ST. JOHN'S COLLEGE
IN ANNAPOLIS

OFFICIAL STATEMENT OF THE
ST. JOHN'S PROGRAM

CATALOGUE FOR 1940-1941

ANNAPOLIS, MARYLAND
MARCH, 1941

Founded as King William's School, 1696  Chartered as St. John's College, 1784
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Founded as King William's School, 1696  Chartered as St. John's College, 1784
This catalogue contains the full official statement of the curriculum of St. John's College. In the following pages the curriculum is described as:

1. A four-year, all-required unit containing no electives.
2. Aimed at giving the student the necessary preparation for anything he may choose to do for the rest of his life by introducing him to basic subject matter and by initiating in him the skills of learning with special regard to language, mathematics, and abstract thought.

St. John's College has no graduate or professional schools and offers only the Bachelor of Arts degree.

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#### 1940

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#### 1941

| January 6        | Second Term begins |
|                 | (Vacation ends 9 A.M.) |
| February 22      | Washington's Birthday |
| March 22         | Second Term ends     |
| March 31         | Third Term begins    |
| May 31           | Third Term ends      |
| June 1           | Baccalaureate Sunday |
| June 2           | Class Day            |
| June 3           | Commencement         |

### COLLEGE CALENDAR

#### 1941

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#### 1942

| January 5        | Second Term begins |
|                 | (Vacation ends 9 A.M.) |
| February 22      | Washington's Birthday |
| March 21         | Second Term ends     |
| March 30         | Third Term begins    |
| March 30         | Third Term begins    |
| June 7           | Third Term ends      |
| June 8           | Baccalaureate Sunday |
| June 9           | Class Day            |
| June 10          | Commencement         |
BOARD OF VISITORS AND GOVERNORS

Chairman, Dr. Thomas Parran, Jr., Surgeon General, U. S. Public Health Service, Washington, D. C.

Vice-Chairman, Francis Pickens Miller, Pickens Hill, Fairfax, Virginia.

Secretary, Richard F. Cleveland, Lawyer, Baltimore Trust Bldg., Baltimore, Maryland.

Dr. Amos F. Hutchins, Surgeon, 1227 N. Calvert Street, Baltimore, Maryland.

Edwin Warfield, Jr., Editor, The Daily Record, 15 E. Saratoga Street, Baltimore, Maryland.

Paul L. Banfield, Headmaster, The Landon School for Boys, Edgemoor, Washington, D. C.

Robert O. Bonnell, President, The Public Bank of Maryland, 15 E. Fayette Street, Baltimore, Maryland.

Stringfellow Barr, President, St. John’s College, Annapolis, Maryland.

Robert M. Hutchins, President, University of Chicago, Chicago, Illinois.

Clarence W. Stryker, Professor Emeritus of History, St. John’s College, Annapolis, Maryland.

Colby M. Chester, Chairman, General Foods Corporation, 250 Park Avenue, New York City.

Harold F. Linder, Member of firm of Carl M. Loeb & Company, 61 Broadway, New York City.

Scott Buchanan, Dean, St. John's College, Annapolis, Maryland.

Beardsley Ruml, Treasurer, R. H. Macy & Company, Broadway and 34th Street, New York City.


Dr. William J. French, Director, Anne Arundel County Health Department, Annapolis, Maryland.

Henry F. Sturdy, Professor, United States Naval Academy, Annapolis, Maryland.

MEMBERS EX OFFICIO

President Ex Officio, His Excellency, Herbert R. O’Conor, Governor of Maryland, Annapolis, Md.

Arthur H. Brice, President of the Senate, Betterton, Md.

Thomas E. Conlon, Speaker of the House of Delegates, Baltimore, Md.

JUDGES OF THE COURT OF APPEALS

Carroll T. Bond, Chief Judge.................Baltimore, Md.

Benjamin A. Johnson, Associate Judge........Salisbury, Md.

Edwin S. Delaplaine, Associate Judge........Frederick, Md.

Stephen R. Collins, Associate Judge........Chesterstown, Md.

T. Scott Offutt, Associate Judge............Towson, Md.

Walter J. Mitchell, Associate Judge..........LaPlata, Md.

William H. Forsythe, Jr., Associate Judge.Elicott City, Md.

D. Lindley Sloan, Associate Judge..........Cumberland, Md.
OFFICERS OF ADMINISTRATION

PRESIDENT
Stringfellow Barr, B. A., M. A. 12 McDowell Hall

DEAN
Scott Buchanan, B. A., Ph. D. 11 McDowell Hall

ASSISTANT TO PRESIDENT
James S. Martin, B. A., J. D. 14 McDowell Hall

ASSISTANT DEAN
Raymond Wilburn, B. S., M. A. 14 McDowell Hall

TREASURER
John Winthrop Wright, B. A. 13 McDowell Hall

REGISTRAR
Miriam Strange, B. A. 11 McDowell Hall

LIBRARIAN
Lulu Viola Ebaugh Woodward Hall

DIRECTOR OF ADULT EDUCATION
Olga Law Plunder, Ph. B. McDowell Annex

DIETITIAN
Marian E. Alexander, B. S. Randall Hall

COLLEGE PHYSICIAN
J. Oliver Purvis, M. D. Infirmary

SUPERINTENDENT OF BUILDINGS AND GROUNDS
Willard E. Stainback, B. S. in Arch. McDowell Annex

AUDITOR
Seward and Mondé, C. P. A. New Haven, Connecticut

FACULTY *

STRINGFELLOW BARR .......................... Brice House

FELLOW AND PRESIDENT
B. A., 1916, M. A., 1917, University of Virginia; B. A., 1921, M. A., 1927, Oxford University; diplôme, University of Paris, 1922; student, University of Ghent, 1922-23; Assistant Professor of Modern European History, University of Virginia, 1924-27; Associate Professor of Modern European History, University of Virginia, 1927-30; Professor of Modern European History, University of Virginia, 1930-37. Advisory Editor, Virginia Quarterly Review, 1926-30; Editor, 1930-34; Advisory Editor, 1934-37. Member of the Committee on the Liberal Arts at the University of Chicago, 1936-37. Fellow and President of St. John's College, July 1, 1937—

