years of natural sciences. An applicant must present letters of reference, including at least one from a teacher at the school last attended. In exceptional cases certain of these requirements may be waived, or additional information may be requested.

Occasionally St. John's accepts an applicant who is not a secondary school graduate. He must be eminently well qualified to profit from the college program, and, in addition to meeting the above requirements, must be specifically recommended for early entrance by his school. The interview is especially important for such applicants. These normally are students who wish to enter St. John's in August in Santa Fe and in September in Annapolis following their junior year in high school, or in the January immediately after the first semester of their senior year in high school.



The Admissions Committee is much interested in the applicant's written application, a lengthy piece of work. In his application the applicant answers questions about such things as his experience with books, reasons for choosing St. John's, previous education, family situation, extracurricular activities, special interests, summer experiences, jobs, religious experience, and post-college plans. The application form is designed to enable an applicant to give a full account of himself. It can tell the Committee more about many applicants than the other documents tell.

St. John's attaches less importance to objective test scores (the ACT or the SAT) than most colleges seem to. No applicant is accepted or rejected exclusively or mainly because of such scores. Far more important is the scholastic record, especially in conjunction with the written application and the school's report on the applicant's personal qualities. Such evidence may make test scores irrelevant.

## PROCEDURE

On request an applicant receives a statement of the St. John's program, an application form, and forms to be used by his school and his references. Application is made to one campus or the other, not to both. There is no application fee. As soon as possible after the application and the supporting documents are assembled, the application is reviewed by the Admissions Committee, and the applicant is notified at once of the Committee's decision. There are no deadlines, but the freshman class is usually filled in May. Candidates are not measured against one another but are considered on their own merits as students and as persons. Applications may be submitted and acted on as early as the second semester of the eleventh grade.

The St. John's policy of rolling admissions extends to the acceptance of the nonrefundable \$150 deposit, which is applied to the first year's fees. These deposits are accepted on a first-come, first-served basis until the class is filled. Thus if an applicant is notified that the Admissions Committee thinks he is qualified to pursue the program of studies at St. John's, he must send in his \$150 deposit so that it is received *prior to the time the class is filled* in order to secure his place in the class. If the class has already been filled by the time the deposit is received, the deposit can be refunded to the applicant, or he can let it secure his place on a waiting list or in the subsequent January or fall class.

If an applicant plans to apply for financial aid, the deposit will be accepted by the College with the understanding that it will be refunded to the applicant if no satisfactory arrangement of financial aid can be worked out with the College.

An applicant unable to pay the full college fees should submit a Parents' Confidential Statement to the College Scholarship Service; this form may be obtained from guidance counselors or other authorities at secondary schools. This statement constitutes an application for financial aid, no other form being required. An application for aid can be acted on by the College as soon as admission has been approved. It may take a month or more from the time the applicant mails his Parents' Confidential Statement until the College receives an analysis of it from the College Scholarship Service.

A physical examination is required of each student before registration; a form for reporting the examination is sent to the student after the \$150 deposit is received.

## INQUIRIES

Inquiries should be addressed to the Director of Admissions, St. John's College, Annapolis, Maryland 21404 (Tel. 301-263-2371), or Santa Fe, New Mexico 87501 (Tel. 505-982-3691).

## CAMPUS VISIT

Anyone who is considering the possibility of entering St. John's should see the College for himself. It is probably wise to get first-hand advance knowledge of any college one may be thinking of attending, but is especially wise in the case of St. John's, because of its unique curriculum and teaching methods.

While on campus the visitor may attend a seminar on Monday or Thursday evening at 8:00 p.m.; attend tutorials in mathematics, language, and music; visit a laboratory; be interviewed by the Director of Admissions or a member of the Admissions Committee; attend the weekly formal lecture (Friday night); talk informally with St. John's students and tutors; visit the library and bookstore; explore the historic town of Annapolis or Santa Fe; attend a movie, play, art exhibit, or concert; or watch students participating in the sports program.

Since the seminar, the most important part of the program, meets on Monday and Thursday evenings, student visitors are normally on campus from Monday to Wednesday or from Thursday to Saturday on the Annapolis campus, from Sunday to Wednesday or from Wednesday to Saturday on the Santa Fe campus. If travel arrangements make these time periods impossible, the visitor may telephone the Admissions Office for special help.

The calendar in the front of the catalogue should be checked to make certain the College will be in session during the time of the visit.

Persons planning to visit should telephone (301/263-2371 for Annapolis or 505/982-3691 for Santa Fe) or write the Admissions Office giving the dates (and alternates) they have selected. It is also necessary to know the approximate time of arrival.

When the reservation is confirmed (by telephone or letter), the visitor will be told the seminar reading.

If it is necessary to cancel the visit, the Admissions Office should be notified as soon as possible.

The only expense for the visitor will be transportation. He will be provided a room in a dormitory and meals in the dining hall without charge. St. John's students dress informally for tutorials, but more formally for seminar and formal lecture. The student guide can check books out of our library for a visitor if he has been unable to locate a copy of the book being discussed in seminar. Linens and soap are provided by the College.

If a visitor arrives weekdays between 9:00 a.m. and 5:00 p.m., he should go to the Admissions Office. Weekends and any day after 5:00 p.m., he should go to the College receptionist. In Annapolis the switchboard is in Campbell Hall; in Santa Fe, in the Student Center.

## TRANSPORTATION

The Baltimore-Washington International Airport is located twenty miles from Annapolis. An airport limousine (less than \$5) goes to Annapolis. Bus service from the airport is not practical. Hourly buses run between Baltimore and Annapolis and the driver will let one off at the campus if he asks. Buses from Washington are less frequent and arrive at the Annapolis bus terminal (about six blocks from the College). By car one takes Route 50 from Washington, Route 2 from Baltimore.

A limousine service from the Albuquerque airport to Santa Fe also is available. Called the "Shuttle-jack," it leaves the airport seven times a day and costs \$9.00 one way. Greyhound and Continental bus lines pass through Santa Fe. Amtrak stops at Lamy, N.M., twenty miles from Santa Fe, and taxi service is available to town. Upon arrival at the bus station or at one of the Santa Fe hotels, the easiest way to get to the campus is by taxi.

Photo by Betty Lilienthal



## Fees and Financial Aid



Serious and qualified students should be able to attend St. John's even if unable to pay the full fees. The College tries to meet the demonstrated financial need of such students with a program of jobs, grants, and loans. Over two-fifths of the students at St. John's receive financial aid.

Actually no student pays the full cost of a St. John's education: the College relies on the income from its endowment and on gifts from individuals, corporations, and foundations to close the gap between the income from fees and full cost. The 1976-77 fees are \$575 for room, at both campuses, and \$825 for board in Annapolis and \$760 for board in Santa Fe. The tuition fee is \$3,700 at Annapolis, \$3,625 at Santa Fe. Thus the fees total \$5,100 at Annapolis, \$4,960 at Santa Fe. In recent times tuition has increased almost every year because of inflation. Although precise prediction is impossible, experience indicates that fees will increase about \$400 annually. The tuition for the summer session for January freshmen is less than tuition for a regular semester; the 1976 summer session tuition is \$1,300 at Annapolis, \$1,200 at Santa Fe. All fees are subjected to change.

Financial aid is given by St. John's on the basis of need only. In awarding this aid, the College does not discriminate on the basis of race, religion, sex, national or ethnic origin, or academic record. St. John's uses the Parents' Confidential Statement (PCS) or the Student's Financial Statement (SFS) (for students financially independent of their parents). These forms permit the applicant or his parents to present a detailed account of the family's financial position. The filing of this form constitutes the student's application for aid from the College. These forms may be obtained from secondary schools or from the College and should be sent to the College Scholarship Service (CSS). Applicants for the fall should mail their forms by early February, since the financial aid funds are usually totally committed in March. Applicants for the January Freshman class should mail their forms by September.

After the application for admission has been approved, and after the Director of Financial Aid has reviewed CSS's analysis, an offer of financial aid is made if need is shown and if funds remain available. The offer will consist of some or all of the following: a job on or off campus, a student loan, and a grant from the College. All applicants for financial aid should also apply for a Basic Educational Opportunity Grant from the Federal Government. The forms used to apply for the Basic Grant are available from the College Admissions Office and from high school guidance counselors.

Only when a student's family is prepared to make a maximum effort to assist the student will the College consider offering financial aid. In determining the extent

of a student's need, the College takes into account the financial support which may be expected from income, assets, and other resources of the parents and the student. The College reviews its aid packages annually and may adjust them in type and amount to reflect changes in need.

