COLLEGE CALENDAR

1955 - 1956

College Opens	September 22
Freshman Registration	September 23
Upperclass Registration	September 24
Convocation	September 25
Classes Begin 9 A.M.	September 26
Thanksgiving Recess	November 24-27
First Term Ends 5 P.M.	December 16
Second Term Begins 9 A.M.	January 2
Second Term Ends 5 P.M.	March 16
Third Term Begins 9 A.M.	April 2
Third Term Ends 5 P.M.	June 8
Baccalaureate Sunday	June 10
Commencement	June 11

1956 - 1957

College Opens	September 27
Freshman Registration	September 28
Upperclass Registration	September 29
Convocation	September 30
Classes Begin 9 A.M.	October 1
Thanksgiving Recess	November 22-25
First Term Ends 5 P.M.	December 21
Second Term Begins 9 A.M.	January 7
Second Term Ends 5 P.M.	March 22
Third Term Begins 9 A.M.	April 8
Third Term Ends 5 P.M.	June 14
Baccalaureate Sunday	June 16
Commencement	June 17

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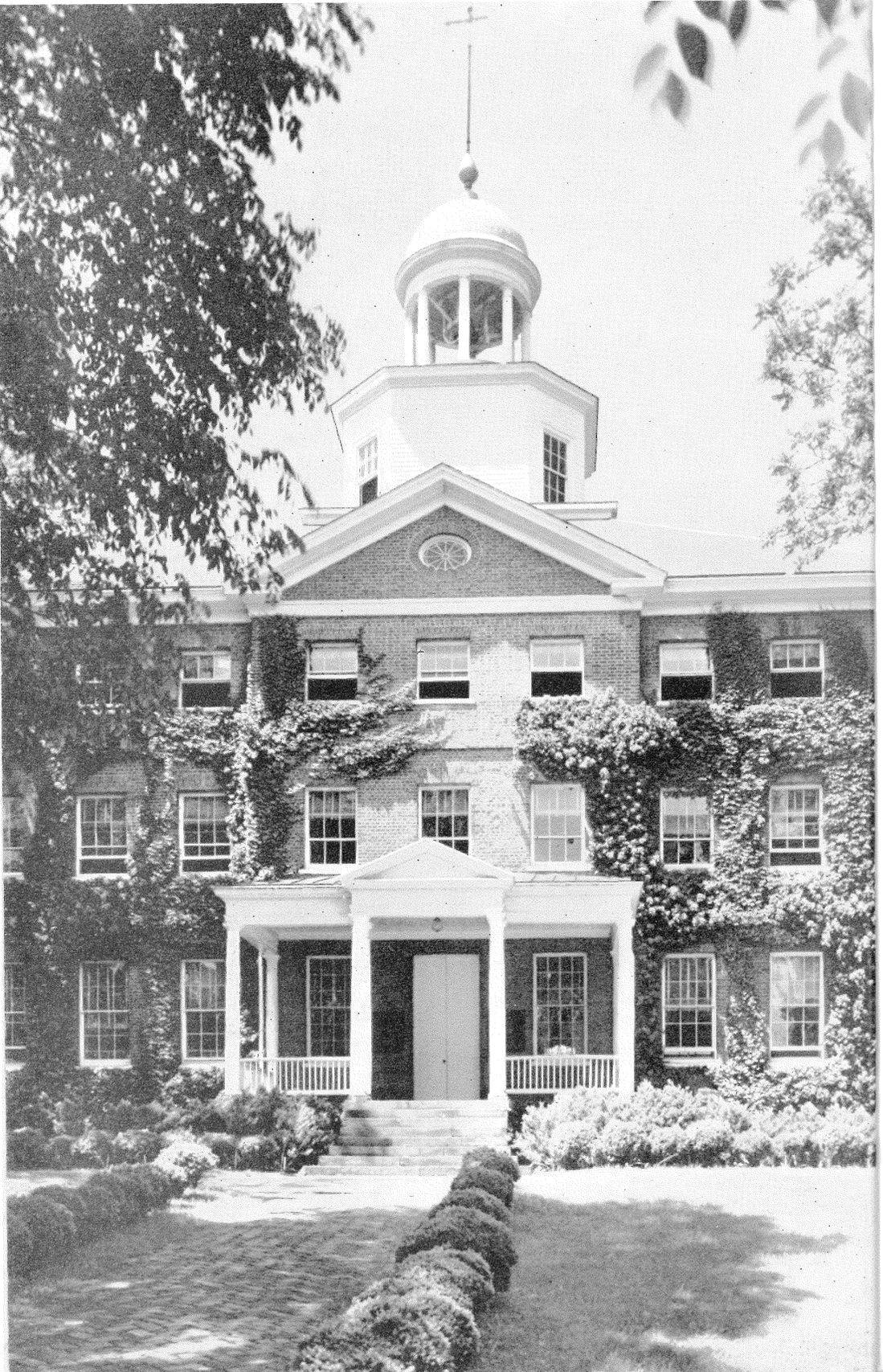

VOLUME VII No. 3

BULLETIN OF

ST. JOHN'S COLLEGE
IN ANNAPOLIS

OFFICIAL STATEMENT OF
THE ST. JOHN'S PROGRAM

CATALOGUE

1955-1956

ANNAPOLIS, MARYLAND

JULY, 1955

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

Through direct contact with the great minds of Western civilization and through rigorous exercise in language, mathematics and the sciences, St. John's College seeks to develop free and rational men with an understanding of the basic unity of knowledge, an appreciation of our common cultural heritage, and a consciousness of social and moral obligations. St. John's considers that such men are best equipped to master the specific skills of any calling and to become mature, competent and responsible citizens of a free state.

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THE ST. JOHN'S PROGRAM

The Goal of Liberal Education

That young people are in need of education is a generally accepted proposition. But there is no agreement as to what education means, what its goals are and what its methods should be. It can be said, however, that two ideas of education prevail universally. Children and adolescents have to learn, and do learn, the habits and customs of the society to which they belong and into which they grow; they have to assimilate, and do assimilate, the religious, moral and political traditions of their elders. On the other hand, young men and women have to prepare themselves for their later lives and the specific tasks they will shoulder by choice or necessity; they have to acquire, in addition to a minimal literacy, expertness in certain fields, mechanical skills for example, trade experience, knowledge of a definite kind.

Do these two ideas of education define the goal of education sufficiently well? They do not. For all depends on the spirit in which those traditions are kept and on the understanding that underlies those various skills, experiences and knowledges. All customs, all arts and sciences, however particular, embody principles of a general nature. To be aware of these principles means to be able to look beyond the immediate, the accepted and the necessary. The acquisition of such ability is the goal of a liberal education. In a free society this goal can never be dispensed with. For in deliberating about a course of action, in deciding what the welfare of an individual and what the common good require, one has to distinguish between the expedient and the just, the apparent and the true, the contingent and the essential; one has to have acquired, in other words, a minimum of critical intelligence and an awareness of principles that govern our behavior and our understanding.

Liberal Education and Scholarship

All institutions of higher learning derive their original impulse from this goal of liberal education. They are indeed meant to be, in the words of the College Charter of 1784, "institutions for the liberal education of youth in the principles of virtue, knowledge and useful literature." Learning is the way in which this goal has to be approached. It is difficult, therefore, to separate the idea of liberal education from the ideal of scholarship. Yet all the difficulties that the practice of education encounters are rooted in its relation to scholarly pursuits.

There are bodies of knowledge established by the cumulative efforts of many generations of scholars. These are the subjects taught and learned, on different levels, in all our schools. By its very nature

scholarship requires attention to all the ramifications of a given subject. Though guided by a view of the whole, scholarship depends completely on a detailed understanding of all the particulars. Thus, scholarly attention cannot avoid being confined to a special subject matter. Scholars must specialize. Applied to the enterprise of liberal education, to the process of learning, scholarship, on the other hand, seems to entail a fractioning of the students' attention, a multiplication of special disciplines. This means that either the education of the students or their scholarship or both are in danger of suffering injury.

This danger became real and acute with the triumphant rise, in the 19th century, of the natural sciences and the concomitant, though quite separate, development of various historical disciplines under the general heading of the "humanities." The elective system was invented to cope with this situation. It led to a further multiplication of subject matters, the effect of which was hardly alleviated by the device of majors. The liberal arts college lost sight of its goal; the ideal of scholarship degenerated into an empty form; curricula were conceived with reference to the requirements of the graduate professional and vocational schools or to the conditions of employment in the contemporary world. Colleges became timidly and fanatically preparatory. A revaluation of the content of liberal studies and their relation to education and to scholarship became imperative.

The Liberal Arts

In 1937, St. John's College, under the leadership of Stringfellow Barr and Scott Buchanan, undertook this task. It set up a course of studies designed to rehabilitate the name and the meaning of a liberal arts curriculum.

For more than two thousand years, up to the beginning of the 19th century, the liberal arts were the backbone of all formal education. They were originally conceived as the seven liberal arts—the *trivium* of grammar, rhetoric, logic and the *quadrivium* of arithmetic, music, geometry, astronomy. The interpretation and the content of these arts, their number and mutual relationship, changed with the ages. But whatever the guises they assumed, they were always meant, and are still meant, to have one primary function: with them and through them men can learn how to go about the business of understanding. The liberal arts enable men to win knowledge of the world around them and knowledge of themselves in this world. 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 this most far-reaching of all human goals.

But the attempt to recover the true meaning of the liberal arts also involved a new approach to the vast tradition of Western thought

as embodied in the great documents, the great books, of that tradition. For this tradition is built on the practice of the liberal arts. To scrutinize the sources of this tradition means to revitalize the liberal arts themselves.

In a way this tradition of ours is not in the books, it is rather the heritage by which we live, the spirit which permeates our thinking and speaking, our attitudes and concerns. This heritage, however, can wither away. It is necessary, then, and on more than one occasion, to go back to its sources and to reflect on what they have to say. This is the way in which education can become a deliberate and planned undertaking. And it is at this point that specialized scholarly pursuits might well interfere with the overall educational goal.

The St. John's Program tries to avoid this pitfall. It has selected a number of books, the signposts on the various roads of our tradition, as it were, and has organized a comprehensive curriculum around them. It considers the authors of these great books the real teachers in the curriculum. For in these books they present to the student the substance of human experience, the elements out of which it is built, the whole range of questions that have to be raised and of answers that can be given. It is one thing, however, to approach these books with the concern and armature of a scholar, and another to experience their impact directly, within the frame of our natural interests and unexamined opinions. This latter is the frame of mind that the curriculum presupposes in the beginning. The process of learning consists in the gradual transformation of this frame, through the acquisition of intellectual skills that enable the student to examine his own assumptions and free his mind for a better understanding and real insight. The great themes of the tradition become alive and meaningful in this process. And the acquisition of those intellectual skills indicates that the discipline of the liberal arts has taken hold of the learning mind.

There are many ways to foster this discipline. The curriculum emphasizes four of them: discussion, translation, demonstration and experimentation. They are followed in all the branches of the Program which will be described in the following pages. 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. This ability presupposes the habit of careful scrutiny and of dispassionate judgment. Inasmuch as this habit characterizes scholarly pursuits, the course of study at St. John's is an exercise in scholarship. Inasmuch as scholarship has to pay attention to all the details and particulars of a given subject matter and thus tends toward expertness in a special field, the course of study at St. John's can be said both to fall short of meeting scholarly demands and to go far beyond them.

Scholarly responsibility toward the content of learning is necessary in liberal education; scholarly specialization is not.

The Great Books

The books that serve as the core of the curriculum were chosen over a period of nearly forty years, first at Columbia University, the University of Chicago, the University of Virginia and, since 1937, at St. John's College. The list of these books was criticized and tested in actual teaching and learning during that period, and this process still continues under conditions set by the single all-required curriculum which all students at St. John's take. Every year some books are taken off the list and some are added to it. On the whole, however, the list is now a fairly stable one. Most of the books in it are universally accepted as being among the original sources of our intellectual tradition. Many of them have been best sellers for centuries; and textbook writers find it difficult not to pay them the tribute of passing reference or footnote.

These books are often called the Classics, a name that carries with it a wide range of connotations, from "venerable" to "out of date." It suggests something remote and even precious. At St. John's, the classics are not treated as objects in an art gallery collection or as the ornamental background of our more weighty and seemingly more important daily routine. The books are taken directly into our contemporary life. They are read in English. In the process a new understanding of the classics and of classical education emerges. The books begin to speak, and what they have to say is not an academic lesson to be learned; it is of immediate concern to the students and can, therefore, touch and move their minds.

This is so because these books raise the persistent and humanly unanswerable questions of human existence; because they lend themselves to different interpretations and bring to light a variety of independent and yet complementary meanings; because they are works of fine art, the clarity and beauty of which reflect their intrinsic intelligibility; and finally because they are masterpieces in the liberal arts, seeking truth with adequate means. All this justifies their being called great, be they books on mathematics or books of poetry, be their subject matter scientific, ethical, metaphysical or theological. All the great books are linked together: each one of them is introduced, supported and criticized by all the others. They converse with each other, and the students find themselves taking part, within the limits of their ability, in this great and never ending conversation.

The Role of Science

The Great Books, however, are not the only manifestation of the power of the liberal arts. One of the official seals of the College shows

seven books surrounding a pair of scales. The balance symbolizes, no less than the books, the tradition of the liberal arts. It stands for the instruments of the scientific laboratory, where the liberal arts are being practiced at their best and fullest in the modern world.

Three hundred years ago algebra and the arts of analytic mathematics were introduced into European thought mainly by René Descartes. This is 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. Although it is not the only focal point around which the St. John's curriculum may be organized, it is one which the College takes special care to emphasize. There is scarcely an item in the course which does not bear upon it. The last two years of the course exhibit completely the changes in the liberal arts that flow from it, and these could not be appreciated without the first two years, which cover the historical period from the Greeks to Descartes.

Modern mathematics, by using and re-interpreting the knowledge of the Greeks, has made possible the mathematical exploration of natural phenomena on a scale undreamed-of by the Greeks, and has provided the basis for what is known to us as the laboratory. Following the classical thread into the modern world one must, therefore, find one's classical loci not only in the great books but also in the instruments and practices of the laboratory, however difficult that may be.

For this purpose St. John's has set up a four-year laboratory in the natural sciences with the main themes of physics, biology and chemistry woven together to catch the understandings and insights that are needed. 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 this must be supported by solid training in mathematical techniques as far as differential equations. St. John's has, therefore, more required mathematics and laboratory work than any other liberal arts college in the country. Here again, the task is not to cover exhaustively the various scientific disciplines, to bring the students up to date in them or to engage in specialized research. It is rather to make the students experience and understand the significance of science as a human enterprise involving basic 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. Different fields of exploration require different methods and techniques, but the integrity of scientific pursuits stems from sources common to all intellectual life.

THE CURRICULUM

The four-year course of study that every St. John's student has to follow seeks to attain its educational goal by a variety of instructional devices engaging the interest of the student and appealing to his mind in different ways. There are six divisions of the program called severally the Seminar, the Language Tutorial, the Mathematics Tutorial, the Music Tutorial, the Laboratory and the Formal Lecture. The correlation between some of them is a very close one, and all of them are subordinated to the main goal of the curriculum, which is to develop the intellectual and imaginative powers of the students to their fullest. The following paragraphs will describe their organization and their special aims.