FELLOW AND DEAN
Scott Buchanan .......................... 248 King George Street

B. A., Amherst College, 1916; Rhodes Scholar, Balliol College, Oxford University, 1919-21; Ph. D., Harvard University, 1925. Associate Graduate Secretary of the Christian Association, Amherst College, 1916-17; Instructor in Greek, Amherst College, 1917-18; Assistant in Philosophy, Harvard University, 1922-24; Instructor in Philosophy, College of the City of New York, 1924-26; Assistant Director of the People's Institute, New York City, 1925-29; Professor of Philosophy, University of Virginia, 1929-36; Chairman of Committee on the Liberal Arts, University of Chicago, 1936-37; Fellow and Dean of St. John's College, July 1, 1937—

TUTORS

George Althoff Bingley .......................... Brice House

B. A., 1910, M. A., 1916, Princeton University. Instructor in Government Schools, Osaka, Japan, 1910-13; University of Goettingen, 1913-14; Elizabeth Gardner Scholar in Mathematics, Princeton University, 1915-16; Instructor in Mathematics, Georgia Institute of Technology, 1918-19; Instructor in Mathematics, United States Naval Academy, 1919-23; Assistant Professor of Mathematics, St. John's College, 1923-24; Associate Professor of Mathematics and Physics, St. John's College, 1924-27; Associate Professor of Mathematics, St. John's College, 1927-31; Professor of Mathematics, St. John's College, 1931-39. Tutor, St. John's College, 1939—

Richard Kuehnemund .......................... 235 King George Street

Ph. D., University of Goettingen, 1922. Assistant at the Philological Seminar, University of Goettingen, 1920-24; Instructor in Modern Languages, St. John's College, 1924-26; Assistant Professor of Modern Languages, St. John's College, 1926-29; Associate Professor of German, St. John's College, 1929-39. Tutor, St. John's College, 1939—

Hermann Bernhard .......................... 6 Franklin Street

Student, Universities of Petrograd, Wuerzburg, and Leipzig; Ph. D., University of Berlin, 1913. Assistant in Chemistry, Institute of Agriculture, Berlin, 1913-14; Chemical Research, 1914-23; Instructor in Chemistry, Swarthmore College, 1923-25; Assistant Professor of Chemistry, St. John's College, 1925-26; Associate Professor of Chemistry, St. John's College, 1926-30; Professor of Chemistry, St. John's College, 1930-39. Tutor, St. John's College, 1939—

* Cf. pg. 36.
FORD KEELER BROWN .......................... 243 King George Street
B. A., 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. Tutor, St. John's College, 1939—.

RICHARD SCOFIELD .................................. 22 State Circle
B. A., 1919, M. A., 1920, University of California; B. A., Oxford University, 1924. Assistant in English, University of California, 1919-20; Commission for the Relief of Belgium Exchange Fellow, Université libre de Bruxelles, 1920-21; Instructor in English, New York University, 1925-27; Associate Professor of Art and English, St. John's College, 1927-39. Tutor, St. John's College, 1939—.

WILLIAM HENRY BAYLIFF ......................... 82 Conduit Street
B. A., 1924, M. S., 1928, University of Oklahoma. Instructor in Biology, Ponca City (Oklahoma) H. S., 1924-27; Assistant in Zoology, University of Oklahoma, 1927-28; Instructor in Biology, St. John's College, 1928-30; Assistant Professor of Biology, St. John's College, 1930-39. Tutor, St. John's College, 1939—.

JOHN SPANGLER KIEFFER .......................... 243 Prince George Street
B. A., Harvard College, 1927, as of 1926; M. A., 1929, Harvard University. Master in French Literature, Litchfield (Connecticut) School, 1927-28; Instructor in Classical Languages, St. John's College, 1929-34; Assistant Professor of Classical Languages, St. John's College, 1934-39. Tutor, St. John's College, 1939—.

GEORGE HAROLD MCFARLIN ....................... 101 Monticello Avenue
B. A., 1925, M. A., 1926, Indiana University. Instructor in Chemistry, Southeast Missouri State Teachers College, 1926-27; University of Chicago, 1927-29; Instructor in Chemistry, St. John's College, 1929-31; Assistant Professor of Chemistry, St. John's College, 1931-39. Tutor, St. John's College, 1939—.

TENCH FRANCIS TILGHMAN ....................... 36 Maryland Avenue
B. A., 1928, M. A., 1930, Ph. D., 1933, University of Virginia. Instructor in English, University of Virginia, 1929-33. Instructor in English, St. John's College, 1934-39. Tutor, St. John's College, 1939—.

GEORGE COMENETZ .................................. St. Margaret's
B. S., College of the City of New York, 1930; M. A., 1931, Ph. D., 1934, Columbia University; Fellow, The Institute for Advanced Study (Princeton, New Jersey), 1935-37. Teaching Fellow in Physics, College of the City of New York, spring, 1930; Instructor in Mathematics, Columbia University, 1934-35; Tutor, St. John's College, 1937—.

JAMES STEWART MARTIN ........................... Luce Creek
B. A., University of Chicago, 1934; J. D., University of Chicago, 1937. Tutor, University of Chicago Law School, Pre-legal Division, 1934-36; Leo F. Wormser Scholar, University of Chicago Law School, 1936-37; Notes and Cases Editor, University of Chicago Law Review, 1936-37; Assistant Professor of History and Political Science, St. John's College, 1937-39; Treasurer and Assistant to the President, St. John's College, 1938-39; Tutor and Assistant to the President, 1939—.

ROBERT CATESBY TALIAFERRO ....................... 2 Cumberland Court
B. A. with Final Honors, University of Virginia, 1928; Certificat d'études supérieures en philosophie générale, et certificat d'études supérieures en histoire de la philosophie, Univ. de Paris, 1932; Ph. D. in philosophy (with minor in mathematics), University of Virginia, 1936. Assistant d'anglais au Lycée de Rochefort, France, 1928-29. Fellow in philosophy, University of Virginia, 1934-35. Assistant in philosophy, University of Virginia, 1935-36. Assistant to Professor Mortimer Adler in the special pre-legal course, University of Chicago, and Member of the Committee on the Liberal Arts, University of Chicago, 1936-37. Tutor, St. John's College, 1937—.

CHARLES GLENN WALLIS ........................... Brice House
B. A., University of Virginia, 1936. Member of the Committee on the Liberal Arts, University of Chicago, 1936-37; Tutor, St. John's College, 1937-38. Editor, St. John's College, 1938—.