Examples of financial aid arrangements for an Illinois student follow:

		<i>Student's Resources</i>			
<i>Annapolis</i>				<i>Santa Fe</i>	
<i>Example A</i>	<i>Example B</i>		<i>Example C</i>	<i>Example D</i>	
\$ 0	\$ 75	Student's Assets	\$ 50	\$ 100	
500	500	Summer Earnings	500	500	
300	2,500	Parents' Contribution	1,600	3,000	
500	0	Basic Grant	<u>0</u>	<u>0</u>	
<u>\$1,300</u>	<u>\$3,075</u>	Total Contribution	<u>\$2,150</u>	<u>\$3,600</u>	
<i>Cost of Attending St. John's College</i>					
\$3,700	\$3,700	Tuition	\$3,625	\$3,625	
575	575	Room	575	575	
825	825	Board	760	760	
50	50	Caution Fee	50	50	
125	125	Books	150	150	
600	600	Travel and Living	<u>600</u>	<u>600</u>	
<u>\$5,875</u>	<u>\$5,875</u>	Total Cost	<u>\$5,760</u>	<u>\$5,760</u>	
<i>Financial Need</i>					
\$5,875	\$5,875	Total Cost	\$5,760	\$5,760	
1,300	3,075	Less Contribution	<u>2,150</u>	<u>3,600</u>	
<u>\$4,575</u>	<u>\$2,800</u>	Financial Need	<u>\$3,610</u>	<u>\$2,160</u>	
<i>Financial Aid Offer</i>					
\$ 600	\$ 600	Student Aid Job	\$ 740	\$ 740	
1,800	1,100	College Grant	1,800	420	
675		Supplemental Ed. Grant			
1,500	1,100	Federally Insured Loan	<u>1,070</u>	<u>1,000</u>	
<u>\$4,575</u>	<u>\$2,800</u>	Total Aid	<u>\$3,610</u>	<u>\$2,160</u>	

The amount of the grant and loan depends upon the family contribution: the less the family contribution, the greater the grant and loan.

## BILLING AND DEPOSITS

Billing is done prior to each semester. The total for the year may be paid at the first billing, or payment may be made in equal parts at each of the semester billings, or in monthly installments that may be spread over as much as seven years. First semester

fees for freshmen are due on or before August 1. Those who wish to use the monthly installment plan should inquire of the Treasurer about commercial tuition loan plans available.

Since determinations affecting students, faculty, and physical facilities must be made well in advance of the beginning of each academic year, the College must know in April which students will register in September. A deposit of \$100 on the fees for the following year is therefore due on or before the first Monday in April for prospective sophomores, juniors, and seniors. The deposit is refundable only in case of withdrawal due to ill health, military service, academic dismissal, or (in the case of prospective juniors) failure to enable. If the student should decide not to enroll in the year for which he made the deposit, the deposit is forfeited, and he must make a new deposit to secure his place in a subsequent class. If there should be any difficulties in making this deposit, the student should contact the college Treasurer at the earliest possible date to make suitable arrangements.

Each student is required to make a deposit of \$50, called the caution fee, which is subject to charges for laboratory breakage, damage to or loss of College property, and other minor mishaps. This fee must be at the full amount at registration each semester. If unused it is refunded on request at the end of the academic year or when a student leaves the College.

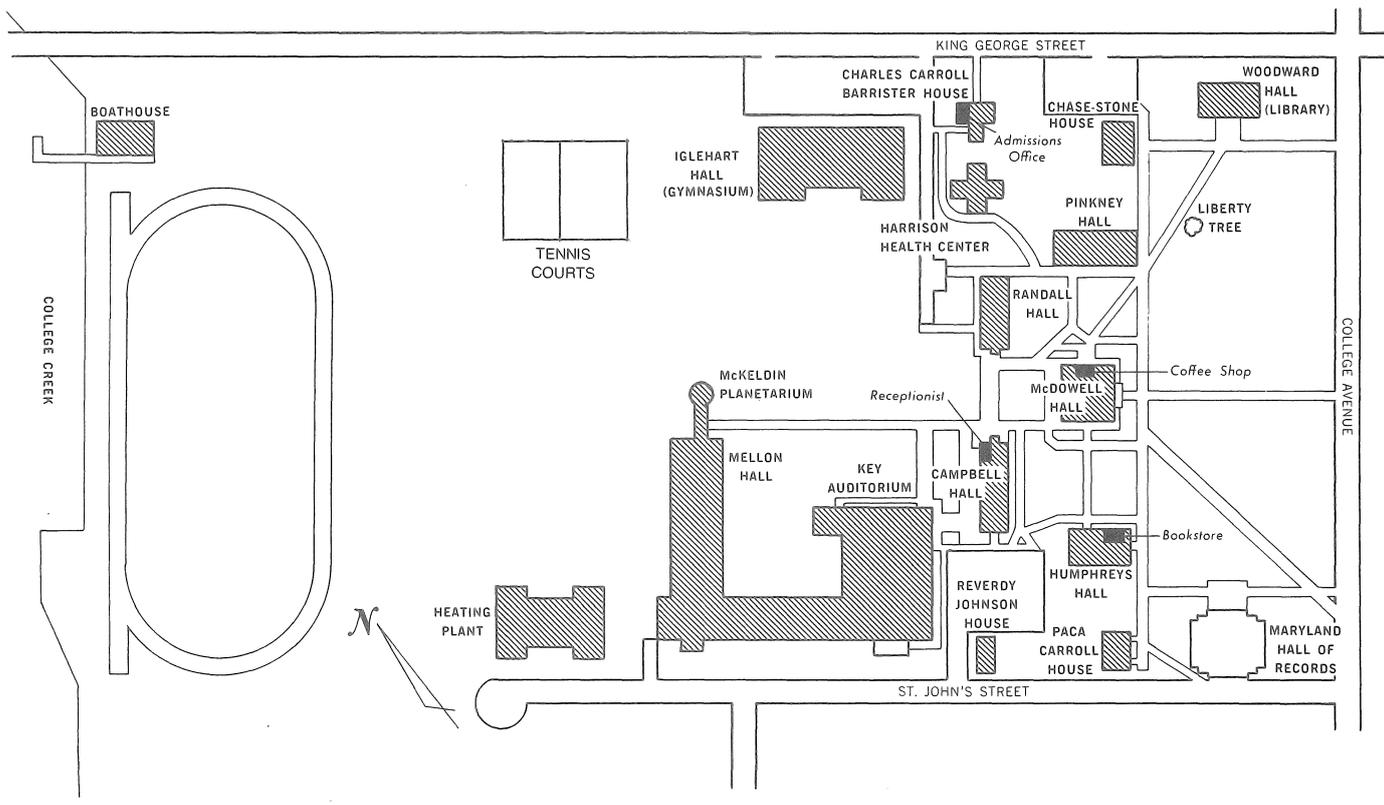
Current installments of fees for tuition, room, and board are not refundable unless a student must withdraw for medical reasons. If a student has paid his fees in advance for either semester and withdraws from the College before the semester begins, the advance payment is refunded, less the \$100 deposit, regardless of the cause of withdrawal.

Unless otherwise requested, the College presents its bills directly to the student, with a copy to the parents. There is a fee of \$5 for late registration for each semester. The cost of books is about \$100 a year. Class copies of many of the program books are available in the College library.

Veterans and social security recipients qualified to receive educational benefits through the Veterans Administration may arrange with the Treasurer's Office a schedule for the payment of fees. These arrangements must be made prior to the beginning of the academic year and after the veteran has received proper certification from the Veterans Administration.