It is necessary to preface this description with a general remark about the sequence of books, the teaching function of which largely determines the structure of the curriculum. On pages 37 to 39 the reader will find two listings of the books. The first lists them in more or less chronological order, beginning with Homer and ending with authors of the twentieth century. This represents the required readings for the four years in the various divisions of the program. The second list shows how these books distribute themselves over the four years and also over the conventional array of subject matters as they are studied in the contemporary colleges which follow the elective system. This second list is presented for those who wish to compare and contrast the St. John's program with the program of study of other colleges: they are advised, however, to assure themselves of a real comparison by considering the selection which a student would make in an elective system.

It should also be noted that many books are studied in several divisions according to subject matter, as on the other hand many books in an elective system are read in almost complete isolation, without background and aid from other books. One should not forget, moreover, that these lists do not show the length of time spent on the discussion of certain books and the emphasis laid on them; nor do they show the weight that individual students are encouraged to put on some of the books for their individual benefit. With these qualifications the lists give a fairly accurate general impression of the curriculum.

The division into four years has an interesting significance. Something over two thousand years of intellectual history forms the background of the books of the first two years; about three hundred years of history is studied in almost twice as many authors in the last two years. The first year is devoted mostly to the Greeks and their special understanding of the liberal arts; the second year contains books most of which were originally written in Latin and belong to the Roman and medieval periods; the third year has books of the seventeenth and

eighteenth centuries, most of which were originally written in modern languages; the fourth year concentrates on the nineteenth and the twentieth centuries; in this last year the students have to go back to some of the books of the previous years, the repetition having the effect of completing a cycle and confronting the students with their starting point.

The chronological order in which the books are read has very little to do with the so-called historical approach. The decline of liberal education manifests itself most clearly in the "historization" of all studies bearing on non-scientific subject matters. The underlying assumption in the actual teaching practice and research work at our universities is this: all serious scholarship—beyond the domain of pure logic, mathematics, and the natural sciences—is essentially historical. The reduction to history of all liberal arts characterizes, to an appalling degree, our contemporary thinking. The St. John's curriculum is seeking to convey to the students an understanding of basic problems that man has to face at all times. In doing that it may help the students to discover a new kind of historical perspective and let them perceive through all the historical shifts and changes the permanence and ever-present gravity of human issues.

The reading list contains books that ordinarily fall under the label of social science. They are read and discussed in their proper context. But no special emphasis is given to social studies as such. The economist and political scientist, the sociologist and psychologist borrow their methods, to a large extent, from the natural sciences. Reflecting on their basic assumptions, they find themselves sharing certain philosophical opinions stated explicitly elsewhere. Thus, social studies, as practiced today, do not provide a set of intelligible principles of their own. The curriculum seeks to win the proper perspective from which the claim of the social sciences to independence could be better understood and justified. One must not forget that, whatever the direction of inquiry, the proper study of mankind is man.

It is finally necessary to note that, while St. John's has included music in the curriculum, it leaves the fine arts to extracurricular activity. The relation of the fine arts to the liberal arts is not sufficiently clarified by the current interpretation of the fine arts as an integral part of the humanities or as a conspicuous manifestation of culture. This interpretation permits them, at best, to become the subject matter of certain historical, psychological and philosophical disciplines, but does not contribute to the development of genuine artistic skills. On the other hand, the unscheduled extracurricular exercise of such skills on the part of individual students might well gain momentum and substance from the common intellectual effort demanded and fostered by the curriculum.

THE SEMINAR

A seminar consists of from fifteen to twenty-five students, with two or three faculty members as leaders, all sitting around a large table. It meets twice a week, on Monday and Thursday evenings, from eight to ten. The session can continue well beyond ten if the topic under discussion has aroused a sustained and lively argument. The preparation for each seminar meeting amounts, on the average, to one hundred pages of reading. The reading assignment may be very short if the text is a difficult one. It may be lengthy if the text lends itself to an easy understanding.

How It Functions

The functioning of the seminar differs essentially from either polite conversation or the method of formal lecture or recitation. A number of persons, for the most part young, of varied backgrounds and faced with a text which may present ideas largely foreign to their experience, attempt to talk rationally with one another. Such communication presupposes a certain community of feeling despite differences in vocabulary; more immediately, the seminar presupposes the willingness on the part of its members to submit their opinions to a critical scrutiny. The demands of the individual and those of the group are in continued interplay; and, within the limits thus set, the discussion moves with the utmost possible freedom. The only rules are (1) politeness toward each other so that everybody's opinion can be heard and explored, however sharp the clash of opinions may be; (2) the supporting of every opinion by argument—an unsupported opinion does not count.

The discussion begins with a question asked by one of the leaders. Once under way, it may take any one of many forms. It may concern itself primarily with what the author says, with trying to establish the course or structure of his argument; or it may concern itself with the interpretation of a difficult passage in the text, the definition of a term; or with prior or more general questions that insist on being considered first; or with a comparison with similar or opposed views discussed in earlier sessions of the seminar. It may range from the most particular to the most general. It may stay entirely with the book or leave it altogether.

In a freshman seminar the students tend to express their opinions with little regard for their relevance or relation to the opinion of others. Only gradually, under pressure of the group, does the student learn to proceed analytically, sticking to the topic and trying to uncover the meanings of the terms which he uses. Such progress in method may be crowned by sudden, if rare, insights and illuminations on the part of individuals, or—an even rarer occurrence—by teamwork in which the seminar as a whole explores the inter-connection of ideas.

Following the Argument 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 with 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 students in every way possible to understand the author, the issues, and themselves. The most useful instrument for this purpose is the asking of questions; perhaps the most useful device of all is the one question: "Why?" But a leader may also take a definite and positive stand and enter directly into an 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 to arrive at intelligent opinions of his own.

Background: The Contemporary Scene It is apparent that a free discussion of this kind cannot be carried on in a so-called academic or scholarly vein. The students approach the problems raised by the books with assumptions taken from their own experience and determined by the contemporary scene familiar to them. Wars, national politics, movie stars, and big-league baseball may all crop up in a seminar. In continuing the discussion of a particular problem through the four years, the students gradually acquire a new perspective which allows them to recognize both the sameness of a problem and the historical variety of its aspects. The so-called historical background of a book—the knowledge of which is, at least partly, founded on the reading and interpretation of the testimony contained in the Great Books themselves—is never given to the student as a basis for the discussion. It is, of course, inevitable that some information on difficult points related to some specific historical situation is obtained by the students through collateral reading or from the seminar leaders who might have some special knowledge of the subject. In the main, the problems are not discussed with a view to ascertaining how things were, but how things are; of ascertaining the position which the student might decide to take on rational grounds in the conduct of his own life. That does entail, occasionally, a complete disregard of historically pertinent facts.

The Aims The free discussion which we have outlined, continuing over a period of four years and dealing with persistently recurring questions, problems, and ideas, in the varied and changing context of the Great Books, is the core of the St. John's program. The members of the seminar learn to examine their opinions rationally, to put them to the test of argument, and to defend them in free discussion. They likewise acquire a familiarity with the great problems and ideas of Western thought. They gain a better understanding of the terms in which these problems and ideas are expressed, of their ambiguity, and of their deeper meaning. And this in itself is one of the aims of a liberal education.

In the senior year the seminar work is intensified by special tutorials which help to throw more light on some of the books of this year.

It is the ultimate aim of the seminar that the process of thought and discussion thus commenced by the student at St. John's should continue with him throughout life.

THE TUTORIALS

The seminar, although the heart of the St. John's program, cannot alone suffice as a means to the end of liberal education unless aided by more specialized and stricter disciplines. By its very nature the seminar does not give to the students an opportunity to cultivate the habits of methodical and rigorous study. It has to be supported, therefore, by other instructional devices, principally the language and mathematics tutorials. Throughout the four years of a student's course at St. John's two tutorials or classes are scheduled each morning, one in language and one in mathematics. Here around a table eight to fifteen students study and learn together under the direct guidance and instruction of one of the tutors. Other tutors often attend, but in the guise of students seeking to learn about a particular subject. A tutorial class is meant to provide the conditions for collaborative study and for the manifold teaching and learning relations that hold in a company of good friends. There is opportunity for each student to contribute his measure of instruction to his fellows. A tutorial is one hour in length and meets five days a week, except that one hour of each fortnight is relinquished to choral exercises, as will be seen later. In the senior year tutorials meet three days a week.

THE LANGUAGE TUTORIAL The advent of 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 the use

of 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 resurrection of the age-old liberal arts of grammar, rhetoric, and logic. The tutorials concern themselves with seeking to understand the relation between language and thought. To do this they must study the basic articulations of speech, the modes of signifying things, the varied connotations and ambiguities of terms, the role of metaphors and analogies, and the logical relation between propositions.

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

During the early sessions of each year's language tutorial, the emphasis is of necessity on the primary grammatical forms and constructions and the basic vocabulary of the language in question. Passages of good prose and poetry from the books are committed to memory by rote. But after a relatively short period of time, which is longer in the first year, the tutorial has shifted to something more concrete: the slow and careful reading and discussion of great works of poetic imagination or philosophical thought. Thus, the rapid reading for the seminar with its attention focused on the large outlines, the general trend, the development of the central ideas, is supplemented and corrected by a more precise and refined study, concerned with every detail and particular shade of meaning, and also with the abstract logical structure and rhetorical pattern of a given work. These are matters that do not often come directly into seminar discussion. The student's concern with them in the language tutorials 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 discussion. The student reads and carefully analyzes a few great examples and models of prose and poetry in Greek, English, German, and French. Some of these relevant texts are not parts of the seminar readings. The further the student advances, the more

the language tutorial tends to influence the seminar discussion by bringing issues to the fore which otherwise might have been neglected and by introducing more precision into the terms in which a problem is being discussed.

The choice of the foreign languages is in part dictated by the exigencies of the seminar reading schedule and is in part arbitrary. A different set of languages might well be used without changing the basic patterns and aims of the language tutorial. At one time Latin was included in addition to the three languages now studied. This resulted in a scattering of energies with no real and lasting profit to the student. Greek was retained in the curriculum in preference to Latin because its flexibility and expressiveness seem to make it the best instrument for inculcating in the student a better understanding of the nature of language in general. Moreover, the amazing deterioration in our linguistic habits and the almost total lack of grammatical training shown by many secondary school graduates made it imperative that the student learn the structure of English. This is why great emphasis is put on the study of English grammar in the first year and on careful reading of English texts in the second year. One of the devices used is the comparison of different translations of the same Greek text. The student has to write a great deal. And the close reading of great poets such as Shakespeare and Donne helps him to develop fullness of understanding and expression.

The German tutorial in the third year repeats the pattern of the Greek tutorials. Grammar is studied intensively. Poetry and prose alternate in the reading schedule. Here again, the close reading of Kant provides an indispensable aid to the seminar discussions.

The French tutorial in the fourth year, although reproducing in general the pattern of the preceding tutorials, is also devoted to the studying of great works of French literature. The fourth-year seminar is strongly supported by the continuous analysis of the nature of the novel in the language tutorial. It is also supported by the study of language from the point of view of symbolic logic, which is taken up by the tutorial for a certain period of time. At this point the language tutorial and the mathematics tutorial converge.

The close reading in the language tutorials of the third and fourth years is done partly in German or French and partly in English. The original version is brought into play as often as possible whenever a work is read in English translation. The problem of translating, that is, the problem of articulating the same thoughts and delineating the same images in the various language media, never leaves the language tutorials throughout the four years.

Secondary Aim The two main purposes of the language tutorial are to make the student understand the nature of language as the human way to articulate and convey thoughts, especially with respect to their own mother tongue; and to support the seminar by a much closer scrutiny of texts. A third aim—and one of minor importance—is the learning of the three foreign languages themselves. In the time allotted to the study of each language, mastery of any one of them is, of course, impossible. What the student can reasonably be expected to attain is a knowledge of the basic grammatical forms and a feeling for the peculiarities of the language. To experience the individuality of another language is to extend the limits of one's sensibility.

Reading Knowledge Examinations and Essays To implement this latter aim, the reading knowledge examinations were instituted. The St. John's requirements for the final degree of Bachelor of Arts include the passing of reading knowledge examinations in two of the three foreign languages. These examinations are given several times during a year. In each case the student can use his dictionary freely during the examination. Failure the first time in any of these examinations does not preclude later attempts.

In each of the four years the students test their linguistic skills by writing essays on themes emerging from the discussion in the tutorials—or in seminars—and approved by their language tutors. These essays are subject to a thorough criticism on the part of tutors who, if occasion requires it, arrange special meetings with the individual students for the diagnosis of particular difficulties. St. John's is concerned that each student acquire ability to express his thoughts clearly and skillfully, not less in writing than in speaking. The language tutorial is one of the means that contribute to this end.

THE MATHEMATICS TUTORIAL Next to the mother tongue the language of numbers and figures is the most important symbolic possession of men. In view of the scientific and industrial conditions of our life, the decay and elimination of mathematics in education is most disturbing. This default has become so common now that many persons believe that they natively lack mathematical ability. It is obvious that high aptitude for mathematics, as exhibited in great mathematicians, is rather rare. But the language of numbers and figures is not a matter of special aptitude. Even before reaching its explicit scientific formulation it is an integral part of our understanding of the world that surrounds us. The apparent disability seems to be due to a decay in the teaching techniques and this in turn might be the effect of a misunderstanding of the fundamental nature and intention of mathematics. St. John's is trying to change this state of affairs.

Its Content The students begin with plane and solid geometry, the *Elements* of Euclid: they apprehend the idea of a deductive science and acquaint themselves with the intricacies of mathematical development. In the last term of their Freshman year they embark upon the study of Ptolemy, which also introduces them to the elements of trigonometry.

In the second year they continue the study of Ptolemy and pass immediately to Copernicus: they face two conspicuous examples of a mathematical description of the universe; they learn the role and power of a scientific hypothesis and the meaning of applied mathematics. They also study the conic sections in Apollonius' *Conics* as well as algebra and analytical geometry, the latter with due regard to the original Cartesian foundations. Not only do the students learn how to manipulate algebraic expressions, perform all the necessary operations, solve equations and correlate these analytical methods with the exploration of geometrical patterns, but they also come to grasp the very idea of a Universal Mathematics as conceived by the great thinkers of the seventeenth century.

In the beginning of the third year the students expand their skills in analytic geometry and tackle the elements of mechanics as laid down by Galileo. Concurrently, the students acquaint themselves with the principles of Keplerian astronomy. Most of the third year, however, is devoted to Newtonian physics: large parts of Newton's *Principia* are studied and discussed very carefully. The first elements of calculus are approached.

In the fourth year, differential and integral calculus (including elementary differential equations) is studied in its rigorous modern form. The students are finally introduced into non-Euclidean geometry (Lobachevski), the theory of numbers (Dedekind), and the theory of transfinite numbers (Cantor).

Throughout the four years the students are in continuous contact not only with the pure science of mathematics but also with the very foundations of mathematical physics. The mathematics tutorial thus supports the seminar discussions bearing on the relation of man to nature, the criteria of intelligibility, the nature of knowledge, and the all-powerful role of symbols.

Logical Rigor and Imagination The work done in the mathematics tutorials imposes upon the students the duty of rigorous demonstration; the blackboard becomes the arena of intensive logical struggles. The students are made to see how the discovery of logical inconsistencies leads to a revision of the assumptions upon which mathematics builds. But it is not only logical rigor that is expected from the students; their imagination is constantly brought into play. Any device that might help their imaginative effort—geometrical models, mechanical linkages, astrolabes, etc.