RAY STARR ALLEMAN .............................. Pines on the Severn
B. A., 1933, M. A., 1934, Brigham Young University; Ph. D., The Johns Hopkins University, 1939. Assistant in Physics, Brigham Young University, 1933-34; Junior Instructor in Physics, The Johns Hopkins University, 1934-38; Ultrasonics Research, The Harriet Lane Home, The Johns Hopkins Hospital, 1936-37; Assistant Professor of Physics, St. John's College, 1938-39; Tutor, St. John's College, 1939—.

WILLIAM GORMAN .................................. Brice House
B. A., University of Michigan, 1932. Assistant in Law School, University of Chicago, 1934-36. Research Assistant in Division of Humanities, University of Chicago, 1936-37. Fellow in Institute of Medieval Studies, University of Toronto, 1937-38. Tutor, St. John's College, 1938—.

JACOB KLEIN ...................................... 217 Hanover Street
Friedrichs Realgymnasium, Berlin, 1917; Ph. D., University of Marburg-Lahn, 1922; Research Work, University of Berlin and University of Marburg, 1924-35; Visiting Lecturer, University of Prague, 1934-35; Fellow of the Mendelsohn Stiftung zur Foerderung der Geisteswissenschaften, 1935-37; Tutor, St. John's College, 1938—.
<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Edward Flint Lathrop, Jr.</td>
<td>248 Prince George Street</td>
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<td>George Gaines Leckie</td>
<td>Brice House</td>
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<tr>
<td>B.S., 1928; M.S., 1929; Ph.D., 1931; University of Virginia. Instructr in Philosophy, University of Virginia, 1930-31, 1932-34; American-German Exchange Fellow, University of Hamburg, 1931-32. The Sterling Fellow in Philosophy, Yale University, 1934-35. Assistant in Philosophy, University of Illinois, 1935-36. Assistant Professor of Philosophy, University of Kentucky, 1936-37. Associate Professor of Philosophy, Elmira College, 1937-38. Assistant Professor of Philosophy, St. John's College, 1938-1939. Tutor, St. John's College, 1939-1939.</td>
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<tr>
<td>Raymond Neikirk Wilburn</td>
<td>Brice House</td>
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<tr>
<td>B.S., 1935; M.A., 1938; University of Virginia. Lecturer in Philosophy, Columbia University, 1917-38. Tutor and Assistant Dean, St. John's College, 1938-1939.</td>
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<tr>
<td>Joseph Weisskopf</td>
<td>Pinkney House</td>
</tr>
<tr>
<td>Classical Gymnasion, Promeriz, 1922; M.D., Masaryk University, Brno, Czechoslovakia, 1929; Assistant Professor, Social Medicine, Medical Faculty, Masaryk University, 1928-32; Professor, Pedagogical Academy, Brno, 1931-32; Lecturer, Comenius' People's University, Brno; Instructor, School of Hygiene, People's University, New York City, 1939. Research work, Paris, Berlin, London, 1930-32. Tutor, St. John's College, 1939-1939; College Physician, 1939-40; Resident Physician, 1940-1940.</td>
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<tr>
<td>John Winthrop Wright</td>
<td>Brice House</td>
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<td>Elliott C. Carter, Jr.</td>
<td>10 Taney Avenue</td>
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<tr>
<td>John Otto Neustadt</td>
<td>248 Prince George Street</td>
</tr>
<tr>
<td>B.A., St. John's College, 1939</td>
<td>Tutor, St. John's College, 1940-1940.</td>
</tr>
<tr>
<td>Willard Edward Stainback</td>
<td>Brice House</td>
</tr>
<tr>
<td>B.S. in Architecture, University of Virginia, 1928; Certified Architect in Virginia. Tutor and Superintendent of Buildings and Grounds, St. John's College, 1939-1939.</td>
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THE ST. JOHN’S PROGRAM

ON COLLEGE CATALOGUES

It seems wise to begin with an observation on college catalogues in general and a bit of advice to the reader of this catalogue in particular.

When liberal colleges were started in this country everybody knew that education at the college level should be liberal. It was generally admitted that every free citizen should be able to read, write, and reckon, and that every professional man should have a mind free enough and disciplined enough to recognize his professional ends and to understand the means which must be used to achieve them. Academies and liberal colleges were established to assure intellectual freedom and discipline to the professions and their respective schools. It was therefore necessary merely to use a few familiar phrases to identify and describe an institution that was teaching the “liberal arts and sciences.”

The multiplication of such institutions, the increase in numbers of students, and the confusion of professional and trade schools have robbed the familiar phrases of their meanings. To a far greater degree than we realize, the liberal arts and sciences have themselves disappeared and what remains of them has been confused in the minds of administrators and teachers as well as in the minds of the people who want an education.

It would be convenient and truthful to announce the New Program at St. John’s College as the re-establishment * of the original college with its original function of intellectual freedom and discipline, but unfortunately that needs explanation at some length. Let this be an apology to the reader and a warning that he is reading an unusual college catalogue, which attempts to define and expound the ends and means of liberal education as well as to describe St. John’s College in Annapolis.

WHY A COLLEGE EDUCATION SHOULD BE LIBERAL

The College Charter says in effect that the wisest and best regulated States have promoted and encouraged institutions for the liberal education of youth in the principles of virtue,

* Cf. Appendix A.
knowledge, and useful literature because such institutions are of the highest benefit to society. In an aristocratic society this statement might suggest an invidious distinction between the rulers who alone would exercise the highest functions and the ruled who alone would subserve the higher ends by exercising the lower functions. In a democratic republic there is no such division of labor. It is an integral part of the American dream that each man in our society may and must perform the highest functions. These functions consist in the intelligent free choice of the ends and means of both our common and individual life. This is a most glorious and most difficult proposition to which we are dedicated. Among other things it means that each man must have his measure of liberal education, since choices can be neither free nor intelligent without relevant training and understanding.