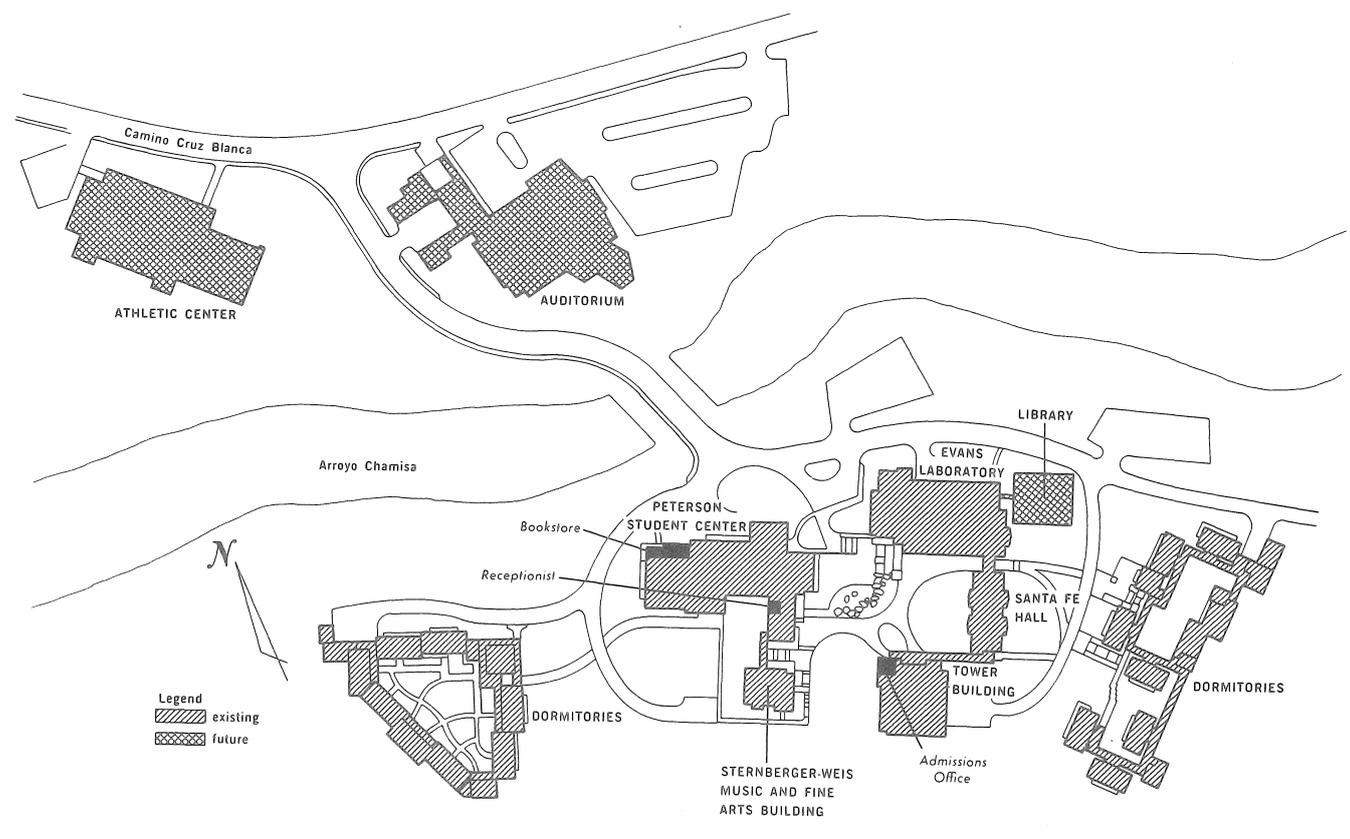
# Site Plan of St. John's College

Annapolis, Maryland



# Site Plan of St. John's College

Santa Fe, New Mexico



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##### Richard Daniel Weigle

B.A., 1931, M.A., 1937, Ph.D. in American Diplomatic History, 1939, Yale University; LL.D., 1957, Washington College, 1958, LaSalle College, 1960, Wabash College, 1965, College of Notre Dame in Maryland, 1969, The Colorado College; L.H.D., 1970, Bard College, 1972, St. Francis College; Litt.D., 1975, St. Mary's College of Maryland; Instructor, Yali Union Middle School, Changsha, China, 1931-33; Executive Secretary, Yale-in-China Association, 1934-38; Instructor in History, International Relations and Economics, Carleton College, 1939-42; active duty with the Army Air Corps, 1942-45; Documents Officer, Far Eastern Commission, and Executive Officer, Office of Far Eastern Affairs, Department of State, 1945-49; President, St. John's College, 1949-; Vice-Chairman, Maryland Hall of Records Commission, 1952-; Chairman, Commission on Liberal Education, Association of American Colleges, 1955-57; Treasurer, 1963-66, Vice-Chairman, 1966-67, Chairman, 1967-68; Board of Education of Anne Arundel County, Member, 1951-63, President, 1958-62; President, Maryland Association of Boards of Education, 1961-62; Vice-Chairman, Independent College Funds of America, 1967-68; Chairman, Maryland Commission on the Capital City, 1967-; President, Board of Trustees, The Key School, 1972-74; Trustee, Yale-China Association; Trustee, St. Mary's College of Maryland.

#### Dean of the College in Annapolis

##### Curtis A. Wilson

B.A., University of California, Los Angeles, 1945; M.A., 1946, Ph.D., 1952, Columbia University; Tutor, St. John's College, 1948-66, Dean, 1958-62; Visiting Research Fellow, Birkbeck College, University of London, 1962-63; Visiting Associate Professor, 1966-68, and Professor, 1968-73, University of California, San Diego; Corresponding Member, Academie Internationale d' Historie des Sciences, 1971-; Tutor and Dean, St. John's College, 1973-; Andrew W. Mellon Tutorship, 1974-.

#### Dean of the College in Santa Fe

##### Robert A. Neidorf

B.A., 1951, M.A., 1955, The University of Chicago; Ph.D., Yale University, 1959; Instructor and Assistant Professor of Philosophy, Bucknell University, 1959-62; Tutor, St. John's College, 1962-64, Santa Fe, 1967-; Assistant and Associate Professor of Philosophy, State University of New York at Binghamton, 1964-67; Director, Graduate Institute in Liberal Education, St. John's College, Santa Fe, 1970-73; Dean, St. John's College, 1973-.

### ANNAPOLIS

#### Joseph Winfree Smith, Jr.

B.A., 1934, M.A., 1935, University of Virginia; M.Div., 1938, Virginia Theological Seminary; Ph.D., 1948, University of Virginia; Student at the Institut Catholique de Paris, 1951-52; Deacon-in-charge, 1938-39, Rector, 1939-41, St. Paul's Church, Ivy Depot, Virginia; Tutor, St. John's College, 1941-, Assistant Dean, 1947, Addison E. Mullikin Tutorship, 1959-; Acting Director, Integrated Liberal Arts Curriculum, St. Mary's College, California, 1966-67.

#### Robert S. Bart

B.A., Harvard College, 1940; M.A., St. John's College, 1957; Sheldon Traveling Fellow, Harvard University, 1940-41; Tutor, St. John's College, 1946-, Addison E. Mullikin Tutorship, 1968-.

#### Hugh P. McGrath

B.A., University of Liverpool, 1934, Diploma in Education, 1935; Language Instructor. London County Council, and Language Studies at Universities of Liverpool, London, Paris, Dijon, 1936-40; Armed Forces, 1940-46; Language Instructor, London County Council, 1946-47; Visiting Professor, University of Puerto Rico, 1960; Tutor, St. John's College, 1948-, Addison E. Mullikin Tutorship, 1968-.

#### Bert Thoms

B.A., M.A., George Washington University, 1947; Ph.D., The Johns Hopkins University, 1950; Associate in Philosophy, George Washington University, 1947-49; Tutor, St. John's College, 1949-54, 1969-; Assistant Professor of Philosophy, Reed College, 1954-55; Chairman, Department of Philosophy, Washington and Jefferson College, 1955-69; Andrew W. Mellon Tutorship, 1974-.

#### Barbara Hopkins Leonard

B.A., Oberlin College, 1937; M.S., 1941, Ph.D., 1948, The University of Rochester; Assistant in Zoology, Oberlin College, 1936-38; Oberlin College Scholar, Marine Biological Laboratory, Woods Hole, Massachusetts, 1937; Histological Technician, Department of Pathology, Yale Medical School, 1938-39; Graduate Scholar in Biology, The University of Rochester, 1940-41, Graduate Teaching Assistant in Biology, 1941-44; Visiting Lecturer in Zoology, Oberlin College, 1944-45; Instructor in Zoology, Smith College, 1945-51; Smith College Scholar, Marine Biological Laboratory, Woods Hole, Massachusetts, 1949; Tutor and Assistant Dean, St. John's College, 1951-, Arthur de Talma Valk Tutorship, 1968-; Fulbright Lecturer and Honorary Professor of Zoology, Lady Doak College and American College, Madurai (South India), 1962-63.

#### Douglas Allanbrook

Boston University, 1938; Brown University, 1939-41; University of Florence, 1946; B.A., Harvard College, 1948; Active duty, United States Army, 1942-45; Traveling Fellow, Harvard University, 1948-50; Pupil of Nadia Boulanger, Paris, 1948-50; Fulbright Fellow in Italy—Conservatorio San Pietro a Majella, Pupil of Ruggiero Gerlin in Harpsicord and Early Keyboard Music, 1950-52; Teacher of Composition and Theory, Peabody Conservatory, 1955-57; Tutor, St. John's College, 1952-; Member, Corporation of Yaddo, Saratoga Springs, New York, 1971; Sabbatical Leave, 1976-77.

#### James M. Tolbert

B.A., 1935, M.A., 1937, Emory University; Ph.D., University of Texas, 1950; Teaching Fellow in English, Emory University, 1935-36; Teaching Fellow in English, University of Texas, 1938-42; Instructor in English, Tulane University, 1942; Military Service, 1942-46; Instructor in English, University of Texas, 1946-50; Teaching Intern, St. John's College, 1953-55, Director of Admissions and Tutor, 1955-71, Tutor, 1971-.