—are used, and often the students themselves are asked to construct them. Whenever the occasion requires it, the students have to exercise their skills in the solution of problems. All this detailed preoccupation with mathematical objects and methods, however, is subservient to the more general consideration of the relation that mathematics has to problems raised in the seminar. On the other hand, the mathematics tutorials refer most of the time directly to the work done in the laboratory.

The Chief Aim The chief aim of the mathematics tutorial is to give the students insight into the nature and practice of abstract thinking, of reasoning that proceeds systematically from definitions and principles to necessary conclusions. They see and become familiar with the power of a method or methods that can gather into a single formula or law the most diverse phenomena and can thereby predict and even control their occurrence. Their intellectual imagination is freed and developed to the point where they can investigate the structure of worlds that are possible—that is, consistent—beyond the power of sense. It is in the various mathematical sciences that abstract imagination and reason are seen at their most impressive and effective work. Here all is distinct, orderly, and necessary. To see reason thus at work—building its structures as in pure mathematics, or making the world intelligible as in the mathematical sciences of nature—is perhaps the most exciting and absorbing of all intellectual activities.

THE MUSIC TUTORIAL Since 1950 St. John's has been in the process of restoring music to its place within the liberal arts curriculum. In doing so, the College is not primarily interested in transmitting technical skills but in acquainting the student with a mode of symbolic expression that, along with language and mathematics, is natural to the human mind.

The study of music does not add a new department to the Program. The human mind does not function by departments. It functions as a whole or else it is mutilated. The alphabet, the whole number series and the diatonic scale are not developed in isolated and independent sections of the mind; they are interdependent and together form an intelligent being's threefold response to the encounter with the world and with himself. Man would not think as he does if he did not speak and count and sing. None of the three activities can be adequately understood without taking into account the other two.

Most liberal arts curricula assign to music the function of preserving an otherwise disturbed balance. Music does this, though not in the sense usually meant, namely, in reference to intellect and emotion. It is said that while other educational endeavors try to develop the intellect, the study of music should develop the emotions. Music courses are devised accordingly. The development of the

emotions is not, however, the concern of higher education. The balance which the study of music should be charged to maintain in a liberal arts curriculum is not that between the intellectual and the emotional life, but that within the intellectual life itself. Music brings the mind up against problems of a type different from that encountered in mathematics, languages and the sciences. In the preoccupation with only one type of problem there is a danger of the intellect's becoming unfit to deal with problems of another type, or of even denying that such problems are its proper concern. The mechanistic misunderstanding of the human mind as a calculating machine and the romantic misconceptions about music as essentially an outpouring of emotions are symptoms of an unbalanced intellectual development which the study of music as a liberal art might help to remedy.

Music tutorials meet twice a week in the Freshman year, once a week in the Sophomore year. Topics of study are, in the first year, fundamentals of melody, form, meter and rhythm, and polyphony; in the second year, fundamentals of harmony, analysis of major compositions.

Materials used include the following: Old Hymn tunes; Bach—Preludes and Fugues from The Well-Tempered Clavichord; Two and Three Part Inventions; Chopin—Mazurkas and Polonaises; Beethoven—Piano Sonatas; Schubert—Piano Compositions, Songs; Haydn—String Quartets; Schuetz—St. Matthew Passion; Palestrina—Missa Papae Marcelli.

Choral exercises, held once a week, are required of Freshmen and Sophomores; but all students may attend them if they wish to do so. The work of the chorus is focused on polyphonic, a capella music.

Seminars on great works of music are included as part of the regular seminar schedule. Students listen to recordings of the composition and familiarize themselves with the score prior to the seminar, just as they read a dialogue of Plato or some other book. The assumption is that group discussion of a work of music, as of a book, facilitates and enriches the understanding of it.

THE LABORATORY

The scientific laboratory may well be the most characteristic institution of the modern world. It should be recalled that it was for the purpose of introducing and assimilating the laboratory sciences that Eliot of Harvard opened the liberal college to the elective system. The hope was that the college would provide the conditions and the techniques for the liberalizing and humanizing of science. The present disorganization of our colleges is evidence that the problem is not yet solved. It is of utmost importance that it be solved. St. John's College is making the attempt.

That is not to say that we are in sight of the solution of this most difficult problem. The understanding of scientific laboratory methods is not helped by connecting them loosely with the classical tradition as explored in our seminars and language tutorials. These methods 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. In the laboratory the inquiring mind must discover the fundamental assumptions made in the actual experimentation, must follow carefully the transposition of those assumptions as well as of the findings into suitable mathematical symbols, and must finally transcribe natural phenomena into a symbolic network of equations. Not to be carried away by this procedure, not to take it as a matter of course, is the prerequisite for a liberal understanding of scientific methods. Neither the factual data uncovered by science nor the general hypotheses and theories that constitute its body are of primary concern to liberal learning. It is rather concerned with the artifices of the human mind and the human hand that help us to transcend the factual by reducing it to universal principles.

The task of the St. John's laboratory is thus to provide a matrix of experimentation and discussion within which such a liberal understanding of science will become possible. The student must learn to articulate the assumptions involved in both theory and practice. He must overcome the temptations of the merely factual and of the theoretical which masquerades as factual. Above all, he must experience the full responsibility that a genuinely scientific experiment implies. St. John's cannot claim to have achieved a program which is adequate to these aims. On a minute scale, the College is struggling with a problem that today confronts the entire world.

The Organization of the Laboratory Work

The organization and content of the laboratory work is subject to constant study and revision. The present program has been dictated largely by three considerations, relevant to the liberalization of science studies. (a) The formally scheduled laboratory work must be combined with a full and free discussion of the instruments and principles involved. The constituency of the laboratory section is, in general, the same as that of the seminar. The same group of students learn how to display their dialectical skill in the cooperative effort of the seminar and how to attack a laboratory problem both individually and as a working unit. (b) 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 integrated wholes of subject matter, in which the roles of theory and experimentation can be clearly distinguished, are to be preferred to factual information, however useful or relevant to daily life. (c) The schedule of laboratory work should frequently give

opportunity for a leisurely but intensive study of particular experiments. The student must have time to repeat the experiment, to analyze the entire procedure for sources of error, to satisfy himself as to the type and degree of accuracy which his instruments permit, to collect enough data to apply statistics in a meaningful way. Only thus can he come to a mature understanding of the sciences which are called "exact."

In case the material to be studied is regarded as basic for all students, the laboratory section meets regularly twice a week, in the afternoon. Each session lasts three hours for the upperclassmen, while the freshmen have weekly one one-hour meeting of preliminary discussion and one three-hour session of observation and experiment. For the upperclassmen, however, the regular schedule of three-hour sessions frequently alternates with more loosely organized periods of two or three weeks during which small groups of students study individual laboratory problems, being permitted to choose their own times for experimentation as well as the methods to be employed. Such periods of project work are followed by regular discussions in which the results obtained, the methods used, and the insights gained, are criticized and are related to a more general theory which serves as a unifying frame.

The students work under the guidance of a tutor, and have the help of student assistants and of a laboratory technician. Laboratory manuals serve to summarize the theory and to describe suggested experiments. Each student is required to keep a record of his observations and to formulate his conclusions in writing. The tutor regularly examines these laboratory reports and returns them to the student with comments bearing on their accuracy and theoretical validity.

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 roughly as follows:

	1st Term	2nd Term	3rd Term
1st Year	Biology		Theory of Measurement
2nd Year	Chemistry		Optics
3rd Year	Biology		Mechanics
4th Year	Electromagnetism	Thesis writing period	Electromagnetism

Physical Science The first-year physics course deals with the problem of measurement. Students learn the elementary processes of measuring length, area, volume, weight, density, musical pitch, pressure, temperature, and heat, and become aware of the theoretical assumptions underlying these measurements. Statistical methods are introduced as a means of summarizing the data of measurement.

In the first half of the sophomore year the students are confronted with the phenomena and arguments which lead to the development of an atomic theory of matter. The emphasis thus shifts from individual measurements to the construction of a coherent physical theory which will embrace diverse phenomena. The exercises follow an order that is both historical and logical, beginning with the distinction between pure substance and mixture, element and compound, and continuing with the laws of weight-combining proportions, the gas laws, and Gay-Lussac's law of the volume-combining proportions of gases. The principle of Avogadro is then introduced as the key to the problem of determining a consistent set of atomic weights. Finally, the periodic chart of the elements is presented as the culmination of the process of atomic weight determination. Periodic reappearance of properties in the series of elements arranged according to increasing atomic weight suggests the presence of an underlying order and unity.

The second half of the sophomore year is again concerned with the construction of physical theories, but the phenomena to be dealt with are optical rather than chemical. Mechanical models of light are of two kinds, wave and corpuscular. Confronted with the phenomena of rectilinear propagation, reflection, refraction, polarization, and color, the students attempt to assess the relative advantages and disadvantages of the two types of theory. Special attention is given to Huygens' account of double refraction in Iceland spar on the basis of the wave theory, and to Newton's criticism of this account. Finally, interference and the photoelectric effect are presented as phenomena which appear to require, respectively, a wave and a corpuscular theory. Faced with this apparent contradiction, the students become aware of the inadequacy of mechanical models, and at the same time of their utility in the invention and discovery of precise relations which are independent of any specific mechanical theory.

The third-year physics exercises deal with the Newtonian mechanics of translational motion, and with the construction of an analogous mechanics of rotation. The exercises are closely tied up with the concurrent study in the mathematics tutorial of Newton's *Principia*. Here the students first become aware of the power of mathematical analysis (algebra and the calculus) as a tool in the physical sciences.

The fourth-year physics course deals with electromagnetism. During the first term the students study the elementary phenomena of magnetostatics, electrostatics, direct current, electromagnetic induction, and alternating current. The laws of these phenomena are then translated into differential equations, and unified by means of the concept of field as it emerges in the electromagnetic theory of Maxwell. During the second term the students work in teams of two to four members, attacking problems which lead to some of the characteristic formulations of twentieth-century physics; for example, the measurement of the charge on the electron, the photoelectric effect, the spectroscopic measurements which are basic to the Bohr theory of the atom, etc. In the third term the results of the experiments are summarized for the class as a whole, and are subjected to further criticism and analysis.

Biological Science The exercises for the freshman year may be regarded primarily as an inquiry into the nature of the vertebrate organism. The students are confronted with general problems such as the relation of the parts and the whole, the relation of form and function, the distinction between homology and analogy, the link between the external and internal environment. Specifically, they study the anatomy of the cat and the frog. A variety of animal types is presented to them for observation. The students have the opportunity to compare their external and internal structures. Special emphasis is given to the technique of dissection. The students also reproduce the experiments described in Harvey's Disquisition on the Motion of the Heart and Blood in Animals.

The third-year exercises attack problems of histology, embryology, phylogeny and genetics. The first unit of these exercises acquaints the student with the cell as a level of biological organization and confronts him with the cell theory and the theory of the unity of the organism as a whole. The second unit of the exercises combines embryology and invertebrate zoology. The students investigate the phenomena and weigh the inferences on which the Theory of Recapitulation is founded. Modern concepts, such as the "Organizer Theory," as well as the perennial antithesis of preformation and epigenesis are also reviewed and evaluated. The third unit is devoted to genetics. Mendel's laws of heredity are demonstrated by experimental breeding with the fruit fly. The discussion begins with a thorough consideration of Mendel's experiments in plant hybridization, followed by the application of the principles discovered by Mendel to plants and animals in general. The development of the modern theory of the gene is traced and its possible role in evolution explored in terms of Darwin's theory of natural selection.

THE FORMAL LECTURE

Most of the teaching going on at St. John's takes the form of a discussion: the dialectical methods of the seminar are carried over into the tutorials, although the tutorial work itself consists basically of exercises in recitation of paradigms, translation and interpretation of texts, demonstration of theorems, and solution of problems. As much as possible, the actual instruction in all classes and laboratories is made dependent on the activity and initiative of the students. The tutor functions, except for occasional lectures required in a given situation, as a guide, more intent to listen to the students than to impose upon them his own train of thought.

On Friday nights, however, the pattern of instruction is a different one. The Formal Lecture is the occasion upon which the students are required to listen steadily and attentively. These lectures are given either by a member of the faculty or by a guest speaker; the latter might be a scholar or a poet or a man of public affairs whose work, although not directly connected with the activities at St. John's, ties in with them. The Formal Lecture may last an hour and a half. It is followed by an extensive discussion period that very often takes the form of a seminar. Here the content of the lecture is subjected to a prolonged and intensive scrutiny on the part of the students. The faculty has a share in the discussion. Thus, the Formal Lecture serves two purposes: it inculcates in the students the habit of listening and following the condensed exposition of a subject they might not be familiar with, and it also provides them an opportunity, in the discussion period, to exercise their dialectical skills in a setting very different from that of their class work. It is here that they can themselves test the degree of their understanding and the applicability of what they have learned.

The lectures, given over a period of four years, range through a large variety of subjects. A list of these lectures follows. Some of the lectures have immediate repercussions in the seminars and tutorials. Others may have a lasting effect on the direction that a student's work takes within the frame of the program. The student is often confronted with opposing views on a given subject, since many lectures, of necessity, bear on the same theme.

Sometimes concerts take the place of these Friday night lectures. These concerts are an integral part of the St. John's music program.

FORMAL LECTURES

1953 - 1954

On Tradition ..... Jacob Klein
What is Operations Research? ..... Gerard Hinrichs
Induction and Abstraction in Greek Philosophy .. Lewis M. Hammond
Philosophy and Politics ..... William T. Jones
Concert ..... Pro Musica Antiqua
On Virgil ..... William A. Darkey
History, Handmaid or Mistress? ..... Roland W. Boyden
On Phenomenology ..... Dorion Cairns
On Machiavelli ..... Leo Strauss
Play: Ibsen, *Emperor and Galilean* ..... King William Players
Sculpture and Thought ..... Peter H. von Blankenhagen
History, Logic and Sin ..... Bert Thoms
On Statistics ..... L. Paul Bolgiano, Jr.
Gestalt Theory ..... Aron Gurwitsch
Concert ..... The Juilliard String Quartet
Law, Logic and Security ..... Clarence R. Morris
Learning and Forgetting ..... Scott Buchanan
The Sacraments ..... J. Winfree Smith
Recital ..... Ralph Kirkpatrick
Entropy ..... Lester Guttman
Concert ..... The Chamber Chorus of Washington
Survival Through Design ..... Richard Neutra
The Poet in Any World ..... Edward Davison
Messianism and Law ..... Jacob Taubes
Music and Tradition ..... Roger Sessions
"Values" in Plato and Aristotle ..... Whitney J. Oates
Aristoteles ..... Jacob Klein
Islam ..... Irfan Kawar
The Student ..... Hugh P. McGrath

1954 - 1955

The Liberal Arts and the Muses ..... Jacob Klein
Achilles and the Wall ..... Frederick William Locke
Moby Dick: Handbook for Heretics ..... Lawrance Thompson
The Origin of Life ..... George Wald
Leonardo da Vinci's Notebooks ..... Raymond S. Stites
The Transformation of American Politics ..... August Heckscher
Augustine and Plotinus ..... John J. O'Meara
On Mimesis ..... Victor Zuckerkandl
Concert ..... The Juilliard String Quartet
Play: Christopher Fry, *Venus Observed* ..... King William Players
The World and the Cave ..... Jacob Klein
A Psychiatrist's Approach to the Problem of Guilt
Dr. Thomas M. French
A Jurist's Approach to the Problem of Guilt ..... Stuart S. Ball
A Christian's Approach to the Problem of Guilt
The Rev. Albert T. Mollegen
Lincoln ..... Mark Van Doren
Recital ..... Ralph Kirkpatrick
The Relationship between Morality and Religion
William F. Quillian, Jr.
Good, Bad, and Anthropology ..... Robert Redfield
Concert ..... Roman Totenberg: Instrumental Ensemble
The Theater Today and Its Background ..... Eldon Winkler
Pallas Athene ..... Peter H. von Blankenhagen
The Chinese Mind ..... Clayton Lane
Action in Language ..... Kenneth Burke
The Sects and the State ..... L. Harvey Poe, Jr.
Concert ..... The Chamber Chorus of Washington
Puritanism ..... Chard Powers Smith
Play: Molière, *The Miser* ..... Colonial Players, Annapolis
Eros and Agape ..... Father Martin d'Arcy
The Meaning of History ..... Erich Kahler

THE ACADEMIC ORDER

THE FACULTY

Part of the intention of the elective system since the time of its introduction has been to encourage the combination of teaching and research in each member of the faculty. The principle is that the teaching mind must be a learning mind, and therefore good teaching demands continued learning. This has come to mean in academic practice that the good teacher must be making original contributions to knowledge and that he must publish if he wishes to be promoted.