These trainings and understandings are parts of the liberal arts and sciences. Each profession and vocation is partly liberal; therefore professional and vocational schools study their respective minimal amounts of theoretical science. But in addition there are basic trainings and understandings common to all vocations and therefore common necessities of all free men. Thomas Jefferson persuaded the early revolutionary colonies of the need for the universal literacy of the citizenry. The major success in that minimal democratic education has made abundantly clear the need in addition for the universal distribution of critical intelligence, a minimal intellectuality which can distinguish between fact and fiction, between principle and case, between opinion and insight, between propaganda and instruction, between truth and falsity. This degree of intellectual training is absolutely necessary for the highest activities of men in democratic society, namely for both individual and common deliberation and decision in practical affairs. That which fulfils this basic common necessity is of the "highest benefit" to democratic society.

A good economic, social, and political life will maintain these instruments of liberty, but one of its chief concerns will be to pass on to youth the germinal insights and habits the cultivation of which will make them free. These insights and habits are available in the traditional liberal arts, and they can be transmitted and communicated if teachers have them and are allowed to exercise students in their practice on the best materials.

Institutions should be set up and maintained which shall devote themselves to this end in a single-minded fashion, and they should protect themselves from the drag of the immediate utilities and schools of vocational training which minister directly to them. Such institutions, together with the public schools, are the spiritual strongholds of the democratic state which watches over and insures the enterprises of free men.

THE CRISIS IN LIBERAL EDUCATION

By a series of historical accidents following the establishment of the elective system by Eliot of Harvard in the late nineteenth century, such single-minded institutions are no longer available for the training of youth. Eliot introduced the principle of free election of studies in order to absorb and assimilate the natural sciences to the liberal arts tradition. It was a minor tactic to meet a larger problem than the liberal college had ever faced before. Far from accomplishing its major end, it allowed the free and irresponsible invasion of all branches of the liberal arts by the research specialist. The research teacher became the competitive salesman of a subject matter. Later by a system of majors and prerequisites each successful salesman was able to eliminate competition with other subject matters after the first choice by the student. Thus the elective system became an unorganized array of special required courses, and each of these in turn was sanctioned by its connection with professional and vocational graduate work as the pre-medical, pre-legal, pre-commercial, pre-educational, or pre-earning-a-living course. Needless to say, the liberal college forgot its function, redoubled its efforts and its courses, and became timidly and fanatically preparatory. In acceding to the professional and vocational pressures it transmitted their destructive energy to the whole public school system. The result is that the student now must make a vocational choice at some point in his secondary education and changes it later only at great educational risk. One thing he cannot choose because it does not exist in our educational system; that is a balanced liberal education.
This situation, as soon as it is recognized, constitutes a crisis, a point where judgment and decision can be made. We can choose to restore the liberal arts, not necessarily the old curriculum, but a modern equivalent. That is what St. John’s College decided to do in 1937. Its financial condition drew attention to its educational bankruptcy; the authorities decided to reinvest the liberal arts.

THE LIBERAL ARTS

The front cover of this catalogue carries the official seal of the College. The Latin proverb on it says, No Way is Impassable to Courage. The College has courageously undertaken the larger task which the elective system failed to accomplish, namely to see that the liberal arts assimilate, transform, and pass on the modern subject matter on which they should be at work. The seal on the back cover of the catalogue points to the tradition from which we derive our courage. The Latin inscription says that we are making free men out of children by means of books and balances. The figures on the seal represent the seven liberal arts as they were traditionally conceived for about two thousand years, up to the beginning of the nineteenth century. In ancient style they are grammar, rhetoric, dialectic, which form the trivium; and arithmetic, geometry, music, and astronomy making the quadrivium. In the center and foreground stands a pair of chemical balances which represent the instruments of the modern scientific laboratory, where the liberal arts are being practised at their best and fullest in the modern world.

A great deal is said these days about the teaching of methods, but the professional and specialist’s bias has left its mark here as elsewhere. We recognize the necessity of having special methods for special subject matters, and that is an elementary point in the teaching of the liberal arts, but the unity and organization of methods in the habits of a man and his intellectual and practical relations with the world are left to chance. Free minds must be able to view concrete situations, deliberate by formulating clear dilemmas, and arrive at a deciding choice. This involves a combination and organizing of all methods, and education should provide a training which would bring precision and facility in this most human of all human actions. The formulation of alternatives for such choice is the highest art of freedom toward which all the liberal arts should be ordered. Considerations of various kinds of truth and falsity must be introduced, and even subtler distinctions involving the use of symbols in imagination as well as reasoning must be made. Memory, manual dexterity, calculation and measurement must be cultivated as arts, if we are to make minds free.

The child is potentially a free man, and this means that he has the capacities which these arts require. The realization of these capacities comes about by their exercise under controlled conditions in which ordinary learning by trial and error becomes discipline under the guidance of teachers. By children then we mean young men who are capable of learning.

THE CLASSICS AS TEACHERS

Although we have no new fads in teaching methods, but rather use all available methods and devices, still we have a special interpretation of the teacher’s function. This can best be stated by saying that the real original and ultimate teachers at St. John’s are the authors of some hundred of the greatest books of European and American thought. The list of the great books and their authors who are now teaching at St. John’s, subject to continual revision and criticism, will be found on page 42. These are the real teachers, but we also have a secondary faculty of tutors and fellows who act as auxiliary intermediaries between the books and the students.

These books have been chosen over a period of nearly twenty years by auxiliary teachers in various places, notably Columbia University, the University of Chicago, the University of Virginia, and St. John’s College. The list has been under criticism and testing by teaching and learning experience during this period, and that process continues under conditions set by the single all-required curriculum which all students at St. John’s take.

This experience of co-operative teaching with the authors of the great books has led us to a new understanding of the classics and classical education. The pre-elective liberal arts colleges understood and defined the classics in terms of the symbolic mediums of transmission and communication; they taught Greek, Latin, and mathematics as an extension of primary education in reading, writing, and arithmetic. We are also emphasizing languages and mathematics for reasons
that will appear on later pages. On the other hand we are reading the classics in English. As we do that, certain criteria emerge and provide a new understanding of the original motives in classical liberal arts education. The criteria divide themselves into two kinds, those that are exemplified in single books and make them great, and those that appear in the effects that one book has on another and on the reader and teacher.

The first criterion is that a classic must be a masterpiece in the liberal arts. Its author must be a master of the liberal arts of his time, and his work must exemplify the direction of those arts of thought and imagination to their proper ends, the understanding and exposition of the truth as he sees it.