#### Eva T. H. Brann

B.A., Brooklyn College, 1950; M.A., 1951, Ph.D., 1956, Yale University; Fellow of the American Numismatic Society, Summer, 1952; Fellow of the American School of Classical Studies at Athens, 1952-53; member of the staff of the American Agora Excavations at Athens as Sibley Fellow of Phi Beta Kappa; Instructor in Archeology, Stanford University, 1956-57; Member, Institute for Advanced Study, Princeton, 1958-59; Member, U.S. Advisory Commission for International Education and Cultural Affairs; Tutor, St. John's College, 1957-, Addison E. Mullikin Tutorship, 1971-.

#### Edward Grant Sparrow, Jr.

B.A., Harvard College, 1951; LL.B., Harvard Law School, 1954; M.A., Teachers College, Columbia University, 1957; Tutor, St. John's College, 1957-, Addison E. Mullikin Tutorship, 1971-; Acting Director, Integrated Liberal Arts Curriculum, St. Mary's College, California, 1964-66.

**Bryce DuVal Jacobsen**

B.A., St. John's College, 1942; farmer and carpenter, 1942-57; Tutor and Director of Athletics, St. John's College, 1958-.

**Edward Malcolm Wyatt**

B.A., 1953, M.A., 1956, University of Virginia; Instructor in Mathematics, University of Virginia, 1955-58; Tutor, St. John's College, 1958-; Sabbatical Leave, 1976-77; Andrew W. Mellon Tutorship, 1972-.

**Beate Ruhm von Oppen**

B.A., University of Birmingham, 1939; Art Librarian, Barber Institute of Fine Arts, University of Birmingham, 1939-43; British Foreign Office, 1943-51; Royal Institute of International Affairs, 1952-56; Research Staff, Nuffield College, Oxford, 1956-58; Microfilming Project of the Committee for the Study of War Documents of the American Historical Association, 1959-60; Tutor, St. John's College, 1960-63 (Leave of absence, 1963-65), 1971-; Visiting Lecturer in History, Smith College, 1963-64, and University of Massachusetts, 1964-65; Member, Institute for Advanced Study, Princeton, 1968-69; Member, Center of International Studies, Princeton University, 1969-71.

**Laurence Berns**

B.A., 1950, Ph.D., 1957, The University of Chicago; Lecturer in the Liberal Arts, Basic Program of Liberal Education for Adults, The University of Chicago, 1956-59; Tutor, St. John's College, 1960-; Associate Professor of Philosophy, Rosary College, 1966-67 (Leave of absence); Associate, Clare Hall, Cambridge University, 1971-72; Andrew W. Mellon Tutorship, 1972-.

**Samuel S. Kutler**

B.A., St. John's College, 1954; Assistant Mathematician, The Johns Hopkins University Applied Physics Laboratory, 1955, Associate Mathematician, 1957, Mathematician, 1961; Graduate Study, American University, 1955-61; Instructor, American University, 1960; Visiting Tutor, St. John's College, 1960, Tutor, 1961-; Andrew W. Mellon Tutorship, 1972-.

**Michael S. Littleton**

B.S., 1954, B.A., 1955, University of Maryland; B.D., Hartford Seminary Foundation, 1960; S.T.M., Union Theological Seminary, 1967; United States Navy, 1955-57; Tutor, St. John's College, 1960-; Andrew W. Mellon Tutorship, 1972-.

**Robert B. Williamson**

B.A. 1955, M.A., 1957, Ph.D., 1967, The University of Virginia; Tutor, St. John's College, 1960-; Andrew W. Mellon Tutorship, 1972-.

**Elliott Zuckerman**

B.A., 1952, M.A., 1955, Ph.D., 1962, Columbia University; B.A., 1954, M.A., 1959, Cambridge University; Kellett Fellow in the Humanities, Clare College, Cambridge, 1952-54; Duryea Fellow in Modern European History, Columbia University, 1954-55, Lecturer in History, 1956-61; Lecturer in History and Music, The New School for Social Research, 1960-61; Tutor, St. John's College, 1961-, Director, The Graduate Institute in Liberal Education, Santa Fe, 1968, 1969; Associate of Clare Hall, Cambridge University, 1970-71; Acting Dean, April-June, 1973; Andrew W. Mellon Tutorship, 1974-.

**Joseph P. Cohen**

B.A., St. John's College, 1956; Department of Philosophy, The University of Chicago, 1956-57, 1959-62; University of Vienna Summer School, 1957; United States Army, 1957-59; Lecturer in the Liberal Arts, University College, The University of Chicago, 1960-62; Tutor, St. John's College, 1962-; Visiting Fellow, Yale Law School, 1971-72.

**John Sarkissian**

University of Chicago, 1939-41; U.S. Army, 1942-46 (Princeton University, 1943, A.S.T.P.); B.S., M.S., University of Illinois, 1946-48; The University of Chicago, 1948-54; Instructor, Biological and Physical Sciences, Pestalozzi-Froebel Teachers College, Chicago, 1948-53; Instructor, University of Indiana, 1948-50; Traveling Fellow and Research Associate, Institute of Human Heredity, University of Bologna, Italy, 1955-56; Instructor in Biological Sciences, Chicago City College, 1956-58; Instructor, Biological Science, University of Illinois, 1958-62; Tutor, St. John's College, 1963-.

**David H. Stephenson**

B.A., Columbia College, 1958; New York State Teaching Fellowship, 1958-60; M.A., Columbia University, 1960; Director of Men's Chorus, New York Association for the Blind, 1959-62; Music Instructor, Riverdale Country Day School, 1960-61; Chorus Director, Bellevue School of Nursing, 1961-63; Freelance writer and editor, Thomas Y. Crowell Company, 1961-63; Tutor, St. John's College, 1963-.

**Robert Louis Spaeth**

B.S., St. John's University (Minnesota), 1959; U.S. Army Signal Corps, 1954-56; graduate study in physics, University of Illinois, 1959-60; graduate study in mathematics, University of Wisconsin, 1961-62; Teacher, Cathedral High School, St. Cloud, Minnesota, 1960-61; Mathematics Writer, Educational Research Council of Greater Cleveland, 1962-63; Tutor, St. John's College, 1963-; Assistant Dean, 1966-71; Director of the Summer Program, 1969, 1970, 1975; Alderman of the City of Annapolis, 1969-73; Member of the Anne Arundel County Democratic State Central Committee, 1970-73; Fellow of the Institute for Ecumenical and Cultural Research, Colledgeville, Minnesota, 1973-74; Co-Director of Admissions, 1974-75; Assistant Director of the Graduate Institute, 1974-75; Director of the Graduate Institute, 1975-.

**Thomas A. McDonald**

St. John's College, 1944; Military service, 1945-46; University of Virginia, The New School, New York, 1947-50; Graduate study in philosophy, Graduate Faculty, The New School, 1950-52, 1955-58, Teaching Fellow, 1956-58; Lecturer, University College, The University of Chicago, 1958-62; Lecturer, Overseas-Extension, University of Maryland (Heidelberg, Germany), 1952-63; Tutor, St. John's College, 1963-; Sabbatical Leave, 1975-76.

**Louis N. Kurs**

Colorado School of Mines, 1942-43, 1946; Columbia University, 1943-45; M.S., The University of Chicago, 1948; Teaching Assistant in the College and Department of Geology, The University of Chicago, 1948-49; Instructor in Physical Science and Geology, Wright Junior College, 1949-51; Supervisory Staff, Steel Production Division, South Works, United States Steel Corporation, 1951-54; Instructor in Geology, University of Illinois (Chicago), 1954-64; National Science Foundation Science Faculty Fellowship, The University of Chicago, 1961-62; Tutor, St. John's College, 1964-; Visiting Lecturer, Department of Hydrology and Water Resources, University of Arizona, 1973-74.

**Benjamin Charles Milner, Jr.**

B.A., Emory University, 1949; B.D., Columbia Theological Seminary, 1955; Ph.D., Harvard University, 1965; Teaching Fellow, Harvard Divinity School, 1957-59; Rockefeller Fellow, 1959-60; Instructor in Biblical History, Literature, and Interpretation, Wellesley College, 1959-62, Assistant Professor, 1963-65; Tutor, St. John's College, 1965-.

**Geoffrey Comber**

Diploma in Education, University of London, 1953; A.R.C.M., Royal College of Music, 1954; M.A., Ohio State University, 1957; Fulbright Scholar, 1955; Instructor in Music and Graduate Studies in Philosophy, Ohio State University, 1958-61; Assistant Professor of Philosophy, Huron College, Ontario, 1962-65; Visiting Professor, University of Waterloo, Ontario, 1964; Tutor, St. John's College, 1965-, Assistant Dean, 1970-74, Assistant Director, The Graduate Institute of Liberal Education, St. John's College, Santa Fe, 1970-74; Director of Adult Education, 1968-74, 1975-; Director of Summer Program, 1974, 1976-.

**George Doskow**

B.A., Columbia College, 1957; M.A., 1959, Ph.D., 1965, University of Connecticut; Part-time Instructor in English, University of Connecticut, 1957-62; Instructor in English, Trinity College, 1963-65; Tutor, St. John's College, 1965-.