The faculty at St. John's is again going back to first principles and making another application of them. Learning is a cooperative enterprise and it is best carried out when persons at different stages of comprehension work together. The typical learning situation at St. John's involves a small group of learners. First in the learning line come the author-teachers, the writers of the great books, who are talking in most cases at the high point of their own learning. Next comes the reading and talking teacher who is a member of the faculty: his stage of learning is somewhere between the author and the best student. There then follow the other students at distances proportional to their degree of understanding. The old-fashioned ranking of classes in the little red schoolhouse is the image that we have in mind. At the head of the class is the author-teacher, at the foot of the class the worst student in relation to the subject matter. All the others are both teachers and pupils, each learning from those above and teaching those below.

The aim in all the classes is to exploit the differences in knowledge, character, and skill as they are distributed among the students and the tutors. Since it is not the policy of the College to select only the best students for admission, but rather to aim at the normal distribution of ability that is found in the average American community, it counts heavily on the normal social process of mutual understanding to catch and amplify the teaching. The classes exemplify in their various styles all the types of collaborative study, allowing even the dull or slow student on occasion to hold the class to the main learning purpose.

The kind of teaching and learning that goes on at St. John's presupposes, then, a faculty differing in many ways from the faculties of more conventional colleges. Each of the faculty members has to be expertly competent in at least one field of knowledge. Beyond that he must be willing to acquire a certain expertness in other fields of knowledge, hitherto neglected by him, and a certain competence in the liberal arts. That means that he has to re-educate himself. He has the opportunity to do so by the very nature of the

St. John's program. He attends classes in the same way as a student; his own learning goes along with his teaching; just as the students do, he progresses from year to year in the curriculum; and this continuous learning and teaching brings him, in an ever increasing measure, into closer contact with the entire program. Thus, a member of the St. John's faculty is never confined in his scholastic activities to a single division of the program. He is, and has to be, a teaching member of a seminar and of either two tutorials or one tutorial and the laboratory. Each faculty member is constantly passing on the special skills that he possesses to his colleagues who might require them in their respective classes. The collaborative effort at St. John's is especially evident in the cooperative teaching of the faculty.

Many members of the St. John's faculty do engage in editorial work. The majority of the great books are already in cheap and easily available English translations, but there are a considerable number of them that need new editions, and a smaller number which have not been translated or are badly translated. So far the following books have been reprinted:

Plato: *Phaedrus,* in Greek and Latin
Gospel according to St. John, in Greek and Latin
Descartes: *Discourse on Method,* in French and Latin
Hippocrates: *Selected Works*
Archimedes: *Selected Works*
Lucian: *True History*
Aristarchus: *Distances of Sun and Moon*
Nicomachus: *Introduction to Arithmetic*
Spinoza: *Theological-Political Treatise*
Gilbert: *On the Magnet*
Harvey: *The Works of*
Rousseau: *Du Contrat Social*
Lavoisier: *Elements of Chemistry*
Hegel: *Philosophy of History*
Dalton: *Chemical Philosophy*
Bernard: *Experimental Medicine*
Fourier: *Theory of Heat*
Virchow: *Cellular Pathology*
Euclid: *Elements* (Heath's edition)
Kant: *Kritik der Reinen Vernunft*

The following books have been translated for the first time into English by members of the faculty:

Apollonius: *Conics,* Books I-III
Ptolemy: *Mathematical Composition* (*Almagest*)
Augustine: *On Music*
Scotus Erigena: *The Division of Nature*
Grosseteste: *On Light*
Oresme: *On the Breadths of Forms*
Copernicus: *On the Revolution of the Spheres*
Kepler: *Epitome of Copernican Astronomy,* Books IV, V
Pico: *On the Dignity of Man*
Alexander of Aphrodisias: *Commentary on the 12th Book of Aristotle's Metaphysics*

The following books have been retranslated by members of the faculty:

Plato: *Meno*
Plotinus: *Fifth Ennead*
Aristotle: *Physics,* Books I-IV
Bonaventure: *Reduction of Arts to Theology*
Cantor: *Transfinite Numbers*
Einstein: *Geometry and Experience*

This represents the first line of research carried out by the St. John's faculty. Another line of research consists in the constant reinterpretation of the book list which occurs as an immediate by-product of teaching the books in seminar, in tutorial, and in the laboratory. The products of this kind of research go first into teaching. Production for publication and learned societies is and should be a secondary result.

The program and the actual instruction are under the supervision of the Instruction Committee, whose chairman is the Dean of the College.

It is perhaps necessary to state that St. John's is as much a school for teachers as it is for students. Some of the graduates of St. John's are now teaching members of the College. This will be the case in the future also. It is, however, the general policy of the College to appoint its graduates to teaching positions only after they have gathered academic and other experience outside of St. John's.

Since 1953 the College has participated in a Teaching Internship Program subsidized by the Fund for the Advancement of Education established by the Ford Foundation. Under this program young men and women who are preparing themselves for a teaching career or desire to enlarge their teaching experience have the opportunity to teach and to learn within the St. John's curriculum and, in general, to share in the life of the College community. The appointment is for a period of one year, but can be extended, under special circumstances, for another year. The "interns" have all the privileges of faculty members, except that they do not vote in faculty meetings.

THE LIBRARY

The objectives of the library are to furnish the books on which the teaching program of the College is founded and to supplement these books with other good books of interest to students, faculty, and members of adult classes.

The Great Books chosen for study at St. John's are collected in the library in the best editions and translations that can be obtained. These books plus a carefully selected group of modern texts for the laboratory are the core of the library. These basic books are essential

to the teaching of the program. A good general collection is a necessary supplement. A very specialized, very technical one would have little use. But—in addition to nine newspapers—87 current periodicals, reference books and books in mathematics, science, philosophy, religion, fine art, music, poetry, literary criticism, history, and a few of the current novels and biographies are bought each year. The library has now about 45,000 volumes.

The library catalogue analyzes both books and magazines for sections and articles pertinent to the teaching program.

The music section of the library takes care of the needs of the music courses.

A manual to explain the arrangement of the library and the use of the card catalogue is issued to the students at the beginning of the year.

The library lends copies of the basic books for class use if they are too expensive for the students to purchase or are out of print.

A small college library has both the advantages and disadvantages of its selective policy in book purchases. It possesses a workable collection, but is not altogether self-sufficient. Inter-library loans furnish books the library cannot buy or does not wish to buy.

The King William Room on the second floor of the library is used for the question periods following the Friday night lectures, and also for special college meetings. Easy chairs, tables, and many lamps create an atmosphere conducive to study and reading.

SCHEDULE AND EXAMINATIONS

Perhaps the most obvious 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 it may be the weeks that they are meeting the highest type of Greek mathematics in the fifth book of Euclid's *Elements;* or it may be the time of the first assignment in Thucydides when the seminar leaders are wondering if the students will get the implications of liberty in Pericles' funeral oration. These are the educational realities that a common schedule marks and emphasizes.

Except for special arrangements in the senior year 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 five days of the week they spend one hour in a language tutorial and one hour in a mathematics tutorial, of which one hour alternately is relinquished to the weekly choral exercises. Two afternoons a week they spend from one to three hours in the laboratory. Two evenings from eight to ten they attend a seminar in organized

conversation and discussion of the assigned readings. A formal lecture or concert is given once—or occasionally twice—a week. Nineteen to twenty hours per week are spent in regular classes. The rest of the time is spent in studying, eating, sleeping, talking, athletics, and other activities such as music and dramatics.

A Sample Class Schedule for One Week

Hour	*Mon.*	*Tues.*	*Wed.*	*Thurs.*	*Fri.*	*Sat.*
9	Mathematics Tutorial	Mathematics Tutorial	Mathematics Tutorial	Mathematics Tutorial		
10						
11	Language Tutorial	Language Tutorial	Language Tutorial	Language Tutorial	Language Tutorial	
12					Chorus	
2 to 5		Laboratory			Laboratory	
8 to 10	Seminar			Seminar	Formal Lecture	

Freshmen spend two hours a week, sophomores one hour a week, in a music tutorial.

The three terms of the College year average eleven weeks in length. Usually there are oral examinations at the end of each term. These are conducted by seminar leaders with the help of other tutors. The students are questioned freely and informally on the texts they have read, on their critical or interpretative opinions, and encouraged to consider parts of their study in relation to each other and in relation to fresh problems that may not have been treated in their classes. Each student sits with the examiners for a half-hour.

The Don Rag A few days after the examination and before the end of a term the students meet their instructor again, in the so-called "don rags." The don rags are brief and recurrent consultations between teachers and student for the purpose of diagnosis and prescription rather than for report of marks. They usually last fifteen minutes for each student, but may be extended well beyond that. In them the tutors report to the seminar leader on the students' work for the term; the students are invited to report on themselves and to judge their own work; advice may be requested and given; difficulties may be aired; but grades are not reported, nor are they the center of interest.

Annual Essays At some time during the year each student writes an annual essay on some theme suggested by the books. He has to have the seminar leaders' approval of his choice and he has to stand an oral examination on the essay.

Preliminary Enabling Examinations At the end of the second year the sophomores stand a set of comprehensive examinations, the so-called Preliminary Enabling Examinations, which determine whether a student continues as a candidate for the degree of Bachelor of Arts. They consist of a half-hour oral examination on the annual essay, a three-hour written examination in language, a three-hour written examination in mathematics, a three-hour written examination on the theoretical part of the laboratory work, and a three-hour operational laboratory examination. The results of these examinations, together with the students' records, are surveyed by the Instruction Committee. According to its decision a student might be permitted to continue as a candidate for the degree of Bachelor of Arts; or he might not be permitted to continue his studies at St. John's; or he might be asked to repeat his sophomore year; or he might continue his studies at the College without being a candidate for the degree of Bachelor of Arts.

The Enabling Oral Examination The Enabling Oral Examination is given to the juniors in the fall before the fourth year begins. It is focused (a) on a number of books corresponding to about twelve seminar reading assignments and chosen by the Instruction Committee each year, and (b) on some additional books which each student chooses in consideration of the final thesis that he plans to write in his senior year.

The Final Thesis and Oral Examination During the first term of the senior year a candidate for the degree of Bachelor of Arts makes his final decision as to the thesis he will write; he submits this thesis at the end of the second term for the approval of the faculty, and has to defend it satisfactorily in a public oral examination given toward the end of the third term. The last three weeks of the second term are reserved for the writing of the thesis; during that period the student attends no classes except seminars.

The student will choose, and the faculty will accept, a thesis relative to some aspect of the four years' work. The thesis is not to be a piece of specialized research.

The student may request more time to prepare and submit his thesis for the approval of the faculty.

The Reading Knowledge Examinations Before being granted the degree each student must have passed an examination on two of the three languages he studied during his four years at St. John's.

ACADEMIC STANDING

The system of instruction allows for a close and varied acquaintance of tutors and students; therefore the student's academic standing is known in detail from day to day. This knowledge is pooled at the end of each term on the occasion of the don rag, and the combined judgments of the tutors are based on more than recorded grades.

A single grade does not necessarily indicate the degree of mastery of a given subject. The grades do represent periodic and comprehensive judgments of the student's work by members of the faculty who are in direct contact with it. Students are advised not to work for grades, but to try to develop their own understanding and to let grades take care of themselves. If, on the other hand, it becomes evident that a student is not progressing at all, or that the learning process has stopped and cannot be revived, the student is asked to leave. A decision of this kind is usually reached in common agreement with the student.

Ideally there is no reason for dropping any normal student from this course of study. It is varied and rich enough for great diversities of interest, performance, and achievement, and there is ample room within it for a wide range of ability and for individual choice and guidance. This fact permits and demands a longer period of adjustment and tentative judgment than in the regular elective system. It is assumed that each student has the required capacities until there is clear evidence to the contrary. All disciplinary action is governed by the assumption that bad habits can be changed.

Attendance on all regularly scheduled College exercises is required. A record of absences is kept and posted. This record is taken into consideration whenever there is occasion to determine academic standing.

The following persons can excuse a student from class attendance:

1) Parent, guardian, or other responsible person outside the College;
2) Tutor in charge of class in which absence occurs;
3) The College physician;
4) Another physician consulted by the student.

THE ST. JOHN'S DEGREE OF BACHELOR OF ARTS

The St. John's degree of Bachelor of Arts signifies the successful completion of four years of studies as described in the preceding pages. The content of these four years of studies can be distributed among standard subjects. The following table is an attempt to approximate the St. John's program in terms of a conventional curriculum, although it is rather difficult to measure the work done throughout the four years in semester-hours.

Languages (Greek, English, German, French)	30
Literature	10
Religion	6
Political Science	5
History	5
Philosophy	13
Economics	4
Logic	4
Psychology	3
Mathematics	21
Sciences (Physics, Astronomy, Chemistry, Biology)	38
Music	6
Total	145

It should be noted that instruction in English is not confined to the freshman and sophomore language tutorial. The writing of annual essays, the recurrent exercises in the tutorials, and above all the continuous reading and discussing of the books in the seminar provide the means by which the study of English is carried on through the entire program.

The four years at St. John's do not purport to prepare a student for any particular future career. Nor do they prepare for any vocational school or any special kind of graduate work. They do, however, give to a student planning to embark upon graduate work a background sufficiently broad to help him substantially in his specialized studies, whatever they might be.