The second criterion follows from the first, namely that a classical book must be a work of fine art. It must have that clarity and beauty on its surface which provides an immediate intelligibility and leads the mind of the reader to its interior depths of illumination and understanding. This is of first importance in teaching, and its principle is almost universally violated in the textbooks that have developed in the ordinary elective system. The great books were written for the ordinary intelligent public, and they therefore have the seductive charm of works in the fine arts. They are intrinsically interesting and impose their disciplines with pleasure.

The third criterion concerns the internal structure of a classic. A great book has many possible interpretations. This does not mean that it is simply ambiguous and thus leads to confusion. On the contrary it is possible to discover in a great work such as Dante's *Divine Comedy* or Newton's *Principia* several distinct, complete, and independent meanings, each allowing the others to stand by its side and each supporting and complementing the others. It is the business of a liberal artist to construct such works and also to analyze and understand them.

The fourth criterion demands that a great book shall raise the persistent and humanly unanswerable questions about the great themes in human experience. On the one hand this means that a great book shall be honest about the limits of its powers of exposition, admitting the paradoxes and mysteries that surround the practice of the liberal arts. On the other hand it means that a liberal artist should not allow a false modesty or scepticism to excuse him from pushing reason and imagination to ultimate questions. The entertainment and exploration of ultimate questions concerning number and measurement, form and matter, substance, tragedy, and God extend, moderate, and balance the use of our intellectual capacities.

All of these criteria apply as much to books on mathematics as to books of poetry, to books on practical individual and social problems as much as to books on metaphysics and theology.

The extrinsic criteria concern the relations of the books to each other and their teaching powers in relation to students and readers. It is generally true that these books have had the greatest numbers of readers throughout European history. Plato, Euclid, the Bible, and Shakespeare are all-European best sellers; there are a few exceptions but it would be almost safe to take this criterion as a working rule for the selection of books for any list of classics, particularly if the numbers were estimated in proportion to the time the book has endured.

Although each book must tell its own independent story, it is an important fact, which we regularly exploit, that one great book talks about the others, both those that came before, and, by anticipation of doctrine, those that come after. Each book in a list of classics is introduced, supported, and criticized by all the other books in the list. It thus gains pedagogical power and critical correction from its context. Background and preparation are thus efficiently supplied by the chronological ordering of the classics, and difficult books surprise us by their intelligibility and eloquence as they come in their providential order. Thus Newton's *Principia* and Maxwell's *Electricity and Magnetism* as gracefully submit themselves to the learning processes of the student of the liberal arts who has read Euclid, Apollonius, and Ptolemy as Kant's *Critique of Pure Reason* and Dante's *Divine Comedy* do for one who has read Plato and Aristotle. It is this unguessed but abundantly confirmed collaborative teaching by the masters of the liberal arts that makes it possible and imperative to bring back to each modern youth his lost heritage of classical education.

The fact is that such a collection of the great books has in it the shining thread of the great liberal tradition in the Western World. It is this thread that the elective system lost, and the lack of which we are feeling in the uncertainties and fears of contemporary daily life. Its loss has made it necessary to
construct synthetic cultures, and it is its ghost that frightens decadent liberals who would have us get along without traditions. They would have us as persons detach ourselves from the tradition without knowing what it is or has been. Like current textbooks which similarly detach themselves from tradition we would be saluting the tradition in our spiritual deaths.

SCIENCE AND THE MODERN WORLD

The tradition moves on into the modern world, and it is transforming itself in most lively and important ways. This is happening in two ways primarily, one in mathematics, another in the laboratory. St. John's College has more required mathematics than any other liberal college in the country; it also has more required laboratory work than any other liberal college in the country.

Three hundred years ago algebra and the arts of analytic mathematics were introduced into European thought by René Descartes. This is perhaps the greatest intellectual revolution in recorded history, paralleling the other great revolutions in religion, morals, politics, and industry. No liberal, and therefore no citizen of a democratic country, can afford to be ignorant of this change and its issues. 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 we take 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.

Descartes, by using and reinterpreting the knowledge of the Greeks, made modern mathematics and the laboratory possible, so that now if we would follow the classical thread into the modern world we must know the constructions of the mathematicians and find our classical loci in the instruments of the laboratory as well as in the great books.

For this purpose we have set up a four-year laboratory in mathematics and the natural sciences with four main themes woven together to catch the understandings and insights that we need. There is the theme of mathematical constructions taught and exemplified in a great variety of exercises with the drawing board. There is the theme of measurement which involves the analytical study of the instruments of observation and measurement, the chemical balances, the meter stick, the thermometer, the barometer, the microscope, telescope, spectrometer, and interferometer, the use of scales, gauges, and graphic methods of recording observation. There is the study of concrete materials and situations in biology and medicine which demand the combination of scientific findings, both in theory and in fact; and this in turn demands practice in crucial experiments in the history of science. All this is backed by a solid training in the mathematical techniques and symbolisms as far as differential equations.

All this provides the material and intellectual background for the modern study of humanistic and social science. Without this it is empty and romantic. With it one may hope for a generation of competent economists, political scientists, and even sociologists. Social studies at present do not provide an intelligible set of organizing principles; until they do we shall aim the mathematical and scientific work at the point where the medical and humanistic traditions cross and agree that the proper study of mankind is man. This point is represented in many of the books, and also in the person of the college physician who not only cares for the physical well-being of the students, but who also teaches in the classes and directs the work of the laboratory toward a medical humanism.

THE CURRICULUM

The proper subject matter for the study of the liberal arts is man and the world, with all that these imply; the medium we have chosen to convey this knowledge and appreciation is the classical books arranged in both a chronological and pedagogical order; the methods of learning and teaching are the liberal arts; the end of the teaching and learning is the production of good intellectual and moral habits which provide the basis for human freedom. The following paragraphs will be a description of the scheduled arrangements for doing this in four thirty-week sessions of the college course.