**Howard J. Fisher**

B.A., University of Rochester, 1965; Technician, Harvard University Cyclotron Laboratory, 1964-65; Tutor, St. John's College, 1965-; Tutor, The Graduate Institute in Liberal Education, Santa Fe, 1971-72.

**Brother S. Robert, F.S.C.**

B.A., St. Mary's College; Ph.L., Ph.D., Université Laval (Quebec); Visiting Tutor, St. John's College, 1966-67, Tutor, 1972-.

**Robert A. Goldwin**

B.A., St. John's College, 1950; M.A., 1956, Ph.D., 1963, The University of Chicago; University Fellow, The University of Chicago, 1951, Edward Hilman Fellow, 1953; Fellow, Foundation for Adult Education, 1959; Fellow, Guggenheim Foundation, 1966-67; active duty, U.S. Cavalry, 1942-46; Director of Research, American Foundation for Continuing Education, 1951-59; Lecturer in Political Science and Director, Public Affairs Conference Center, The University of Chicago, 1960-66; Associate Professor of Political Science, Kenyon College, 1966-69; Director, The Graduate Institute in Liberal Education, St. John's College, Santa Fe, 1967; Tutor, St. John's College, 1969-, Dean, Annapolis, 1969-73; Richard Hammond Elliott Tutorship, 1971; Leave of absence, 1973-; Special Advisor to the Ambassador, U.S. Missions to NATO, Brussels, 1973-; Special Consultant to the President of the United States, 1975-.

**Gisela Berns**

Abitur, Hoelderlin Gymnasium, Stuttgart, 1959; Classics and Philosophy, Universities of Heidelberg, Frankfurt, Munich, Tuebingen, 1959-63; Staatsexamen I, University of Heidelberg, 1963; Fellow of Deutscher Akademischer Austauschdienst, University of Florence, 1963-64; Ph.D., University of Heidelberg, 1964; Instructor in Classics and Philosophy, Bismarck Gymnasium, Karlsruhe, 1964-65; Staatsexamen II, University of Heidelberg, 1965; Instructor in Classics and Philosophy, Rosary College, 1966-67; Tutor, St. John's College, 1967-; Leave of absence, 1970-71, first semester, 1971-72.

**Nicholas Maistrellis**

B.S., Bates College, 1962; Department of History of Science, University of Wisconsin, 1962-67, Teaching Assistant, 1962-66, University Fellow, 1966-67; Tutor, St. John's College, 1967-.

**Harry L. Golding**

B.A., University of Omaha, 1954; M.S., Northwestern University, 1958; National Science Foundation Fellow, 1954-55; Instructor in Chemistry, DePauw University, 1958-63; National Science Foundation Science Faculty Fellow, Purdue University, 1963-64; Member of the Faculty, Shimer College, 1964-68, Chairman, Natural Science Area, 1967, Director of Shimer College in Oxford, 1967-68; Tutor, St. John's College, 1968-; Sabbatical Leave, 1976-77.

**Harvey Flaumenhaft**

B.A., 1960, M.A., 1962, The University of Chicago; Woodrow Wilson Fellow, Harvard University, 1960-61; Graduate study, The University of Chicago, 1961-65; Lecturer in the Liberal Arts, The University of Chicago, 1965-66; Lecturer in Political Science, Roosevelt University, 1965; Instructor in Government, Wheaton College (Massachusetts), 1966-68; Tutor, St. John's College, 1968-.

**Ray A. Williamson**

B.A., The Johns Hopkins University, 1961; Ph.D., University of Maryland, 1968; Assistant Astronomer, Institute for Astronomy, University of Hawaii, 1967-69; Tutor, St. John's College, 1969-; Assistant Dean, 1974-.

**Wye Jamison Allanbrook**

B.A., Vassar College, 1964; M.A., Stanford University, 1965; Ph.D., Stanford University, 1974; Woodrow Wilson Fellowship, 1964-65; Teaching Assistant in Music, Stanford University, 1967-69; Tutor, St. John's College, 1969-.

**Jonathan B. Skinner**

B.A., Carleton College, 1963; M.A., University of Michigan, 1964; Ph.D., University of Massachusetts, 1970; Woodrow Wilson Fellow, University of Michigan, 1963-64; Instructor in Mathematics, Hope College, 1964-66; Teaching Assistant, University of Massachusetts, 1966-67, Instructor in Mathematics, 1967-68, Lecturer, 1968-70; Tutor, St. John's College, 1970-.

**Steven F. Crockett**

A.B., Earlham College, 1965; A.M., The University of Chicago, 1967; Woodrow Wilson Fellow and Ford Foundation Fellow, 1965-66; graduate studies in the humanities, The University of Chicago, 1967-70; Instructor in the Humanities, Central YMCA Community College, Chicago, 1969-70; Advisor to students in General Studies in the Humanities, The University of Chicago, 1969-70; Tutor, St. John's College, 1970-.

**Alfred Mollin**

B.A., Western Illinois University, 1965; M.A., The Pennsylvania State University, 1967; Graduate study in philosophy, The Pennsylvania State University, 1966-1970; National Defense Education Act Fellow; The Pennsylvania State University, 1966-69, Richard M. Weaver Fellow, 1969-70; Tutor, St. John's College, 1970-.

**William W. O'Grady, Jr.**

A.B., University of Notre Dame, 1966; M.A., 1968, Ph.D., 1970, The University of Chicago; Woodrow Wilson Fellow, The University of Chicago, 1966-67, Danforth Fellow, 1966-70, Humanities Fellow, 1967-70; Tutor, St. John's College, 1970-.

**John F. White**

B.A., St. John's College, 1965; M.A., The New School for Social Research, 1970; Alvin Johnson Fellow, 1970-71; Tutor, St. John's College, 1971-.

**Leon Kass**

S.B., The University of Chicago, 1958; M.D., The University of Chicago Medical School, 1962; Ph.D., Harvard University, 1967; Fellow, Guggenheim Foundation, 1972; Tutor, St. John's College, 1972-.

**David Edward Starr**

B.A., Gordon College, 1962; M.A., 1966, Ph.D., 1972, Boston University; Graduate Assistant in Philosophy, Boston University, 1963-64; Teaching Intern, Boston University College of Basic Studies, 1964-66; Instructor in Philosophy, University of Rhode Island, 1966-71; Tutor, St. John's College, 1972-.

**Burton Blistein**

A.B., A.M., The University of Chicago; Instructor, sculpture and drawing, Layton School of Art, Milwaukee, 1958-64; Faculty member, Shimer College, 1964-72; Tutor and Artist in Residence, St. John's College, 1972-.

**Leo F. Raditsa**

B.A., Harvard College, 1956; University Scholar, 1960-61; University Fellow, 1961-62; M.A., Columbia University, 1962; President's Fellow, 1962-63; Fulbright, University of Munich, 1964-65; Berlin, 1965; Instructor, New York University, Washington Square College, 1965-68, Assistant Professor, 1968; Ph.D., Columbia University, 1969; Tutor, St. John's College, 1973-.

**Reed Woodhouse**

B.A., Kenyon College, 1970; B.A., *Oxon.*, 1973; Association of Episcopal Colleges Scholar, 1970-73; Tutor, St. John's College, 1973-; on leave, Rockefeller (Lichtenberger) Trial Year Fellow, Episcopal Divinity School, 1975-76.

**Alan Harvey Dorfman**

B.A., St. John's College, 1963; M.A., Johns Hopkins University, 1968; Catonsville Community College, Math Engineering Division, 1968-74; University of Maryland School of Pharmacy, 1970-74; Tutor, St. John's College, 1974-.

**David Bolotin**

B.A., Cornell University, 1966; Graduate Student, University of Chicago, 1968-69; Ph.D., New York University, 1974; Yale University Lecturer in Classics, 1971-73; Woodrow Wilson Fellow, 1966-67; University of Chicago Humanities Fellowship, 1966-68; National Defense Education Act Fellow, 1968-71; Tutor, St. John's College, 1974-.

**Deborah Schwartz Renaut**

B.S., St. John's College, 1968; M.A., Johns Hopkins University, 1971; M.S., Georgetown University, 1974; Tutor, St. John's College, 1974.

**Saul Benjamin**

B.A., Kenyon College, 1970; B.A., Oxford University, 1972; St. John's, 1974-.

**Joe Sachs**

B.A., St. John's College, 1968; M.A., Pennsylvania State University, 1975; graduate student, New School for Social Research, New York City, 1971-73; teaching assistant, Pennsylvania State University, 1973-74; St. John's, 1975-.

**Amy Kass**

A.B., University of Chicago, 1962; M.A., Brandeis University, 1964; Ph.D., Johns Hopkins University, 1973; Tutor, St. John's College, 1975-.