The question is sometimes asked whether the graduate schools acknowledge the St. John's degree of Bachelor of Arts, in view of the highly unconventional program under which St. John's operates. It must be noted first of all that St. John's College is certified by the Maryland Board of Education and the Middle States Association of Colleges and Secondary Schools. The experience that the College has had with its graduates so far shows, moreover, that a St. John's graduate experiences no difficulties inherent in his degree if he chooses to continue his studies on the graduate level. Of the 302 students who have graduated from St. John's since 1941, when the first class completed the New Program, 169, or about 56%, entered graduate schools. The following table shows the distribution of these 169 students to date, among the various fields of study:

Architecture	2	Mathematics	11
Biology	3	Medicine	11
Business Administration	5	Meteorology	1
Economics	3	Music	1
Education	14	Philosophy	15
Engineering	7	Physics	12
Geology	2	Political Science	10
History	6	Psychology	2
Journalism	1	Public Administration	1
Languages	13	Social Work	2
Law	22	Theology	9
Library Science	4		
Literature and Writing	12	Total	169

This list shows clearly that the graduate and professional schools do not put any obstacles in the way of St. John's graduates. As a matter of fact, these schools tend increasingly to admit candidates on the basis of individual record and merit, and to ignore the bare minimum certification of the ordinary degree. The graduate and professional schools tend also to recognize more and more the necessity for a general education on the undergraduate level. They have begun to see the ravages that premature specialization leaves on the minds of our scientists and engineers, our doctors and lawyers.

In most cases, admission to graduate schools presents no difficulties for the St. John's graduate, especially if his academic record is a good one. In the case of physics and biology, it is usually necessary for him to take additional courses before embarking upon advanced work. This generally means that in his first year of graduate study he has to work harder than students from other institutions who have undergone special training; after that, however, he advances at least as well as the others, and begins to reap the benefits of his broad intellectual experience at St. John's. In the case of chemistry and of engineering, advanced work presupposes the taking of additional courses on the undergraduate level.

Finally, in the case of medicine, a warning must be given to the student entering St. John's who plans to pursue a medical career. The medical schools maintain a policy of high selectivity and insist upon definite prerequisites. Most of them require of St. John's graduates only one to three additional undergraduate courses. In view of this, students who come to St. John's with the intention of going on into medicine are advised to make special arrangements for fulfilling these requirements. They may take pre-medical courses at summer schools, or they may plan a year of work in the sciences prior to formal entrance into a medical school. That this can be accomplished successfully is shown by the comparatively high number of St. John's graduates who have studied or are studying medicine. It is not unimportant to mention that many medical schools themselves, like the larger technological institutes, expect their students to be able to build on a broad foundation of humane knowledge.

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

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. They are directly related to the teaching of the liberal arts. They comprise (a) teaching experience at St. John's; (b) the submission of a thesis.

Any one who has completed two years of teaching at St. John's College may petition the Instruction Committee of the College to present himself as a candidate for the St. John's degree of Master of Arts.

If permission is granted, the candidate shall submit a thesis to the faculty and stand an oral examination on it.

Before submitting his thesis, the candidate must have the thesis topic approved by the Instruction Committee. The topic must have some bearing on the understanding and practice of the liberal arts.

CO-EDUCATION

Believing that the education being offered at St. John's could and should be equally available to women and that their participation in the program would make it even more effective, the Board of Visitors and Governors voted to admit women to the College commencing in the fall of 1951.

INSTRUCTION CHARTS

THE ST. JOHN'S LIST OF GREAT BOOKS

This list is subject to constant revision. Books read only in part are indicated with an asterisk.

Homer:	*Iliad, Odyssey*
Herodotus:	*History*
Aeschylus:	*Agamemnon, Choephoroe, Eumenides, Prometheus Bound*
Sophocles:	*Oedipus Rex, Oedipus at Colonus, Antigone*
Euripides:	*Hippolytus, Medea*
Aristophanes:	*Clouds, Birds*
Hippocrates:	*Airs, Waters, and Places, Ancient Medicine, Oath, Sacred Disease*
Plato:	*Ion, Gorgias, Meno, Republic, Apology, Crito, Phaedo, Symposium, Parmenides,* Theaetetus, Sophist, Timaeus, Phaedrus*
Thucydides:	*History of the Peloponnesian War*
Aristotle:	*Generation of Animals,* On the Soul,* Physics* II, III, IV, VIII, *Metaphysics* I,* V,* VI, VII,* XII, *Nicomachean Ethics,* Politics,* Poetics, Organon**
Euclid:	*Elements*
Archimedes:	*Selected Works*
Apollonius:	*Conics*
Lucretius:	*On the Nature of Things*
Virgil:	*Aeneid*
*The Bible**	
Epictetus:	*Discourses,* Manual*
Tacitus:	*Annals*
Plutarch:	*Lives**
Nicomachus:	*Arithmetic**
Ptolemy:	*Almagest*
Galen:	*On the Natural Faculties*
Plotinus:	*Fifth Ennead*
Augustine:	*Confessions, The City of God**
Thomas Aquinas:	*Summa Theologica**
Dante:	*The Divine Comedy*
Chaucer:	*Canterbury Tales**
Pico della Mirandola:	*On the Dignity of Man*
Rabelais:	*Gargantua and Pantagruel**
Machiavelli:	*The Prince, Discourses**
Luther:	*Three Treatises*
Calvin:	*Institutes**
Copernicus:	*On the Revolution of the Spheres**
Montaigne:	*Essays**
Bacon:	*Novum Organum*
Gilbert:	*On the Magnet**
Kepler:	*Epitome of Copernican Astronomy*
Donne:	*Poems**
Shakespeare:	*Richard II, Henry IV, Parts 1 and 2, As You Like It, Twelfth Night, Hamlet, Macbeth, King Lear, Tempest*
Cervantes:	*Don Quixote*
Harvey:	*Motion of the Heart and Blood*
Galileo:	*The Two New Sciences*
Descartes:	*Rules for the Direction of the Mind,* Discourse on Method, Geometry,* Meditations*
Hobbes:	*Leviathan**
Spinoza:	*Theological-Political Treatise*
Milton:	*Paradise Lost,* Samson Agonistes*

Bunyan: *The Pilgrim's Progress*
Pascal: *Pensées**
Racine: *Phèdre*
La Fontaine: *Fables**
Newton: *Principia,** *Optics**
Huygens: *Treatise on Light**
Locke: *Essay Concerning Human Understanding,** *Second Essay on Civil Government*
Berkeley: *Principles of Human Knowledge*
Leibniz: *Essay on Dynamics, Discourse on Metaphysics, Monadology, Correspondence with Arnauld*
Swift: *Gulliver's Travels, The Battle of the Books*
Vico: *The New Science**
Fielding: *Tom Jones*
Montesquieu: *The Spirit of the Laws**
Hume: *Enquiry Concerning Human Understanding, Dialogues Concerning Natural Religion*
Voltaire: *Candide, Micromegas*
Gibbon: *Decline and Fall of the Roman Empire**
Rousseau: *Essay on the Origin of Inequality, Social Contract*
Lessing: *Education of Mankind*
Herder: *Outlines of a Philosophy of the History of Man**
Schiller: *Poems**
Adam Smith: *Wealth of Nations**
Kant: *Critique of Pure Reason,** *Critique of Practical Reason,** *Critique of Judgment,**
Lavoisier: *Treatise on Chemistry**
United States Constitution
*Federalist Papers**
Dalton: *New System of Chemical Philosophy**
Goethe: *Faust,** *Sorrows of Young Werther*
*Poems**
Hoelderlin: *Poems**
Hegel: *Philosophy of History*
de Tocqueville: *Democracy in America* (abridged)
Kierkegaard: *Philosophical Fragments, Fear and Trembling*
Faraday: *Experimental Researches in Electricity**
Lobachevski: *Theory of Parallels*
Balzac: *Father Goriot*
Stendhal: *Red and Black*
Flaubert: *Madame Bovary*
Boole: *Laws of Thought**
Virchow: *Cellular Pathology**
Darwin *Origin of Species,** *Descent of Man**
Marx: *Capital,** *Communist Manifesto, Preface to Critique of Political Economy**
Mendel: *Experiments in Plant Hybridization**
Tolstoi: *War and Peace*
Nietzsche: *Birth of Tragedy, Beyond Good and Evil*
Dostoevski: *Crime and Punishment, The Possessed*
George Cantor: *Transfinite Numbers**
Dedekind: *Essays on Numbers**
Baudelaire: *Poems**
William James: *Psychology—Briefer Course**
Poincaré: *Science and Hypothesis*
Freud: *A General Introduction to Psychoanalysis*
Thomas Mann: *Death in Venice*
Valéry: *Poems**
Bridgman: *Nature of Physical Theory*
Documents from American History
Charter of the United Nations

CLASSIFICATION, BY YEARS, ACCORDING TO ELECTIVE SUBJECT MATTER

	Literature	*Philosophy and Theology*	*History and Social Science*	*Mathematics*	*Natural Science*
First Year	Homer Aeschylus Sophocles Euripides Aristophanes	Plato Aristotle Lucretius Epictetus	Herodotus Thucydides Plutarch	Euclid Nicomachus Ptolemy	Hippocrates Archimedes
Second Year	Virgil The Bible Dante Chaucer Donne Shakespeare	Plotinus Augustine Thomas Aquinas Pico della Mirandola Luther Calvin Bacon	Tacitus Dante Machiavelli	Ptolemy Apollonius	Ptolemy Galen Copernicus Gilbert Kepler
Third Year	Rabelais Cervantes Milton Bunyan Swift Fielding Voltaire Schiller Goethe Hoelderlin	Montaigne Descartes Pascal Hobbes Spinoza Locke Berkeley Leibniz Hume Kant Lessing	Vico Montesquieu Gibbon Locke Rousseau Herder Adam Smith U. S. Constitution Federalist Papers De Tocqueville Charter of the United Nations	Kepler Descartes Newton	Kepler Harvey Galileo Newton Leibniz Huygens Dalton Lavoisier Virchow Mendel
Fourth Year	Racine La Fontaine Goethe Balzac Stendhal Flaubert Tolstoi Dostoevski Baudelaire Valéry Thomas Mann	Hegel Kierkegaard Nietzsche James Poincaré	Hegel Marx Documents from American History	Lobachevski Boole Cantor Dedekind	Faraday Darwin Poincaré Freud Bridgman

Schedules for the instruction in the language tutorials, mathematics tutorials, and laboratories follow. It should be noted that they are subject to continual revision, correction, and improvement, as teaching experience indicates.

LANGUAGE TUTORIALS—1955-1956

Clock-hours of Classroom Work

Assigned Exercises	*First Year (Greek, English)*	*Second Year (Greek, English)*	*Third Year (German)*	*Fourth Year (French)*
Memorizing paradigms, selections	74 hours Grammar	36 hours Comparative Grammar	40 hours Grammar	24 hours Grammar
Translation and Analysis of texts	62 hours *St. John's Gospel* Plato's *Meno*	45 hours New Testament Greek Tragedies	74 hours Lessing Herder Schiller Goethe Hoelderlin Th. Mann	35 hours Racine La Fontaine Pascal Rousseau
Logic		20 hours Formal Logic 8 hours Enthymemic analysis of Greek epigrams		9 hours Boole's *Laws of Thought*
Practice in analytical commentary	8 hours Translation from selections of Aristotle's *Physics*	35 hours Donne Shakespeare	30 hours Kant	20 hours Balzac Stendhal Flaubert Baudelaire Valéry
Totals	144 hours	144 hours	144 hours	88 hours

MATHEMATICS TUTORIALS—1955-1956

Clock-hours of Classroom Work

	First Year	*Second Year*	*Third Year*	*Fourth Year*
Plane Geometry	50	...	...	...
Solid Geometry	25	...	...	...
General Theory of Ratio and Proportion	20	...	...	...
Introduction to Number Theory	3	...	...	...
Conic Sections	...	46	...	...
Trigonometry	1	8	...	...
Algebra	...	40	...	...
Astronomy and Celestial Mechanics	45	40	50	...
Analytic Geometry	...	10	34	...
Dynamics	...	...	50	...
Calculus with Introduction to Differential Equations	...	...	10	64
Non-Euclidean Geometry	...	...	...	12
Transfinite Numbers	...	...	...	6
Readings from Dedekind	...	...	...	6
Totals	144	144	144	88

LABORATORY—1955-1956

Clock-Hours of Laboratory Work

	First Year	*Second Year*	*Third Year*	*Fourth Year*
BIOLOGY				
Anatomy and Physiology (Vertebrate)	56	...	...	...
Classification	8	...	...	...
Invertebrate Zoology	...	...	21	...
Histology	...	...	9	...
Embryology	...	...	42	...
Genetics	...	...	60	...
CHEMISTRY	...	114	...	...
PHYSICS				
Measurement	28	...	...	...
Heat	8	...	3	...
Sound	8	...	...	...
Mechanics	20	...	51	...
Light	...	78	...	...
Electricity and Magnetism	...	...	...	168

NOTE: About one-fourth of the laboratory time is spent in lectures and discussions on assigned reading.

Exercises—1955-1956

FRESHMAN

Biology

The Dissection of the Frog (The Organism as a Whole)
The Digestive System of the Cat (The Faculty of Digestion)
The Respiratory System of the Cat (The Faculty of Respiration)
The Urogenital System of the Cat (The Faculty of Excretion)
The Arteries and Veins of the Cat
The Sheep Pluck
The Motion of the Heart and the Blood (The Faculty of Transportation)
The Skeleton (The Faculty of Support)
The Muscles (The Faculty of Movement)
The Nervous System of the Frog (The Faculty of Coordination)
The Sheep Eye (The Faculty of Sight)
Classification

Theory of Measurement

Construction of Plane, Straight Edge, Right Angle, and Ruler
Area and Volume; Fineness of Measurement (Vernier Calipers, Micrometer, Spherometer)
Weight
Density and Derived Measurement
Errors and Significant Figures
Spirals and Calculating Machines
Musical Intervals
Chromatic and Diatonic Scales
The Law of the Lever (Archimedes)
Hydrostatics (Archimedes)
The Barometer (Torricelli)
The Thermometer (Fahrenheit)
The Calorimeter (Joseph Black)

SOPHOMORE

Chemistry

The Beginnings of Chemistry
  Specific Properties: Solubility
Change of State and the Caloric and Kinetic Theories of Heat
  Specific Properties: Boiling Point
  Specific Properties: Melting Point
A Classification of Compounds
  Oxygen
  Acids, Bases, and Salts
The Three Laws of Chemical Combination and the Atomic Hypothesis
  The Law of Definite Proportions
  The Law of Reciprocal Proportions
  The Law of Multiple Proportions
The Kinetic-Molecular Theory and Molecular Structure
  Boyle's Law
  Charles' Law
  Volume Combining Ratios
  Molecular Weight by Vapor Density
The Molecular Properties of Solutions
  The Molecular Weight of a Solute
The Periodic Chart of the Elements
The Theory of Ionization

Optics

The Velocity and Rectilinear Propagation of Light
Reflection from Plane Mirrors
Curved Mirrors
Refraction
Lenses and Lens Systems
Ordinary Refraction in Iceland Spar
Extraordinary Refraction in Iceland Spar
Polarization
Color
Interference
The Photoelectric Effect

JUNIOR

Histology

The Microscope and Its Use
The Cell
Cell Division

Invertebrate Zoology

Phylum Protozoa: Amoeba and Euglena
Phylum Protozoa: Paramoecium
Phylum Protozoa: Volvox Series
Phylum Coelenterata: Hydra and Obelia
Phylum Platyhelminthes: Planaria
Phylum Annelida: Earthworm and Clamworm
Phylum Arthropoda: Crayfish

Embryology

The Germ Cells
Meiosis and Fertilization
Cleavage and Blastula
Gastrula
Neurula
The Development of the Chick:
  Primitive Streak Embryo
  Twenty-four-hour Embryo
  Thirty-six-hour Embryo
  Forty-eight-hour Embryo
  Seventy-two-hour Embryo
  Ninety-six-hour Embryo
The Circulatory System of the Dogfish Shark