Such arrangements call for two kinds of distribution of the materials and methods of instruction, one according to allotted times and the other according to teaching functions. On pages 42 to 45 the reader will find three listings of the books.
The first shows the chronological order for books and authors, beginning with Homer and ending with Russell, Freud, Veblen and Young. This represents the required readings for the four years and implies further readings in secondary books as well as teaching in methods of reading and writing. The second list shows the division of books into four groups according to the four years of the college course. This list also divides the books into three columns according to the classification of the primary symbolic medium in which they are presented, languages and literature, mathematics and science on the one hand and on the other hand those books fewer in number which deal explicitly with the liberal arts and sciences. The third list shows how these books distribute themselves over the conventional array of subject matters as they are studied in the contemporary colleges which follow the elective system. This third list is presented for those who wish to compare and contrast the St. John's program with the ordinary college; they should be warned to assure themselves of a real comparison by using only the selections from the subject matters which a normal student would make in the elective system. The St. John's student reads all of the list.

It should also be noted that many books actually fall in several divisions according to subject matter, as on the other hand many books in an elective system are read in almost complete isolation, therefore without background and aid from other books. There is also a general warning that such lists are only diagrams for emphasizing this or that special aspect of the curriculum; for instance there is nothing in any of these diagrams to show the weightings of time or emphasis on special books, nothing to show the weightings that individual students are encouraged to put upon them for their own individual benefit or interests. With these qualifications, which should suggest still others, 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 is covered in the first two years; about three hundred years of history is studied in an equal or slightly greater number of books 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 written for the most part in Latin and covers the Roman and medieval periods; the third year has books originally written in Romance languages for the most part although English has a large share; the fourth year introduces German works and concentrates on the nineteenth and the twentieth centuries. This arrangement was made not because of any underlying theory about recapitulations of history, but it happens to catch any genuine values that such a theory may point out in practice.

There are certain critical questions raised by the use of a selected book list. A great many of these questions turn out to be questions of private taste and sentiment. Among the objective questions the most urgent concern the omission of the Oriental classics and the classics of the pure fine arts.

Two reasons may be given for omitting the Oriental classics. They are culturally and linguistically unavailable to us of the Occidental world; they are therefore subject to almost inevitable corruption and misuse as educational media. We may be able to exploit them when our own intellectual disciplines have been recovered.

The fine arts contain the most imposing set of disciplines that have established themselves and survived in the modern world by claiming independence from the liberal arts. It is one of our aims to recover and re-integrate them with the liberal arts. We are therefore providing for them outside the curriculum and planning to re-assimilate them by stages, first by including music in the curriculum, reading musical scores in the seminars, and studying harmony in the laboratory. We hope that by this and other stages to follow, intellectual light will be transmitted to the fine arts and that they may make their reflected light available to all the classics.

The main emphasis in teaching is on the writing and reading disciplines, but the actual teaching falls into five sharply distinguished kinds of teaching techniques. None of these is newly discovered or invented, but some of them have been in disrepute for fairly long periods. We call them respectively Seminar, Formal Lecture, Language Tutorial, Mathematics Tutorial, and Laboratory. The seminar and the laboratory come perhaps nearest to the immediate educational end which we are aiming at, while the tutorials and lectures make secondary contributions. The picture will be clearer if we take them up in inverse order.
The Language Tutorial

The aim here is to use some external device that will induce the strengthening and disciplining of the imagination. Foreign languages have often been praised for their mental discipline, but the vagueness of the statement mirrors the decay of a pedagogical technique. The imagination is the place where the intellect touches human experience, but it cannot do its work if the imagination is not prepared to receive intellectual light. It must be polished and adjusted. Normally it is our mother tongue that brings about such preparation as we have. Unfortunately American habits with the mother tongue are for various reasons abnormal and we have babbling minds as a consequence. Special attention must be given to our linguistic habits if we are to improve matters. Liberal artists have always known the powerful effects of foreign language in getting this kind of attention. We therefore require the study of four foreign languages, one a year for the four years, Greek, Latin, French and German.

It is obvious that we do not expect to have these languages mastered in the time allotted, even though it is five hours a week. For each year the schedule is as follows. During the first term paradigms of declensions and conjugations, and passages of good prose and poetry from the books are committed to memory by rote. During the period of elective and progressive education, rote memory has been abhorred because it has its dangers. In our system these dangers are avoided by devices that force memory to carry its proper load of imagination and thought. The second term is concerned with various kinds of translation from important texts in which important things are being said and the grammar of the language is being used for purposes of full expression. These translations range from technical grammatical translation, through various stylistic variations to abstract and concise formulation of logical content. The last term in each year is devoted to the writing of grammatical, rhetorical, and logical commentaries on the texts with a final emphasis on original writing on the topics suggested by the text.

Language is man’s most intimate external possession. The trained language sense extends man’s imaginative powers. We therefore move on it with an organized strategy. The effects are in sustained powers of imagination and therefore in increased attention and powers of analytic thought.

These tutorials meet in small classes, not over ten in a class, so that individual observation and instruction are the rule. Not a small part of the advantage of such instruction comes from the opportunity for tutors to diagnose individual difficulties.

The Mathematics Tutorial

Next to the mother tongue the language of numbers and figures is the most important symbolic possession of men. In fact it is a language within the mother tongue providing its most powerful practical and theoretical extension. In view of our present scientific and industrial conditions of 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. Nothing could be more crippling to the individual nor more discouraging for the future of democratic societies, if it were true. The apparent disability is due to a decay in the techniques for teaching mathematics and this in turn is due to misunderstandings of the fundamental nature and intention of mathematics. Wide variation in individual training and performance is evidence of this state of affairs.

Therefore we begin with almost a complete year spent in a thorough study of Euclid’s Elements in its entirety. This is the book that made European mathematics possible, and it can still be used to remedy our deficiencies. Given this year of study the other books in mathematics and natural science, now so formidable to both teacher and student, can be approached and conquered.

For this purpose the tutorial classes in mathematics meet five times a week throughout the four years. The teaching is conventional and familiar for the most part, exposition, recitation, drill in calculation and proof. On the other hand intelligibility must be added to operational skills, and this is brought to light by discussion of the incidence of mathematics, not only on the sciences, but also on logic and metaphysics, and through this on the entire subject matter of the program. Mathematics belongs to the liberal arts and its development through symbolic procedures throws a great deal of light not only on
speculation but upon the literary and scientific imagination. Again the small class of not over ten students allows individual diagnosis and instruction, and the student who has difficulties on the operational level may have special remedial laboratory exercises prescribed for him. Thus hand-minded boys may discover the liberal dimensions of their skills.