**Michael Comenetz**

B.A., Johns Hopkins University, 1965; M.A., Brandeis University, 1967; Ph.D., Brandeis University, 1972; Assistant Professor of Mathematics, University of Kansas, 1972-75; St. John's, 1975-.

**SANTA FE****William A. Darkey**

B.A., St. John's College, 1942; Tutor, St. John's College, 1942-46; M.A., Columbia University, 1949; Tutor, St. John's College, 1949-, Santa Fe, 1964-, Associate Dean, 1968-70, Dean, Santa Fe, 1968-73, Director, Task Force on the Liberal Arts, 1974-.

**Thomas King Simpson**

B.A., St. John's College, 1950; M.A. in Teaching, Wesleyan University, 1955; Ph.D., The Johns Hopkins University, 1968; Instructor, American University at Cairo (Egypt), 1950-53; Teaching Intern, St. John's College, 1955-56, Tutor, 1956-; Curriculum Counsellor and member of the faculty, The Key School, 1970-, Santa Fe, 1973-.

**Michael Ossorgin**

Lycée Russe, Paris, 1938; Conservatoire Russe à Paris, 1932-35, 1942-44; L.Th., Institut de Théologie Orthodoxe, Paris, 1942; Instructor in Music, Institut de Théologie Orthodoxe, Paris, 1944-46; Instructor in Theology, St. Tikhon's Seminary, Pennsylvania, 1947; Secretary of the Orthodox Diocese in Alaska, 1948-49; Teacher of Music, Bureau of Indian Affairs, Department of the Interior, 1950-56; Associate Professor, Consultant, St. John's Program, St. Mary's College, California, 1961-62; Tutor, St. John's College, 1956-, Santa Fe, 1966-; Norma Fiske Day Tutorship, 1975-.

**Charles G. Bell**

B.S., University of Virginia, 1936; Rhodes Scholar, Oxford University, B.A., 1938, M.A., 1966, B.Litt., 1939; Instructor and Assistant Professor of English, Iowa State College, 1940-45, Wartime Assistant in Physics, 1945; Research Assistant in Physics, Princeton University, 1945; Assistant Professor of English, Princeton University, 1945-49; Guest Lecturer, Black Mountain College, Summer, 1947; Rockefeller Grant for study in Europe, 1948; Assistant Professor of Humanities, The University of Chicago (College), 1949-56; Guest Professor (Fulbright Program), Technische Hochschule, Munich, Germany, 1958-59 (Kulturgeschichte als die Geschichte symbolischer Formen); Tutor, St. John's College, 1956-, Director of Adult Education, 1957-58, Santa Fe, 1967-; Poet in Residence and Guest Professor, University of Rochester, Spring, 1967; Guest Professor, S.U.N.Y. at Old Westbury, Spring, 1970; Director of St. John's Graduate Preceptorial in Dimensions of History, 1972-73.

**Samuel Emmons Brown**

Harvard College, 1936-37; Diploma, Black Mountain College, 1945; M.A., 1956, Ph.D., 1962, Indiana University; private tutoring, 1946-48; Director of Music, Windsor Mountain School, 1948-49; Director of Music, Verde Valley School, 1950-53; John H. Edwards Fellow, 1955-56; Part-time Teacher, Indiana University, 1956-57; Tutor, St. John's College, 1958-, Santa Fe, 1965-.

**Dean R. Haggard**

B.A., Reed College, 1955; Instructor in Mathematics, Loyola College, 1957-60; Fels Fund Fellow in Philosophy, The Johns Hopkins University, 1960-61; Tutor, St. John's College, 1961-, Santa Fe, 1966-, Assistant Dean, 1971-73.

**Robert D. Sacks**

B.A., St. John's College, 1954; Ph.D., The Johns Hopkins University, 1963; Hebrew University, Jerusalem, 1954-56; Ecole des Langues Orientales Vivantes, 1956-57; The University of Chicago, 1957-59; Tutor, St. John's College, 1961-, Santa Fe, 1969-; Visiting Lecturer, St. Mary's College, 1968-69; Biblical Research, Jerusalem, 1971-72.

**John S. Steadman**

B.S. Philosophy, University of Wisconsin, 1959; Instructor in Radio Repair, U.S. Army, 1954-56; Assistant in Philosophy, Cornell University, 1959-61; Teaching Fellow, Cornell University, 1961-62; Tutor, St. John's College, 1962-, Santa Fe, 1967-, Assistant Dean, 1970-72.

**David Clifford Jones**

B.A., St. John's College; M.A., The University of Melbourne; Ph.D., The University of Texas; University Fellow, The University of Melbourne; University Fellow and Bess Heflin Fellow, The University of Texas, 1962-64; Tutor, St. John's College, 1964-, Santa Fe, 1965-; Director, Graduate Institute in Liberal Education, 1973-75.

**Robert M. Bunker**

A.B., Harvard University, 1939; A.M., 1954, Ph.D., 1955, University of New Mexico; United Pueblos Agency, Bureau of Indian Affairs, 1940-51; United States Navy, 1942-46; Executive Secretary, Bernalillo City-County Consolidation Committee, 1952-56; Instructor, University of New Mexico, 1955-56; Professor of English and Philosophy, and Chairman of both Departments, New Mexico Highlands University, 1956-65; Tutor, St. John's College, Santa Fe, 1965-.

**Don B. Cook**

A.B., Occidental College, 1958; Ph.D., University of California at Davis, 1965; Woodrow Wilson Honorary Fellow, University of California at Davis, 1959; National Science Foundation Fellow, 1959-61; Tutor, St. John's College, Santa Fe, 1965-72, 1973-; Teacher, Santa Fe Preparatory School, 1972-73.

**Elliott T. Skinner**

B.A., University of Colorado, 1961; M.A., Princeton University, 1963; Ph.D. Candidate in Philosophy, Princeton University; Assistant and Preceptor, Princeton University, 1964, Woodrow Wilson Fellowship; Fellow of The Council for Philosophical Studies (Summer Institute in Greek Philosophy and Science), 1970; Tutor, St. John's College, Santa Fe, 1965-.

**Richard Bowen Stark**

The Colorado College, 1941-42, (U.S. Air Force, 1942-45) 1945-46; A.B., Colorado State College of Education, 1948; M.M., Yale University School of Music, 1948-52; Associate Professor of Piano (Director of the Choir, 1958), Fisk University, Nashville, Tenn., 1952-58; Visiting Professor of Music, Wesleyan University, Middletown, Conn., 1959-60; Curator of Collections, 1962-66, Curator of Music Research, 1966-70, Museum of International Folk Art, Santa Fe, New Mexico; Part-Time Tutor, St. John's College, 1965-72; Tutor, St. John's College, Santa Fe, 1972-; Research Project in Spain, 1973-74, National Endowment for the Humanities and International Folk Art Foundation.

**Stuart Boyd**

M.A., Aberdeen University, Scotland, 1948; Ph.D., Aberdeen University Medical School, 1952; Military Service, 1940-45; Assistant Lecturer, Clinical Psychology, Department of Psychiatry, Aberdeen University, 1948-52; Instructor, Medical Psychology, University of Colorado Medical School, 1952-53; Director, Doctoral Training in Clinical Psychology, Denver University, 1954-57; Professor of Psychology and Chairman, Department of Behavioral Sciences, New Mexico Highlands University, 1957-64; Lecturer, Department of Psychiatry, Edinburgh University, Scotland, 1964-65; Professor of Psychiatry (Psychology), University of Missouri Medical School, Kansas City, 1965-66; Tutor, St. John's College, Santa Fe, 1966-.

**Roger S. Peterson**

A.B., Harvard College, 1953; A.M., 1957, Ph.D. in Botany, 1959, University of Michigan; United States Navy, 1953-56; U.S. Forest Service research at Colorado State University, 1959-62, at Utah State University, 1962-66; Tutor, St. John's College, Santa Fe, 1966-.

**E. Ray Davis, Jr.**

University of Wisconsin, 1953-55; B.A., St. John's College, 1962; NDEA Fellowship, University of Indiana, 1962-65, M.A., 1965, History and Philosophy of Science; Tutor, St. John's College, Santa Fe, 1966-.

**Ralph Swentzell**

B.S., New Mexico Highlands University, 1963; Instructor, Computer Programming, New Mexico University, 1965-66; Tutor, St. John's College, Santa Fe, 1966-.

**Timothy P. Miller**

A.B., Harvard University, 1948; B.Mus., 1949, M.Mus., 1951, Yale University; D.Mus., Indiana University, 1957; Instructor in Music and Freshman Studies, Lawrence College, 1951-53; Fulbright Scholar, Hamburg, Germany, 1955-56; Assistant and Associate Professor of Music, Agnes Scott College, 1957-61; Director of Music, University of Richmond, 1961-66; Piano Chairman and Member of Graduate Faculty, College-Conservatory of Music, University of Cincinnati, 1965-67; Tutor, St. John's College, Santa Fe, 1967-.