Genetics

Two-thirds of the laboratory time is allowed for breeding experiments with the fruit fly. The other third is devoted to a tutorial in genetics in which the following topics are considered:

Mendelian Inheritance: The Monohybrid Cross
Mendelian Inheritance: The Dihybrid and Trihybrid Crosses
The Chromosomes as the "Physical Basis" of Inheritance
Sex-Related Inheritance
Law of Probability
Linkage and Crossing Over
Genes and Mutation
Polypoidy and Related Phenomena
Chromosomal Aberrations
Genetics and Development
Genetics and Darwinism

Mechanics

Falling Bodies and Uniformly Accelerated Motion
Newton's Second Law of Motion
Rigid Body Equilibrium for Co-Planar Forces
The Conservation of Momentum and Energy
Hooke's Law
Centripetal Force
Rotation:
  The Circular Motion Analogy
The Simple Pendulum
Simple Harmonic Motion and the Spring Pendulum
The Compound Pendulum
The Torsion Pendulum
The Mechanical Equivalent of Heat
The Motion of a Rolling Body

SENIOR

First Term

Electromagnetism
- Magnetostatics: Coulomb's Law; the intensity of the earth's field
- Electrostatics: Coulomb's Law; electrostatic induction
- The magnetic effect of a current: the tangent galvanometer
- Faraday's laws of electrolysis
- Joule's law of heating and the calibration of a voltmeter
- Ohm's Law and Kirchhoff's Law
- The Wheatstone Bridge
- Electromagnetic induction
- Maxwell's theory of electromagnetism

Second and Third Term

The students engage in individual projects of an advanced character, for instance:
- The analogy between radio waves and light waves
- Verification of Einstein's photoelectric equation
- Determination of the charge and mass of the electron, and of the relativistic change in mass at high velocities
- Investigation of the spectrum of hydrogen in relation to the Bohr model of the hydrogen atom
- The characteristics of the vacuum tube
- Alpha particle scattering and the nuclear atom
- The analogue to Ohm's Law for alternating current circuits

MUSIC PROGRAM—1954-1955

Tutorial Materials

Old Hymn tunes
J. S. Bach, Prelude and Fugues from The Well-Tempered Clavichord; two and three part Inventions; B Minor Mass
Chopin, Mazurkas and Polonaises
Beethoven, Piano Sonatas; Bagatelles; 8th Symphony
Schubert, Piano Compositions; Songs
Haydn, String Quartets
Schuetz, St. Matthew Passion
Palestrina, Missa Papae Marcelli
Handel, The Messiah
Gluck, Orpheus
Stravinsky, Symphonie des Psaumes

Music Seminars

Sophomores: Gregorian Chant; Bach, St. Matthew Passion; Verdi, Otello
Juniors: Mozart, Don Giovanni; Beethoven, Fifth Symphony; Ninth Symphony
Seniors: Wagner, Tristan and Isolda; Stravinsky, Rites of Spring; Oedipus Rex; Mozart, The Magic Flute

Chorus

Bach, Chorales; Canons from the 16th and 17th centuries; Byrd, Mass for three voices

Concerts

String Quartets by Beethoven, Schubert, Webern (The Juilliard String Quartet)
17th and 18th century harpsichord music (Ralph Kirkpatrick)
Mozart, two String Quintets, Clarinet Quintet (Roman Totenberg Ensemble)
Palestrina, Missa Papae Marcelli; Monteverdi, Madrigals; Josquin des Pres, Psalm; Bach, First Motet (The Chamber Chorus of Washington, Paul Callaway conducting)

EXTRA CURRICULAR ACTIVITIES

It is the policy of the College to encourage any spontaneous group activity that shows promise of a contribution to the life of the community. The College cooperates in the financing of those activities that require expenditures, and advice is given where it can be helpful to the smooth functioning of the activity. The kind of *laissez-faire* attitude which generally characterizes the curricular aspect of American college life is in this College transferred to the field of extracurricular activities.

It is no paradox, in view of the above, to say that the main purpose of extracurricular activities is amusement and relaxation. Students can work in order to play, or they can regard play as a natural component of a graceful, reasonable, and well-rounded human life. Since the things a person enjoys are accurately correlated with that person's character and stage of development, the recreational activities students enjoy are the spontaneous fruit of their increasing knowledge and maturity. Work and play are not set over against each other, so that the work of the curriculum is looked upon as drudgery to be endured until it is possible to get away to the movies. If this should be the case, life would indeed become meaningless and dull, and the hard work of the curriculum would be wasted. Rather, the discovery and choice of certain activities as enjoyable, and the rejection of other forms of recreation as silly or dull, follow as free and natural consequences of the student's expanding abilities, and must be proportionate to them. Recreational activities have to derive their vitality from these newly developed powers which support them, or else they cease to be enjoyable. Thus recreation and play become an integral part of the student's life in this community.

Organization of Activities

Some student activities are really an extension of the curriculum, for example, the Bible classes, the Astronomy Club, and the Play-Reading Group.

The *St. John's Collegian* is a student newspaper which reports and comments on the events in the community. The *St. John's Yearbook* is a student-edited yearly publication which in its present form is a magazine whose purpose is to recapitulate, to summarize, and to criticize the academic year.

The King William Players serve as a center for the activities of play production. There is also a Variety Club.

The Film Club presents annually a series of about thirty of the outstanding foreign and domestic film productions in cinema—the "classics" of cinematic art.

The Cotillion Board is the student organization which arranges all college dances.

An artist-in-residence is in charge of a studio on the campus available for students interested in drawing, painting and sculpturing. A Graphic Arts Committee arranges occasional art exhibits.

As a member of the Intercollegiate Yacht Racing Association, the Boat Club engages principally in Tempest class sailing. In addition to operating and maintaining its facilities the Boat Club provides instruction in sailing and boat building.

In order to provide the students an opportunity to exercise their manual skills, the College has established workshops. Here every student wishing to work on some project of his own, small or large, ranging from bookcases to boats, finds all necessary equipment. A trained advisor with the help of student assistants gives him the guidance that he might require.

As supports for an active social life, the College provides a Coffee Shop, a Bookstore, and a Junior Common Room, for the use of the whole college. In addition, there are smaller social rooms in each dormitory unit, equipped with comfortable furniture.

Religious Activities

The Charter of 1784 established St. John's College as a non-denominational institution. In its early years, however, there were some ties with the Protestant Episcopal Church. Except for the annual baccalaureate service, the College participates in no formal religious services. Instead, students are encouraged to attend the churches of their choice in town. There are, however, extracurricular Bible classes conducted weekly by tutors of the College, one in the Old Testament and one in the New Testament.

Athletics

Since 1939 athletics at St. John's have been organized on an intramural basis with active participation by more than seventy-five percent of the student body. With the aid of student athletic assistants, the St. John's Athletic Director carries on a series 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 College boathouse with a number of sailboats. Excellence of performance in a wide variety of sports including sailing, tennis, handball, squash, badminton, boxing, swimming, baseball, basketball, fencing, archery, field hockey, lacrosse, and track is the instructional ideal and is recognized through a number of individual and team awards.

The College recognizes that there may be certain values to be gained from intercollegiate contact, whether on the athletic field or in other activities. At the present time intercollegiate athletic compe-

tition extends only to the Boat Club, which is a member of the Intercollegiate Yacht Racing Association. No participation in major sports is envisioned. Future intercollegiate activity in such fields as tennis, basketball, and lacrosse will depend upon the interest of the student body and the decision of the faculty as to the compatibility of the proposed activity with the scholastic requirements of the College's program.

The Student Polity

The Student Polity, organized in 1945, of which all students are members, is instituted for the following purposes, as outlined in its constitution:

(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 submit to the College administration student opinion on all problems common to both the students and the College administration,

(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 College administration, the proper delegation of authority in the community.

A Student Court functions to preserve good order.

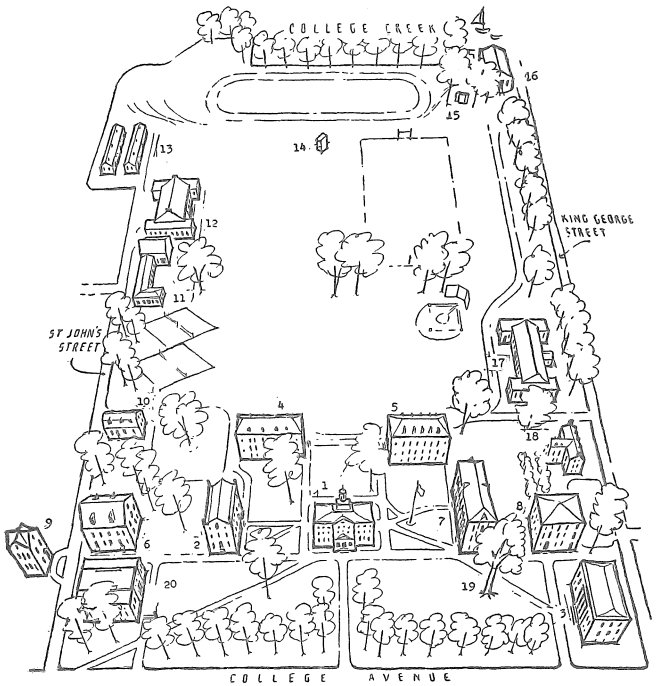
Adult Education

The Adult Education Program is for persons who have finished their formal education and are having the varied experience of living and working in society. In the seminars they explore the Great Books of the St. John's Program on a more mature level. Usually adult seminars are held in Annapolis, Baltimore, Washington, D. C., Chestertown, Leonardtown and St. Mary's City. They are led by faculty members. In addition to the Great Books seminars there are seminars related to special subjects, for example, music, the philosophy of war, and world politics.

In the summer the College offers a Seminar-in-Europe, open to any interested adults from all parts of the country. The European seminar tour, first held in 1953, extends the exploration of the great books to this type of adult experience. The seminars, led by a St. John's faculty member, are held in the places of origin of the books discussed.

Application for any of the St. John's adult education activities may be made to Mr. John Spangler Kieffer, Director of Adult Education.

THE ST. JOHN'S CAMPUS



(1) McDowell Hall—Administration offices, classrooms, Bookstore, and Coffee Shop.
(2) Humphreys Hall—Laboratories.
(3) Woodward Hall—Library.
(4) Campbell Hall—Women's dormitory.
(5) Randall Hall—Dining Hall and Men's dormitory.
(6) Paca-Carroll House—Men's dormitory.
(7) Pinkney Hall—Administration offices and Men's dormitory.
(8) Stone-Chase House—Men's dormitory.
(9) Infirmary.
(10) Reverdy Johnson House—Music Rooms.
(11) Shop Buildings—Studio and shops.
(12) Heating Plant.
(13) Veterans' Housing.
(14) Telescope.
(15) French Monument.
(16) Boathouse.
(17) Iglehart Hall—Gymnasium.
(18) Carroll-Davis House.
(19) Liberty Tree.
(20) State Hall of Records.

RESIDENCE

St. John's College is situated in the seventeenth-century seaport town of Annapolis. Annapolis has a population of about thirty thousand people, who are occupied principally with fishing and shipping in the harbor, with the training of midshipmen in the Naval Academy, with governing the State of Maryland from the state government offices, and with the liberal education of young men and women at St. John's College.

The College has thirteen buildings on a tract of thirty-two acres. Five of these buildings are for student dormitory residence, one being reserved for women. The College has also temporary buildings on the campus, provided by the Federal Public Housing Authority, which contain family dwelling units. These units were provided in an effort to take care of married veteran students and their families.

The dormitories form small integrated communities within the larger college community, helping the incoming student to accept and enforce restraints upon himself and also to make proper use of the help and support that other students can give him in his college life. All unmarried students not living at home are required to live in the College dormitories and to take their meals in the College Dining Hall.

Dormitories Each dormitory room is provided with the necessary furniture, including one or two beds, each with mattress, pillow, pillow cover and bedspread. The rooms usually also contain chests of drawers, book shelves, Venetian blinds or window shades, study tables, chairs, and lamps. Towels, bed linen, and blankets are to be supplied by the student, as are also such decorations as window draperies, rugs, and runners for chests of drawers and tables. Students should consult their prospective roommates, if any, and their own good taste in planning room decoration. Any major change requires special permission from the college administration.

Room assignment is the responsibility of the two Assistant Deans. New students have rooms assigned to them tentatively as soon as their applications for admission have been accepted. They will receive the keys for their rooms when they arrive on the campus. Returning students should apply for rooms before they leave for the summer vacation. Students who wish to room together should file joint applications.

Rooms in dormitories may not be occupied during vacations except by special permission.

Rules of Residence Since a certain order is requisite to the proper functioning of the College as a community of learning, the administration has established and administers minimal rules governing dormitory residence, pending student acceptance of

responsibility for this phase of campus life. Agreement to abide by them is a condition of admission to the College.

The College provides a housekeeping staff to care for the dormitories. There are student dormitory representatives whose duty it is to report complaints of violations of good order to the student court. The following are the regulations concerning breakage and damage to College property:

Any damage to College property will be charged to the occupant or occupants of the room or dormitory in which the damage occurs.

Each student must make a deposit of ten dollars with the Treasurer of the College on registration. Damage to College property will be charged against this deposit according to the student's share of responsibility for the damage. It will be returned at the end of any session, or upon withdrawal or graduation of the student from the College. This deposit is called the caution fee.

The College reserves the right to restore completely, at the expense of the occupant or occupants, any dormitory room and furniture which have been seriously damaged.

The College will not be responsible for loss of or damage to any student property resulting from fire, theft, or any other cause.

In the interest of safety, students may not keep firearms in their rooms.

In the interest of general health and the well-being of the community, animal pets are not permitted in the dormitories or on the campus.

Dining Hall The College Dining Hall is operated by contract with the Slater System, Inc., of Philadelphia, Pennsylvania. It opens for supper on the Thursday evening preceding the beginning of the first term and on the Sunday evenings preceding the beginning of the second and third terms. The evening meal will not be served on the last day of each term.

Infirmary Service A well-equipped Infirmary is maintained at the College, under the supervision of two College Physicians and one trained nurse. The Infirmary makes a daily report to the Dean.

The College Physicians, alternately, hold office hours each day at the Infirmary. During these hours their services are free to those who have paid their regular College fees. Medical services rendered by others than members of the College Infirmary staff, whether for sickness or for injuries, are not paid for by the College. The cost of x-rays, prescriptions, and special treatments must be borne by the student.

ADMISSIONS

The purpose of the admission procedure is to assure the College and the student of his or her ability and desire to pursue the St. John's curriculum. This assurance can be strengthened if the prospective student gains some direct impression of the operations of the College, and the College therefore expects applicants to arrange for an interview with the Director of Admissions whenever they can possibly do so. Office hours are from 9 a.m. until 5 p.m. Monday through Friday. Special appointments can be made for other times. Interviews can also be had with Alumni Representatives throughout the country (see p. 83). It should be noted that the College admits only one class each year: new students are enrolled in the fall.