The Seminar

A book is one-half of a conversation, and good conversation, whether practical or theoretical in intention, is one of the highest performances in the liberal arts. Seminars of from ten to twenty students with at least two instructors or leaders, answer back the other half of the conversations that great books demand. Plato's Dialogues, almost all of which are read in the first year, set the models for seminar discussion, and first lessons in discussion are learned in reading Plato. Books of various kinds are discussed in various ways. Some books such as Aristotle's Organon are read in the seminar with the French method of explication de texte to insure understanding. It is assumed that other books have presented a subject, and discussion starts where they leave off, following the argument where it leads. Literary works demand literary criticism; scientific books demand a philosophy of nature.

Versatility in question and answer allows the exploitation of the work done in other parts of the program. Training in language facilitates formulation of opinion; mathematical imagination and insight open up new depths and subtleties in both literature and science. Dialectic starts on the levels of language and mathematics and with their aids reaches the fundamentals and ultimates, and in the process the book under discussion may be torn to pieces.

One immediate result is the improvement in actual reading. The seminars meet twice a week for two hours as the books are being read. Recovery from confusion and misunderstanding may result from the first meeting; on the other hand it may be only at the last meeting or later meetings that the text delivers up its meaning. The seminars are the substantial core of the whole program and the intellectual process prepared for by reading and writing is brought to realization most often under seminar conditions.
The laboratory is primarily in charge of an engineer and a medical man, scientists whose interests can range beyond the special boundaries of each science. They co-operate with the mathematicians, the physicists, the chemists, and the biologists in planning and teaching the four-year course. Their field is the history of science including the present, and the context is the rest of the liberal arts and the classics in the program. The present tactics are to take the best current pattern in ordering the sciences as it is found in the pre-medical course, to anchor it in the scientific classical books and experiments, and to find the liberal arts in current practices and insights. In general the main themes are mathematical constructions, the instruments and techniques of measurement, repetition of crucial experiments, and the combination of scientific findings in concrete problems.

The laboratory classes meet once a week for three hours during the first two years. Laboratory time is increased in the last two years. This is more than is required by any other liberal college at present.

The following is a list of Laboratory Exercises by years. It is based on a schedule which has actually been followed but is subject to continual revisions, corrections, and improvements as teaching experience indicates them.

### FIRST YEAR

1. Orthographic projection
2. Orthographic projection
3. Trisection of an angle
4. Areas
5. Plane, right angle, ruler
6. Weight
7. Light
8. Circles and regular polygons
9. Ratios
10. Lenses
11. Telescope and microscope
12. Compound ratio
13. Heat
14. Quadratic equations
15. Musical intervals and scales

### SECOND YEAR

1. Digestive system of rabbit
2. Urogenital system of female rabbit
3. Thoracic cavity, mouth, central nervous system
4. The parabola
5. Ellipse and hyperbola
6. Perspective projection
7. Perspective projection
SECOND YEAR—Continued

1. Power of the vacuum
2. Strength of beams
3. Strength of beams
4. Strength of beams
5. Falling bodies
6. Projectiles
7. Sheep heart
8. Blood vessels of cat
9. Matter: crystalline state
10. Blood vessels of cat
11. Boyle's law
12. Living heart in frog and turtle
13. Matter: liquid and gaseous states
14. Smaller blood vessels in living frog
15. Urogenital system of male cat
16. Water and its properties, distillation
17. Dogfish shark and aquatic vertebrates
18. Surface tension
19. Dogfish shark and aquatic vertebrates
20. Dogfish shark and aquatic vertebrates
21. Electrostatics
22. Electrolysis of water, Faraday's laws
23. Electrolysis of water, equivalent weight
24. Rigid body equilibrium
25. Conservation of mass; filtration, reduction with charcoal
26. Compound pendulum
27. LaPlace on calculation and combustion; oxygen
28. Atwood's machine
29. Chemical reactions
30. Conservation of momentum
31. Centripetal force
32. Hydrogen, acids, oxidation and reduction
33. Viscosity
34. Law of definite proportions, law of multiple proportions, Dalton's atomic theory
35. Vibrations
36. Gay-Lussac's law of combining volumes, molecular weight, Avogadro's number
37. Pressure-temperature relations
38. Dalton's law of partial pressures; steam distillation, vapor tension, critical temperature
39. Diffusion and osmosis
40. Magnetic fields
41. Sodium chloride: the active metal sodium
42. Sodium chloride: the active non-metal chlorine
43. Standard units in chemical reactions. Chemical notation, equations, formulae
44. Faraday's laws of electrolysis
45. Acids in aqueous solution: HCl
46. Atomic and equivalent weights. Reduction and oxidation, valence
47. Potentiometer
48. Metallic hydroxides and salts in aqueous solution. Neutralization
49. Electromagnetic induction
50. Ionization
51. Young's interference of light
52. Mendeleev's Table
53. Spectrometer
54. Colloidal state
55. Music
56. Music
57. Music

THIRD YEAR

19. Music
20. Music
21. Music
22. Copernicus
23. Kepler
24. Prism colors and dispersion
25. Chromatic aberration of a lens
26. Geometrical characteristics of Ice-land spar
27. Double refraction
28. Double refraction of polarized light
29. Speed of light
30. Fluid pressure

FOURTH YEAR

1. Fabrics of the animal body
2. Magnetic measurements
3. Fabrics of the animal body
4. Law of magnetic forces
5. Fabrics of the animal body
6. Standard measures of electric current
7. Fabrics of the animal body
8. Fabrics of the animal body
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10. Fabrics of the animal body
11. Fabrics of the animal body
12. Fabrics of the animal body
13. The structure of the atom
14. Law of mass action
15. Diffraction, interference
16. Chemical equilibrium
17. Diffraction grating
18. Carbon and its compounds: I: the paraffins
19. II: Isomerism of organic compounds, the carbon-carbon double and triple bonds. Unsaturated hydrocarbons. Cyclo-olefins, -paraffins
20. Alcohols, aldehydes, ketones
21. Fabrics of the animal body
22. Fabrics of the animal body
23. Fabrics of the animal body
24. Fabrics of the animal body
25. Growth of animals and plants
26. Growth of animals and plants
27. Hydra
28. Hydra
29. Genesis of animals
30. Genesis of animals
31. Genesis of animals
32. The Protozoa-animal taxonomy
33. The Protozoa-animal taxonomy
34. Heredity in the pomage fly
35. Heredity in the pomage fly
36. Heredity in the pomage fly
37. Spectral analysis
38. Esters, their hydrolysis, mono- and di-basic acids, polyalcohol
39. Potentiometer, thermocouples
40. Ethers, acid anhydrides, hydroxy-acids
41. Electromagnetic induction
42. Carbohydrates (sugars, starch, cellulose)
43. Joule's electric heat
44. Isocyclic, aromatic hydrocarbons;
45. Fourier's heat analysis
46. The Fifth Group of the Periodic Table
47. Ammonia, amines, amino-acids, proteins
48. Music
49. Music
50. Music

The distribution of exercises in the conventional subject-matters follows:

A. Astronomy
B. Biology
C. Chemistry
D. Drawing
G. Geometry
M. Music
P. Physics

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Total Laboratory hours 501.