**R. Thomas Harris, Jr.**

B.A., Reed College, 1955; M.A., 1956, Ph.D., Mathematics, 1959, University of Illinois; University Fellow, University of Illinois, 1955-58, Graduate Teaching Assistant and National Science Foundation Contract Fellow, 1958-59; Research Instructor, Duke University, 1959-60; Assistant Professor, 1960-65, with Leave of Absence as Assistant Professor, University of California at Berkeley, 1962-63; Associate Professor, University of Maryland, 1965-68; National Science Foundation Consultant for India Project, Lucknow, India, summer, 1967; Visiting Associate Professor, New York University, 1967-68; Corporate Consultant, Management Science, IBM, Armonk, New York, summer, 1968; Tutor, St. John's College, Santa Fe, 1968-; Visiting Professor, New York University, summer, 1969.

**Glenn A. Freitas**

B.A., Classical Languages, St. Mary's College, 1957; Th.L., Université Laval (Quebec), 1964; Licentiate in Sacred Scripture, Pontifical Biblical Commission (Rome), 1966; L'École Biblique et Archéologique Française de Jérusalem, 1964-66; Assistant Professor, Theology, St. Mary's College, 1967-69; Tutor, St. John's College, Santa Fe, 1969-.

**Ralph J. Quintana**

B.A., 1947, M.A., 1966, University of Colorado; Instructor, Williams College, 1946-49; Instructor, Wagner College, 1949-50; Teacher-coach, Fountain Valley School, 1953-58; Teacher-coach, Hebron Academy, 1959-61; Assistant Professor, New Mexico Highlands University, 1966-68; Tutor, St. John's College, Santa Fe, 1969-, Assistant Dean, 1973-.

**Toni K. Drew**

B.A., St. John's College, Santa Fe, 1970; Teaching Intern, St. John's College, Santa Fe, 1970-72, Tutor, Santa Fe, 1972-.

**C. Donald Knight**

A.B., Baker University, 1962; M.A., University of Toronto, 1968; Fulbright Fellow, Annamalai University, Madras State, India, 1962-63; Graduate Fellow (National Science Foundation) in Biology and Human Genetics, The Rockefeller University, 1963-66; Teaching Fellow in Moral Philosophy, Victoria University, Toronto, 1967-68; Canada Council Fellow in Philosophy, University of Toronto, 1969-71; Tutor, St. John's College, Santa Fe, 1971-.

**Philip LeCuyer**

B.A., The Colorado College, 1966; B.A., Merton College, Oxford University, 1969; Ph.D. candidate in biology, University of New Mexico, 1970-72; Boettcher Scholar, 1962-66; Perkins Scholar, 1963-66; Rhodes Scholar, 1966-69; Danforth Graduate Fellow, 1966-72; Woodrow Wilson Fellow (honorary), 1966; Tutor in English Literature, Summer Humanities Institute, The Colorado College, 1968; Tutor in biology and chemistry, Institute of Social Research and Development, University of New Mexico, 1971-72; Tutor, St. John's College, Santa Fe, 1972-.

**Alfreda L. Verratti**

B.A., St. John's College, 1966; M.A., Washington University, 1970; Ph.D. Candidate, Washington University, 1972; Psychiatric Social Worker, Harrisburg State Hospital, Harrisburg, Pa., 1966-67; Hans Reichenbach Graduate Fellowship, Washington University, 1967; N.D.E.A. Graduate Fellowship, Washington University, 1967-70; Instructor, Washington University, 1969, 1971; Instructor, University of Missouri, 1970-71; Assistant Professor, Webster College, 1971-72; Tutor, St. John's College, Santa Fe, 1972-, Assistant Dean, 1972-.

**Alfred J. DeGrazia III**

B.A., Swarthmore College; M.A., Harvard University, 1968; Ph.D. candidate, Harvard University, 1968-; Teaching Assistant, Harvard University; Tutor, St. John's College, Santa Fe, 1972-.

**Lorna Green**

Smith College, 1956-57; B.Sc., McGill University, 1960; Woodrow Wilson Fellow, Rockefeller University, 1960; University of Washington, summer, 1961; University of Paris at the Station Biologique de Roscoff, summer, 1962; Ph.D., Rockefeller University, 1965; Postdoctoral Fellowship, Rockefeller University, 1965; Research Assistant, Wellesley Hospital, Toronto 1967-68; M.A., University of Toronto, 1971; Canada Council Fellowship at University of Toronto, 1970-73; Teaching Assistant, St. Michael's College, University of Toronto, 1970-72; Doctoral Candidate, University of Toronto; Tutor, St. John's College, Santa Fe, 1973-.

**Howard Zeiderman**

Dartmouth College, 1962-63; B.A., St. John's College, 1967; M.A., Princeton University, 1972; Princeton National Fellow, 1972; Tutor, St. John's College, Santa Fe, 1973-.

**James R. Mensch**

B.A., St. John's College, 1967; M.S.L. (Licentiat in Studiis Mediae Aetatis), The Pontifical Institute of Mediaeval Studies, Toronto, 1970; Ph.D. Candidate, University of Toronto, 1970-; Canada Council Fellow in Philosophy, 1970-73; Instructor, University of Toronto, 1970-71; University of Innsbruck, 1971-72; University of Munich, 1972-73; Tutor, St. John's College, 1973-.

**Richard L.L. Michaud**

A.B., St. Michael's College, 1963; Ph.D., University of Vermont, 1968; Post-doctoral Fellow in Pharmacology, Yale University Medical School, 1967-68; Assistant Professor, Psychiatry Department, Yale University Medical School, 1968-70; Assistant Professor of Science, Webster College, 1970-73; Visiting Lecturer, Washington University, 1971-73; NSF Fellow, Colorado State University, summer, 1972; Consultant in Ecology, St. Louis University Institute for Environmental Studies, summer, 1973; Course Director, Webster College; Clayton School District Program in Environmental Studies, summer, 1975; Tutor, St. John's College, Santa Fe, 1973-.

**Stephen R. Van Luchene**

University of Guadalajara, summer, 1967; Universidad Nacional de Mexico, summer, 1968; B.A., Arizona State University, 1969; M.A., 1971, Ph.D., 1973, University of Notre Dame; journalist, Arizona Magazine, 1969; Teacher of English as a Second Language, Bell School, Cambridge (U.K.), 1969; Teaching Assistant, Department of English, Notre Dame, 1971-73; Tutor, St. John's College, Santa Fe, 1973-.

**Bruce E. Venable**

B.A., St. Mary's College of California, 1969; M.A., Ph.D. in Classics, University of Washington; Tutor, St. John's College, Santa Fe, 1973-.

**Lynne M. Hamilton**

A.B., Radcliffe College, 1957; M.D., University of California, Santa Barbara, 1968; Teaching Assistant, Associate, Lecturer in English, University of California, Santa Barbara, 1966-71; Ph.D., University of California, Santa Barbara, 1973; Tutor, St. John's College, Santa Fe, 1974-.

**Gerald Lee Myers**

B.A., University of Colorado, 1964; Ph.D., University of Colorado Medical Center, 1969; American Cancer Society Postdoctoral Fellow, Yale University, 1969-71; Seessel Research Fellow, Yale University, 1971-72; Faculty, Shimer College, 1972-74; Tutor, St. John's College, Santa Fe, 1974-.

**Edward C. Clark**

B.S., Massachusetts Institute of Technology, 1951; Ph.D., Princeton, 1969; Area Geophysicist, Humble Oil Company, Wyoming and Montana, 1951-56; overseas with Humble Oil in Turkey and Spain, 1957-63; Ford Foundation Fellow, Istanbul, 1967-68; Assistant Professor of History, University of Texas-El Paso, 1969-74; Tutor, St. John's College, Santa Fe, 1974-.

**Philip Browning Long**

B.A., Bob Jones University, 1965; study at Westminster Theological Seminary, 1966-67; Doctoral cum laude, University of Amsterdam, 1973; Tutor, St. John's College, Santa Fe, 1974-.

**David L. Townsend**

B.A., Loyola College, Baltimore, 1969; M.A., Harvard University, 1970, Ph.D., 1976; Certificat de Langue, University of Paris, 1967, diplôme, 1973; Teaching Fellow, Harvard, 1971-73; Resident Tutor, Eliot House, Harvard, 1971-73; English Teacher, Cambridge Community High School, 1971-72; Tutor, St. John's College, Santa Fe, 1974-.

**Marc Haynes**

University of North Carolina, 1967-69; St. John's College, Annapolis, 1969-70, St. John's College, Santa Fe, 1970-71, B.A.; University of Texas, 1971-74; Teaching Intern, St. John's College, Santa Fe, 1974-.