Requirements (1) With the exception mentioned in the next paragraph, an applicant must be a graduate of an accredited secondary school to be eligible for admission. Ordinarily it is expected that the secondary school program will have included one and a half years of algebra, one year of geometry, and two years of a foreign language. In addition, the applicant should present satisfactory personal references, including a recommendation for work at St. John's College from the principal or headmaster or a teacher in the secondary school last attended. In exceptional cases, certain of these requirements may be waived.

(2) Occasionally St. John's accepts applicants who are not secondary school graduates. They must present convincing evidence of their ability to profit from the College Program, including satisfactory personal references and an acceptable rating on the psychological examination published by the American Council on Education. Interviews with members of the Admissions Committee is especially important in these cases.

Procedure 1. The applicant fills out the preliminary application attached on the last page of this catalogue.

2. He returns the application to the Director of Admissions. A non-refundable fee of $10 must accompany this application.

3. The Director of Admissions will begin to collect the applicant's scholastic records, and will send him a formal and detailed application form to be returned as soon as possible.

4. The Director of Admissions will submit the applicant's papers to the Admissions Committee and will notify him of its decision. The process takes three to six weeks after the formal application has been received.

5. The applicant, when accepted, is required to make a non-refundable advance payment of $50.00. This sum will be credited in full to the tuition fee (except for recipients of full scholarships, to whom it will be returned upon registration.)

6. If the applicant is not able to pay the full College fees, he should request an application blank for Student Financial Aid from the Director of Admissions, fill it out with special attention to his tentative budget and return it. As soon as the application for admission has been acted on, the Director of Admissions will let the applicant know what aid he will be given. (See page 57.)

7. A physical examination is required of each student before registration. A health certificate form will be sent to the applicant upon receipt of the application for admission.

Married applicants should apply for residence in the housing units, mentioned on page 50, through the office of the Director of Admissions.

Additional information may be obtained by writing to the Director of Admissions.

Transfer Students Students who wish to transfer to the St. John's program must register as freshmen for the four-year course; no advanced standing in the program is granted for other college credits.

Veterans' Educational Benefits St. John's College is approved and accredited by the Maryland State Board of Education and the Veterans Administration for the training of Veterans of World War II who are eligible to receive educational benefits under Public Law 346 (the Servicemen's Readjustment Act of 1944, or the "G. I. Bill"), Public Law 16 (the Vocational Rehabilitation Act), and Public Law 550 (the Veteran's Readjustment Assistance Act of 1952).

Placement Office St. John's College as an educational institution is in no way committed to finding or guaranteeing its students positions after they leave College. The function of the Placement Office is to act as a clearing house: on the one hand, informing students of opportunities that come to the attention of the College; and, on the other hand, helping particular students to find the channels leading to those positions in which they are especially interested. It is not inappropriate to note that an increasing number of business and industrial organizations are actively seeking the services of St. John's graduates.

FEES

College Finance St. John's College operates on an annual budget in excess of $400,000, making the actual cost of educating a student approximately $2,700 per year. Theoretically a college should establish fees for tuition and residence at a figure which will equal the cost of instruction as well as the other administrative and operating expenses. The limited enrollment at St. John's College and the rising costs of operation have precluded the realization of this aim.

The College relies upon an appropriation from the State of Maryland and upon gifts from individuals and foundations to close the gap between income and expense.

Annual Fees The annual fees for all students are as follows:

Tuition	$ 850.00
Room and Board	650.00
Total	$1,500.00

The College reserves the right to adjust these fees at the beginning of any academic year upon at least six months' notice.

These fees are payable in full on registration in September or, if preferred, in three installments: one-half on registration, one-fourth at the beginning of the Second Term, and the remaining fourth at the beginning of the Third Term. A late registration fee of $5.00 will be charged those students who register at times other than the regular registration hours. Students who pay their fees at the beginning of each term will be required to register with the Treasurer on the first day of the Winter and Spring Terms, in addition to the Fall Term registration.

On registering, the student must procure a Treasurer's Card showing that fees have been paid or that suitable financial arrangements have been made. No student will be admitted to classes or to the dining hall unless this is done.

In figuring his budget for the academic year, each student should include additional amounts for books, clothes, stationery, laundry, and other incidentals. The cost of books will in general average about $75 per year.

Application Fee Applications for admission must be accompanied by payment of $10, which is not refundable.

Examination Fee A candidate for admission who has to take the Psychological Examination in order to complete the requirements for admission will be charged a fee of $5, if this examination is given outside the College, payable to the College,

upon his request for examination. This fee is charged to cover the expense of giving the examination; it will not be refunded, nor will it be deducted from other fees. (See page 52.)

Admission Fee Applicants, when accepted, are required to make a non-refundable advance payment of $50. This sum will be credited in full to the tuition fee (except for recipients of full scholarships, to whom it will be returned upon registration).

Payment of Bills Unless otherwise requested, the College presents its bills directly to the student, who assumes responsibility for their payment when due. Exception is made in the case of minors, whose parents or guardians must assume such responsibility.

Refunds on Fees Current tuition installments are not refundable, unless a student is drafted or called up in the reserves of the Armed Forces. If a student has paid any installment on his tuition fees beyond the dates on which installments are due in September, January and April, and withdraws from College for any cause whatever, such advance payment shall be refunded, regardless of the cause of withdrawal.

This also applies to the fees for board and room. If, however, the student withdraws within the first two weeks of the academic year, the unused portion of these fees is refunded. (Veterans are subject to the regulations of the Veterans Administration.)

The college is not in business and does not regard itself as selling instruction or food or lodging to students. Its fees can best be understood by the student if he regards them as membership dues. These dues help the College to provide, not only instruction, food, and lodging, but also proper medical supervision, athletic facilities, and whatever other conditions it finds best adapted to forward the common learning enterprise.

Caution Fee When registering, each student is required to make a deposit of $10, which is subject to charges for laboratory breakage, damage to College property, or other obligations of a minor nature. It also includes a deposit for room key. A refund check for this deposit will be sent to the student upon request after the end of any session, and after withdrawal or graduation from College.

Deferred Payment of Fees There is available to those students, veterans and non-veterans, and their parents who are unable to meet the College fees in accordance with the regular schedule a deferred tuition plan, which provides for payment in equal installments during the College year, in most instances nine installments. This method of deferred tuition payment is handled through "The Tuition Plan, Inc.," a corporation which offers this service to many schools and colleges throughout the country. The

plan is put into effect by a contract signed by the parent or guardian of the student and by the College and handled entirely by "The Tuition Plan, Inc." The additional cost is four per cent of the amount financed. Inquiries should be addressed to the Treasurer.

Payment of Fees by Veteran Students

For the veterans who have qualified to receive educational benefits under Public Law 346, the Veterans Administration pays to the College $500 for the academic session towards the tuition fee of $850. The balance of this fee, amounting to $350, and the residence fee of $650, or a total of $1,000, is the direct responsibility of the veteran and must be paid by him to the College. However, the College has arranged a schedule of monthly payments of this balance, whereby the veteran is enabled to use his monthly subsistence payment from the Veterans Administration to meet in part his monthly payment to the College. In the case of an unmarried veteran who receives $75 per month subsistence, or approximately $650 for the academic session of 9 months, the monthly payments to the College will be in excess of his subsistence payments since his total balance due on fees to be paid to the College by him is $1,000 for the academic session. The veteran may elect to have the Veterans Administration pay part of the excess of tuition over $500 by surrendering entitlement at the rate of one day for each $2.10 of such excess costs. The veteran may also elect to have the Veterans Administration pay for the required books and supplies for each year under the same plan. A form to take advantage of this plan is available at the Treasurer's office upon registration.

For the veteran qualified to receive educational benefits under Public Law 16, the Veterans Administration will pay to the College the tuition fee of the veteran student and charges for books and supplies. The veteran will be directly responsible for payment to the College of the fee for residence, which can also be paid in monthly installments timed to coincide with his monthly subsistence checks.

Veterans qualified to receive educational benefits under Public Law 550 will have to make suitable arrangements with the Treasurer's office for the payment of that part of their fees which is not covered by their veterans' benefits. Under Public Law 550, the Veterans Administration makes payments directly to the veteran at the rate of $110 per month, if the veteran has no dependents; or at the rate of $135 per month, if he has one dependent; or at the rate of $160 per month, if he has more than one dependent. A veteran who contemplates registering at St. John's College under Public Law 550 is urged to file his application with his local Veterans Administration Regional Office before coming to College, so that his program may be approved and benefits begin as of the day he registers at the College. The Regional Office will issue to him a Certificate for Education and Training which has to be presented to the College for the issuance of an Enrollment Certification.

FINANCIAL AID

COLLEGE AID

The College maintains a Student Aid Program in the conviction that serious students should not be kept from admission by inability to pay the full costs of their education. Funds are necessarily limited, but students who can demonstrate their need may be offered assistance by the College.

To receive assistance, a student must be willing to accept employment by the College. Positions available include:

Waiter in Dining Hall	Assistant in Infirmary
Assistant in Library	Assistant in Gymnasium
Assistant in Laboratory	Assistant in Shops
Secretary or Typist	Assistant in Bookstore

Mimeograph Operator

No position requires more than 12 hours work each week. The compensation which the student receives for this work is credited to his or her fees. It is not paid directly to the student.

The stipends for the jobs vary in amount, with the maximum being approximately $420 for the school year. Since, in certain cases, the need will be greater than the student's earnings, the College may make an outright grant in order to bring the total of employment plus grant to the necessary amount. This grant, too, is applied to the student's fees, not paid directly to the student.

To summarize, aid may be offered in one of two ways

(1) By employment

(2) By employment plus grant

It is hoped that in the years following their graduation students may be able to refund to the College the amounts that they received as grants.

It must be stressed that the College will reject all applications for aid unless it is clearly demonstrated that other sources are not available. The College has the grave responsibility of administering justly a common financial resource of the community of scholars which the applicant seeks to join. It therefore subjects each case to a thorough investigation and it cannot initiate this investigation until the student aid blank has been filled out clearly, accurately, and with sufficient detail to enable a judgment to be made.

Entering students should apply for aid at the time the application for admission is forwarded to the Director of Admissions. Continued aid presupposes the maintenance of good academic standing and satisfactory performance in the position held.

Scholarships and grants are awarded on a yearly basis. Therefore, students who withdraw from the College during the course of an academic year for reasons other than health or military status will receive no credit on their accounts for either grants or scholarships. This will require the student to make cash settlement of full fees through the quarter of withdrawal. Exceptions to this rule will be made where the student withdrawing has been awarded a Maryland State Scholarship.

SCHOLARSHIPS

The George M. Austin Memorial Scholarships

To be awarded annually, to one or more students, memorial scholarships in the amount of from $500 to $1,500, depending upon individual need. These scholarships are offered through the gift of Mrs. George M. Austin and Dr. George M. Austin, Jr., in memory of George M. Austin, Class of 1908. They are awarded on the basis of character, scholarship and financial need, with preference being given to applicants from the State of Pennsylvania.

Oklahoma Regional Scholarships

To be awarded annually, to one or more students, scholarships in the amount of from $500 to $1,500, depending upon individual need. These scholarships are offered through the generous gift of Eugene B. Adkins, Class of 1953. Should there be no qualified applicants from Oklahoma, the scholarships may be awarded to students from elsewhere in the Southwest.

Massachusetts Regional Scholarship

To be awarded annually a scholarship in the amount of $350. This scholarship is awarded on the basis of character, scholarship, and financial need, with preference being given to applicants from the State of Massachusetts.

The Jesse H. Jones and Mary Gibbs Jones Scholarships

To be awarded annually to young men and women of outstanding ability who need financial aid. Between five and ten scholarships are awarded, ranging in amount from $250 to $500 each, depending upon the need of the applicant. Awards are on a yearly basis with special consideration given to previous holders. There are no geographical restrictions.

The Dr. Charles C. Cook Scholarship

To be awarded annually, at the discretion of the Committee on Student Aid, to one or more students presenting outstanding academic and personal qualifications, the sum of $1,300, under the provisions of the will of the late Dr. Charles C. Cook. A student receiving the award in any one year will be given preference as to renewal for subsequent academic years.

Food Fair Stores Foundation Scholarships

To be awarded annually a scholarship in the amount of $1,000 offered by the Food Fair Stores Foundation. Preference will be given to sons and daughters of employees of Food Fair Stores. If no qualified candidates have presented themselves by June 1 of each year, the scholarship will be made available to a young man or woman with an outstanding high school record who has also been active in extracurricular and community activities. This scholarship is renewable over the four years of a student's course if a satisfactory record is maintained.

The Faculty Scholarship

To be awarded annually to a senior, the income from a fund established by the St. John's faculty.

The Philip A. Myers, II, Scholarship

To be awarded annually, the income from $10,000, the gift of Philip A. Myers, II, Class of 1938.

The Clifton C. Roehle Scholarship

To be awarded in tuition, the income from $6,000, the bequest of Mrs. Anna M. D. Roehle, in memory of her son, Clifton C. Roehle.

The Jeremiah Hughes Scholarship

To be awarded annually to some deserving student, preferably a resident of Annapolis, the sum of $30 to be applied to the cost of tuition.

The Friedrich Jonathan von Schwerdtner Scholarship

To be awarded in tuition, to some deserving student, the income from the bequest offered annually under the will of the late Friedrich Jonathan von Schwerdtner, in memory of his son, Friedrich.

Maryland State Scholarships

Residents of the several counties of Maryland and the six legislative districts of Baltimore are eligible to take the competitive examinations for scholarships at St. John's College. Twenty-nine of these scholarships pay full fees, including tuition, board, and room; twenty-nine pay tuition fees only. They are granted for four years, or in the case of a student already at the College, for the remainder of his course to graduation.

In all counties and legislative districts the competitive examinations are administered by the respective county or city school board, under the auspices of the Maryland State Department of Education, and reports are rendered to the respective Senators who make the formal appointments, except in the cases of the Third Legislative District of Baltimore City, Baltimore County, and Caroline County, where the reports are rendered to the College, whose Admissions Committee makes the appointments.

Scholarship candidates are urged to determine their eligibility for admission to the College before seeking Senatorial appointment.

The procedure for application, examination, and appointment to State scholarships is as follows:

1. Candidates, who must be residents of the county or district that has an open scholarship, should watch the newspapers for the announcement of the time and place of the examination and apply to the local school board for examination.
2. Candidates should supply to their respective Senators evidence of their good character and financial need.
3. Appointees will be notified of their appointments by the Senator and by the College.

The Matthew Fontaine Maury Scholarship

Awarded by the United Daughters of the Confederacy to a student of exceptional character and scholarship and of established Confederate lineage. This scholarship is applied to tuition and residence fees, in accordance with the needs of the student selected, and is awarded at present for four years unless the appointee fails to maintain the required standard in his academic record. Applications should be addressed directly to Mrs. Robert J. Abbott, 2035 E. Lakeshore Drive, Baton Rouge, Louisiana.

Scholarship of the Colonial Dames of America

Applicants for this scholarship are expected to submit evidence that they are of colonial descent and that they themselves revere the ideals and standards of their forebears. Application should be made to the Chairman of the Scholarship Committee of the Colonial Dames of America: Mrs. Byron Stookey, 421 E. 61st Street, New York 21, N. Y.

STUDENT LOANS

The George Friedland Loan Fund

Through the generous gift of the George Friedland Foundation of Philadelphia, Pennsylvania, the George Friedland Loan Fund was established at St. John's College in 1954. Students may arrange to borrow up to $250 in any one academic year. Loans are without interest, except in the case of default. They are repayable according to a definite schedule of payments, commencing with the first salaried position which the individual obtains after leaving St. John's College or a graduate or professional school. Preference is given to upperclassmen in order of seniority.

SCHOLARSHIPS AT OTHER INSTITUTIONS FOR ST. JOHN'S STUDENTS

Scholarships in Engineering

Three scholarships in engineering are offered at the Johns Hopkins University to Maryland graduates of St. John's College.

A BRIEF HISTORY OF ST. JOHN'S COLLEGE

St. John's College is a small liberal arts college located at Annapolis, Maryland. Founded originally as King William's School in 1696, it lays claim to being the third oldest college in the United States. It is non-denominational and maintains no graduate or professional schools. Since 1951 it has been co-educational.

1696

King William's School, first public school on the American Continent, founded in accordance with the following Petitionary Act of the General Assembly of colonial Maryland:

A Petitionary act for free-schools. Lib. LL. No. 2, fol. 115

Dread Sovereign . . .

Being excited by his present Excellency, *Francis Nicholson, Esq.;* your Majesty's Governor of this your Province, his Zeal for your Majesty's Service, pious Endeavors and generous Offers for the Propagation of Christianity and good Learning, herein we become humble Suitors to your most sacred Majesty, to extend your Royal Grace and Favour to us your Majesty's Subjects of this Province, represented in this your Majesty's General Assembly thereof, THAT IT MAY BE ENACTED.

II. AND MAY IT BE ENACTED, *by the King's most excellent majesty, by and with the advice, prayer and consent of this present General Assembly, and the authority of the same,* That for the propagation of the gospel, and the education of the youth of this province in good letters and manners, that a certain place or places, for a free-school, or place of study of Latin, Greek, writing, and the like, consisting on one master, one usher, and one writing-master, or scribe, to a school, and one hundred scholars, more or less, according to the ability of the said free-school, may be made, erected, founded, propagated and established under your royal patronage. And that the most reverend father in God, Thomas, by Divine Providence lord-archbishop of Canterbury, primate and metropolitan of all England, may be chancellor of the said school; and that, to perpetuate the memory of your majesty, it may be called King William's School, and managed by certain trustees, nominated, and appointed by your sacred majesty.

Laws of Maryland, Session of July 1-9, 1696.

1776

According to tradition King William's School was used as a gunshop during the Revolutionary War.

1784

St. John's College chartered by the General Assembly of the State of Maryland:

WHEREAS, Institutions for the liberal education of youth in the principles of virtue, knowledge and useful literature are of the highest benefit to society, in order to train up and perpetuate a succession of able and honest men for discharging the various offices and duties of life, both civil and religious, with usefulness and reputation, and such institutions of learning have accordingly been promoted and encouraged by the wisest and best regulated States:

Be it enacted, by the General Assembly of Maryland, That a college or general seminary of learning, by the name of Saint John's, be established on the said Western Shore, upon the following fundamental and inviolable principles, namely: first, said College shall be founded and maintained forever, upon a most liberal plan, for the benefit of youth of every religious denomination, who shall be freely admitted to equal privileges and advantages of education, and to all the literary honors of the college, according to their merit, without requiring or enforcing any religious or civil test, or without their attendance upon any particular religious worship or service, other than what they have been educated in, or have the consent and approbation of their parents or guardians to attend; nor shall preference be given in the choice of a principal, vice-principal, or other professor, master, or tutor, in the said college, on account of his particular religious profession, having regard solely to his moral character and literary abilities, and other necessary qualifications to fill the place for which he shall be chosen. . . .

The petition for this Charter was signed by William Paca* and others.

The original Board of Visitors and Governors was as follows:

William West, D. D.
Thomas J. Claggett, D.D.
Nicholas Carroll
John H. Stone
William Beanes
Richard Ridgely
Samuel Chase*
John Thomas
Thomas Stone*
Alexander Hanson
Thomas Jennings
James Brice
John Allen Thomas
Gustavus R. Brown
Edward Gantt
Clement Hill
Richard Sprigg
Charles Carroll of Carrollton*
Jeremiah T. Chase
Charles Wallace
John Carroll, D.D.

First Principal of St. John's College, Dr. John McDowell.

* Signers of the Declaration of Independence.

1786

The property, funds, masters, and students of King William's School conveyed by an Act of the General Assembly to St. John's College.

Reverend Ralph Higginbotham, Master of King William's School, became Vice Principal of St. John's College.

Two members of the Board of Visitors and Governors of King William's School became Visitors and Governors of St. John's College.

1791

George Washington visits St. John's College.

To the Faculty of St. John's College:

Gentlemen:

The satisfaction which I have derived from my visit to your infant seminary is expressed with much pleasure, and my wishes for its progress to perfection are proffered with sincere regard.

The very promising appearance of its infancy must flatter all its friends (with whom I entreat you to class me), with the hope of an early and at the same time mature manhood.

You will do justice to the sentiments which your kind regard toward me inspires, by believing that I reciprocate the good wishes contained in your address, and I sincerely hope the excellence of your seminary will be manifested in the morals and science of the youths who are favored with your care.

Annapolis, April 17, 1791. George Washington.

1796

Graduation of Francis Scott Key, District Attorney of the United States; author of The Star-Spangled Banner.

1799

Graduation of George Washington Parke Custis, step-grandson of George Washington. Fairfax and Lawrence Washington, nephews of George Washington, were also students at the College.

1835

Curriculum during the Principalship of the Reverend Hector Humphreys.

First Year	*Second Year*	*Third Year*	*Fourth Year*
Greek	Greek	Greek	Latin
Xenophon	Homer	Minor Poets	Horace
Herodotus	Hesiod	Latin	Natural
Thucydides	Tragedies	Tacitus	Philosophy
Lysias	Latin	Mathematics	Logic
Demosthenes	Juvenal	Applications of	Astronomy
Isocrates	Cicero	Trigonometry	Geology
Plato	Mathematics	Conic Sections	Civil
Latin	Plane Geometry	Chemistry	Engineering
Livy	Solid Geometry	Natural Philosophy	American
Horace	Logarithms	Elements of	History
Virgil	Trigonometry	Criticism	Political
Mathematics			Economy
Algebra			Natural
			Theology

English Composition and Declamation in all four years.
Modern Languages by special arrangement in addition.

1868

Curriculum during Principalship of James C. Welling.

First Year	*Second Year*	*Third Year*	*Fourth Year*
Greek	Greek	Greek	Greek
Homer	Xenophon	Plato	Plato
Herodotus	Plato	Aeschylus	Aristotle
Latin	Euripides	Thucydides	Aristophanes
Virgil	Lucian	Sophocles	Demosthenes
Cicero	Latin	Latin	Latin
Livy	Horace	Cicero	Tacitus
Horace	Cicero	Juvenal	Lucretius
Mathematics	Terence	Plautus	Persius
Algebra	Mathematics	English	Quintilian
Geometry	Logarithms	Shakespeare	English
English	Trigonometry	Spenser	Authors of 13th, 14th and 15th Centuries
19th Century Literature	Solid Geometry	Taylor	Mathematics
	English	Hooker	Analytic Geometry
	Shakespeare	Milton	Calculus
	18th Century Literature	Mathematics	Mechanics
		Theory of Equations	Natural Philosophy
		Analytic Geometry	Astronomy
		Descriptive Geometry	Logic
		Use of Instruments	Evidence of Christianity
		Natural Philosophy	
		Chemistry	
		Historical Methods	

Also in the fourth year, lectures in Philosophy and Social Science on: Plato, Aristotle, Augustine, Thomas Aquinas, Vico, Descartes, Bacon, Bossuet, Pascal, Paley, Locke, Spinoza, Montesquieu, Kant, De Tocqueville, Adam Smith, Fichte, Hegel, Buckle, Lecky, Malthus, Mill, Butler.

1886-1923

Presidency of Thomas Fell. A curriculum of Block Electives and Military Training.

1. Classical Course leading to the B.A. Degree.
2. Latin Scientific Course leading to the B.L. Degree.
3. Scientific Course leading to the B.S. Degree.
4. Mechanical Engineering Course leading to the M.E. Degree.

1923-1937

Period of Progressive Studies under the Open Elective System.

1937

Restoration of the traditional program of Liberal Arts.

1951

Introduction of co-education.

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Report of the President, April, 1939.
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Report of the President, June, 1942.
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Report of the President, June, 1950.
Polity of the College, September, 1950.
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Report of the President, September, 1951.
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Friedrichs Realgymnasium, Berlin, 1917; Ph.D., University of Marburg-Lahn, 1922; Research Work, University of Berlin and University of Marburg, 1924-33; Visiting Lecturer, University of Prague, 1934-35; Fellow of the Mendelssohn Stiftung zur Foerderung der Geisteswissenschaften, 1935-37; Tutor, St. John's College, 1938-; Dean, St. John's College, 1949-.

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A.B., University of Washington, 1920; D.Phil., Oxford University, 1926; Assistant in English, 1919-20, Assistant Professor of English, 1923-25, University of Washington; Associate Professor of English, St. John's College, 1925-29; Professor of English, St. John's College, 1929-39; Active duty with the United States Navy, 1942-45; Tutor, St. John's College, 1939-.

RICHARD SCOFIELD ..... 58 State Circle

B.A., 1919; M.A., 1920, University of California; B.A., 1924; M.A., 1949, Oxford University; Assistant in English, University of California, 1919-20; Commission for the Relief of Belgium Exchange Fellow, Université Libre de Bruxelles, 1920-21; Rhodes Scholar, Oxford University, 1921-24; Instructor in English, New York University, 1925-27; Associate Professor of Art and English, St. John's College, 1927-39; Visiting Associate Professor of History and Humanities, College, University of Chicago, 1948-49; Tutor, St. John's College, 1939-.

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B.A., Harvard College, 1927; M.A., Harvard University, 1929; Master in French and English, Litchfield (Connecticut) School, 1927-28; Instructor in Classical Languages, 1929-34, Assistant Professor of Classical Languages, St. John's College, 1934-39; Board of Visitors and Governors, 1943-49; Acting President, January 1, 1947-April 22, 1947; President, April 22, 1947-49; Tutor, St. John's College, 1939-; Director of Adult Education, 1951-.

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B.A., 1934; M.A., 1935, University of Virginia; B.D., 1938, Virginia Theological Seminary; Ph.D., 1948, University of Virginia; Student at the Alliance Francaise and 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.

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London School of Economics and Cambridge University, England, 1938-40; B.A., Harvard College, 1942; U. S. Navy, 1942-45; University of California, Berkeley, 1945-56; Department of State, 1946-51; Teaching Intern, St. John's College, 1953-54.

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B.A., Harvard College, 1942; M.A., Harvard University, 1946; Instructor, Massachusetts Institute of Technology, 1945; Instructor, Suffolk University, Boston, 1945-47; Instructor, Barnard College, 1947-50; Army Historical Program, 1951-54; Teaching Intern, St. John's College, 1954-55.

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B.A., 1950; M.A., 1951, Cambridge University, England; Diploma in Education, University College, Leicester, England, 1951; Fulbright grant to Southern Illinois University, 1951; Assistant Regional Director, 1952-53, Assistant Academic Director, 1953-54, Great Books Foundation; Teaching Intern, St. John's College, 1954-56.

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BACHELOR OF ARTS DEGREES CONFERRED

1954

AS OF THE CLASS OF 1939

Rite

Clarence Edward Roache, Jr. ..... Ellicott City, Maryland

AS OF THE CLASS OF 1952

Rite

David William Lane ..... Cardiff, California

AS OF THE CLASS OF 1953

Rite

John Davis Alexander, Jr. ..... Baltimore, Maryland

Franklin Robert Atwell ..... Baltimore, Maryland

AS OF THE CLASS OF 1954

Rite

George Graham Abernathy, Jr. ..... Arlington, Virginia

Edward Frank Bauer ..... Nashville, Tennessee

Howard Bromberg ..... Baltimore, Maryland

Richard Burnett Carter ..... Baltimore, Maryland

Charles Eric Crooke ..... Annapolis, Maryland

Sinclair Gearing ..... Annapolis, Maryland

Jerome Gilden ..... Baltimore, Maryland

Bernard Edmund Jacob ..... Baltimore, Maryland

David Lionel Kaplan ..... Beverly Hills, California

Robert Fulton Lohr, Jr. ..... Salisbury, Maryland

Virgil Stephen Mainella ..... Friday Harbor, Washington

Gaylord Duncan Newell ..... Bolivar, New York

Sydney Wynne Porter, Jr. ..... Baltimore, Maryland

Jerry Salan ..... Baltimore, Maryland

Walter Schatzberg ..... Baltimore, Maryland

Merle Shore ..... Annapolis, Maryland

Richard Arlen Smith ..... Annapolis, Maryland

Cum Laude

Samuel Saul Kutler ..... Annapolis, Maryland

Robert Donald Sacks ..... Akron, Ohio

1955

Rite

Lydia Sommavilla Aston ..... Annapolis, Maryland

James Phillips Chrestensen ..... Franklinville, New York

Sarah Catherine Covington ..... Centreville, Maryland

Alexandra Jean Culbertson ..... Stockton, California

Richard Lee Haberman ..... New York, New York

Hudson Monroe Keithley ..... Annapolis, Maryland

James August Kibler ..... Greensboro, Maryland

Peter Straith McGhee ..... New York, New York

Joan McKay ..... New York, New York

Barbara Brunner Oosterhout ..... Annapolis, Maryland

James Taylor, Jr. ..... Baltimore, Maryland

Cum Laude

Priscilla Alden Husted ..... Mt. Kisco, New York

Magna Cum Laude

Arthur Charles Reisz ..... Baltimore, Maryland

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To the Senior who has the highest standing, a silver medal. Offered by the Board of Visitors and Governors.

1954—Robert Donald Sacks
1955—Arthur Charles Reisz

To the student who during the current session has given most evidence of leadership in the service of the College community, a prize of $25.00 in books.

1954—James Taylor, Jr.

To the member of the Senior Class who has written the best final essay, a prize of $27.50. Offered under the will of the late Judge Walter I. Dawkins.

1954—Bernard Edmund Jacob
1955—Lawrence Sandek

To the member of the Freshman, Sophomore or Junior Class who has written the best annual essay, the Hayden prize of $10.00. Offered by Dr. and Mrs. Floyd S. Hayden of Azusa, California.

1954—Diana Frances Barry
1955—Raymond Thomas Haas

To the member of the Freshman or Sophomore Class who has prepared the most elegant solution of a mathematical problem, a prize of $25.00.

1955—Sheldon Boilen

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PRELIMINARY APPLICATION
ST. JOHN'S COLLEGE
ANNAPOLIS, MARYLAND

I hereby make preliminary application for admission to St. John's College as a student for the academic year beginning September, _____.
(*print*)

Name_____Age_____

Street_____Phone_____

City_____Zone_____State_____

Name of parent or guardian_____

Occupation of parent or guardian_____

Business address_____

School_____

School address_____

Name of Principal_____

Date of graduation from High School_____

Colleges or universities previously attended, if any_____

_____Years_____

_____Years_____

Signature_____

Date_____

Return this form with application fee of ten dollars ($10) to the Director of Admissions, St. John's College, Annapolis, Maryland. This fee is not refundable.

A detailed form will then be sent to you in order to obtain more information for review by the Admissions Committee. This and other credentials, including the transcript of your record, will be used to determine your admission to St. John's College.