**Kent H. Taylor**

B.A., Yale University (English) 1963; M.A., University of Georgia (English) 1965; University of California at Santa Cruz (History of Consciousness: an interdisciplinary graduate humanities program) 1967-68; Defense Language Institute, Monterey, California (German) 1968-69; Heidelberg University (Philosophy) 1971-73; Instructor of Freshman English at the University of Georgia, 1965-67; Teaching Assistant at University of California at Santa Cruz, 1967-71; Tutor, St. John's College, Santa Fe, 1974-.

**Georgia S. Knight**

B.S., University of Utah, (Philosophy), 1970; M.A., University Utah, (English), 1972; Doctoral Candidate, University of Utah, 1974; Teaching Fellow, University of Utah 1970-74; Tutor, St. John's College, Santa Fe, 1974-.

**Elizabeth S. Engel**

B.A., Pomona College, 1967; M.Phil., Yale University, 1971; Ph.D., Philosophy, 1973; Teaching Assistant, Yale University 1969; Teacher of Philosophy and Humanities, Shimer College 1971-73; Chairman, Humanities Area 1973; Assistant Professor of Philosophy, California State University at Humboldt 1973-75; Tutor, St. John's College, Santa Fe, 1975-.

**John Joseph Verdi**

B.S. in Psychology, Fordham University, 1972; A.M., 1974, Ph.D. in Philosophy, 1975, University of Southern California; Fordham Scholar, 1968-72; New York State Regents Scholar, 1968-72; Oakley Fellow, 1972-75; Instructor, California State University at Los Angeles, 1974; Instructor, University of Southern California, 1975; Tutor, St. John's College, Santa Fe, 1975-

**TUTORS EMERITUS**

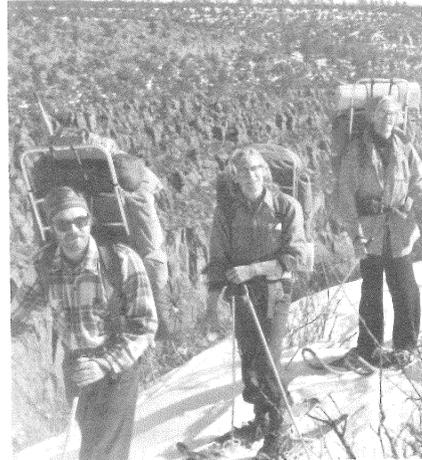
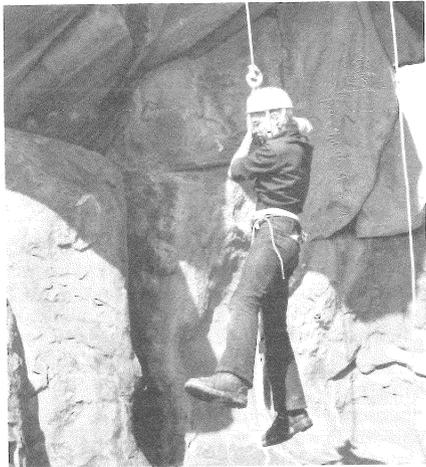
Ford Keeler Brown, A.B., D. Phil.  
 Jacob Klein, Ph.D., Dean, St. John's College, 1949-58.  
 William Kyle Smith, B.S., Th.B., Th.M.  
 Simon Kaplan, Ph.D.  
 Wiley W. Crawford, B.A., M.A., Ph.D.

**HONORARY FELLOWS**

Paul Mellon  
 B.A., Yale University, 1929; B.A., 1931; M.A., Cambridge University, 1938; Litt.D. Oxford University, 1961; LL.D., Carnegie Institute of Technology, 1967; LH.D. Yale University, 1967.

**John Gaw Meem**

ScB., Virginia Military Institute, 1914; M.A. (Hon.), Colorado College, 1936; A.F.D., University of New Mexico.

**OFFICERS, ASSOCIATES, AND STAFF****ANNAPOLIS**

*President*  
 Richard D. Weigle

*Dean*  
 Curtis A. Wilson

*Vice President*  
 William B. Dunham

*Treasurer*  
 Charles T. Elzey

*Assistant to President*  
 Charles A. Cooley

*Assistant Deans*  
 Barbara H. Leonard  
 Ray A. Williamson

*Registrar*  
 Leanore B. Rinder

*Director of Admissions*  
 Joanne Aitken

*Librarian*  
 Charlotte Fletcher

*Director of Athletics*  
 Bryce DuVal Jacobsen

*Director of Financial Aid*  
 Judith Munaker

*Director of Adult Education*  
 Geoffrey Comber

*Deputy Director, College Relations*  
*Director of Alumni Relations*

Thomas Parran, Jr.

*Alumni Secretary and*  
*College Archivist*  
 Miriam Strange

*Business Manager*  
 Joseph A. Jackins, Jr.

*Director of Placement*  
 Brenda Robertson  
*Superintendent of*  
*Buildings and Grounds*  
 David W. Tucker

*College Physicians*  
 Robert C. Biern  
 Charles Kinzer  
 Sigmund A. Amitin

*College Nurse*  
 Marilyn Kyle

**SANTA FE**

*President*  
 Richard D. Weigle

*Dean*  
 Robert A. Neidorf

*Vice President*  
 J. Burchenal Ault

*Treasurer*  
 Emery C. Jennings

*Director of Graduate Institute*  
 Robert L. Spaeth  
*Assistant Dean*  
 Glenn A. Freitas

*Registrar*  
 Ellen Gant

*Director of Admissions*  
 Gerald F. Zollars

*Librarian*  
 Alice H. Whelan

*Director of Student Activities*  
 Istvan Fehérváry

*Director of Financial Aid*  
 Alberta L. Rivera

*Director of Adult Education*  
 Robert Bunker

*Alumni Secretary and*  
*Coordinator of Public*  
*Events and Facilities*  
 Polly Rose

*Director of Placement*  
 Sally Dunn  
*Superintendent of*  
*Buildings and Grounds*  
 Stanley Nordstrum

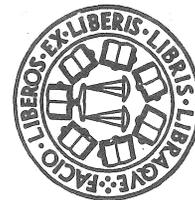
*College Physician*  
 Dr. Alfred W. Pinkerton

*College Nurse*  
 Peggy H. Elrington

## Profile: Fall 1975 and January 1976 Classes

	Annapolis	Santa Fe		Annapolis	Santa Fe
States Represented	34	32	Canada		2
Arkansas	1	1	Iceland	1	2
Arizona	1	4	Italy	1	1
California	6	19	Mexico		
Colorado	1	5	Turkey	1	
Connecticut	4		Number of Students	141	101
Delaware	1	1	Men	90	63
District of Columbia	3	3	Women	51	38
Florida	3	2	National Merit Honors	47	24
Georgia	2	1	Scholars	2	4
Hawaii		1	Finalists	14	2
Idaho		1	Semi-Finalists	5	3
Illinois	6	9	Commended Students	26	15
Indiana	2	1	Early Entrance	7	1
Kansas	1	2	Previously Attended		
Kentucky	2	3	College	50	42
Maine	2		Ranges of Ages	16-65	16-28
Maryland	27	2	Veterans	2	3
Massachusetts	3	1	Kind of School Attended		
Michigan	4	2	Public	102	74
Minnesota	1	1	Independent	24	22
Mississippi	2		Parochial	15	5
Missouri		2	Receiving Financial Aid	32%	55%
Montana	1		Rank in Class*		
Nebraska		1	First fifth	60%	61%
New Hampshire	1	1	First Tenth	44%	38%
New Jersey	6	2	Second Tenth	16%	23%
New Mexico	3	15	Second Fifth	35%	20%
New York	11	2	Third Fifth	12%	11%
North Carolina	2		Fourth fifth	6%	4%
Ohio	4	2	Fifth fifth		4%
Oklahoma		1			
Oregon		2			
Pennsylvania	14	1			
Rhode Island	1				
South Carolina	1				
Tennessee	1				
Texas	2	3			
Virginia	15	3			
Washington	2				
Wisconsin	2	2			

\*Not included in the Santa Fe table are 16 students and in the Annapolis table 28 students for whom rank in class was not available.



### ST. JOHN'S COLLEGE

ANNAPOLIS, MARYLAND • SANTA FE, NEW MEXICO

### Application for Admission

The following questions are designed to give you an opportunity to write fully and freely about yourself. We want a large sample of your writing. Every application is read carefully by members of the Admissions Committee. We know that many applications for admission to St. John's are written by persons under academic and other pressures; we do not expect perfection.

We ask all applicants to answer questions 1-5. Successful applicants usually write six to ten typewritten pages, and often more, in their answers to questions 1-5.

1. Evaluate the strengths and weaknesses of the formal education you have had until now.
2. Select some experience from which you have derived exceptional profit, and describe it, explaining its value to you.
3. Describe your reading habits and your experience with books. Choose some book that you have liked well and discuss some **single** aspect of it (not the book as a whole).
4. If you are now in school, tell how you spent the last two summers. If you are not in school, tell how you have been occupied since leaving school.