The topics selected from the conventional subject-matters follow. For further information concerning standards, see Appendix B on Degree Requirements, page 68.
Astronomy: Aristarchus, Star charts, Ptolemy, Copernicus, Kepler.
Biology: Environment and health (Hippocrates); Form and locomotion of animals; Digestive and urogenital systems and other parts of female rabbit; Heart and blood vessels in cat, living frog and turtle, sheep, and dogfish shark; Urogenital system of male cat; other parts of dogfish shark and aquatic vertebrates; Fabrics of the animal body; Growth of animals and plants; Hydra; Genesis of animals; The Protozoa-animal taxonomy; Heredity in the pomegranate.

Drawing: Orthographic projection; perspective projection.

Geography: To Euclid: 8; to Apollonius: 5.

Music: Intervals; Scales; Keys (the rest not yet planned in detail).

Physics: Mechanics 15 (Archimedes, Galileo, Huygens, Newton); Surface tension, viscosity; Heat 4 (Joule, Fourier, etc.); Strength of materials 4 (Galileo); Light 14 (Newton, Huygens; telescope and microscope, diffraction and interference; spectra); Electricity 11 (Gilbert, Faraday, etc.).

Chemistry: States of matter; Water-electrolysis, equivalent weight (Faraday); Conservation of mass, combustion, oxygen (Lavoisier); Hydrogen, acids; Combining proportions; Dalton's atomic theory; Gay-Lussac's law of volumes; Molecular weight; Avogadro's number; Dalton's law of partial pressures; Critical temperature; Diffusion, osmosis; Sodium; Chlorine; Formulas; HCl, Valence; Hydroxides; ionization; Mendeleev's Table; Colloids, atomic structure; Mass action; Equilibrium; Carbon compounds, paraffins, isomerism, bonds, hydrocarbons, alcohols, aldehydes, ketones, esters, ethers, sugars, etc.; Fifth Group of Periodic Table; Ammonia, proteins.

THE SCHEDULE

Perhaps the most obvious distinctive mark of St. John's College is the easily observable 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 that "all Greek to me" look is on all freshman faces because they are learning the Greek alphabet; or it may be the weeks that they are meeting Greek algebra in the fifth book of Euclid's Elements; or it may be 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. There is a calendar for the four years divided according to subject matters and stages of learning; there is a calendar for the year, there is a calendar for the term and for the week.

Each morning for five days of the week each student spends one hour in a language tutorial and one hour in a mathematics tutorial. One afternoon a week each student spends three hours in the laboratory during the first two years; in the last two years, two afternoons a week. Two evenings from eight to ten each student attends a seminar in organized conversation and discussion of the scheduled readings. On one or two evenings there are formal lectures. Nineteen or 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. The week is the elementary unit of the schedule and shows one complete rotation through the varieties of work and play.

The three terms of the College year average ten weeks in length and mark pieces of work projected and accomplished. In recognition of this there are oral examinations at the end of each term. These are conducted by seminar leaders with the help of the tutors. Each student sits with his examiners for a half hour during which he is questioned freely and informally on the texts he has read, on his critical or interpretative opinions, and encouraged to consider parts of his study in relation to each other and in relation to fresh problems that may not have been treated in his classes.

A few days after the examination before the end of the term the student again sits with his instructors for ten minutes during which his tutors and laboratory instructor report to the seminar leader on his work for the term. These so-called "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 are followed by vacations in which a fresh start is possible and new directions in study may be explored. Grades are recorded in these don rags, but they are not the center of interest, as is shown by the fact that the student is invited to report on himself or to inquire about his case.

The end of each year is marked by a long essay written by each student on some theme which he has chosen in the books. These are due the first of June. The annual written and oral examinations are given in the following September after the long vacation period during which the salutary processes of forgetting, assimilation, and the maturing of insights have taken place. The close organization of subject matter and the intensive teaching which results make vacations and unscheduled ruminations functionally important. As one learns to skate in summer and swim in winter, so one acquires wisdom in vacation. The annual examinations are aimed at detecting and encouraging this process. There are plans for reading parties in the summer vacation in which students may arrange the proper conditions for the maturing of knowledge gained during the session.
A Student's Class Schedule for the Week

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THE FACULTY

Part of the intention of the elective system since the time of its introduction at Harvard 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 co-operative 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 ten or twelve 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 faculty member is then researching in the subject matter of the book with the guide and help of the author and any other special professional aids that he may be able to use. He may have beside him a colleague whose special knowledge complements his own. This is the situation in a seminar, where there are at least two auxiliary teachers, but it is best exemplified in the editorial work that is being carried on by many members of the faculty. 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:

- Hippocrates: *Selected Works*
- Archimedes: *Selected Works*
- Lucian: *True History*
- Aristarchus: *Distances of Sun and Moon*
- Nicomachus: *Introduction to Arithmetic*
- Gilbert: *On the Magnet*
- Lavoisier: *Elements of Chemistry*
- Dalton: *Chemical Philosophy*
- Bernard: *Experimental Medicine*
- Fourier: *Theory of Heat*
- Virchow: *Cellular Pathology*

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

- Apollonius: *Conics*
- Ptolemy: *Almagest*
- Augustine: *On Music*
- Scotus Eriigena: *The Division of Nature*
- Grosseteste: *On Light*
- Oresme: *On the Breadths of Forms*
- Copernicus: *On the Revolution of the Spheres*
- Kepler: *Epitome of Astronomy*
- Pico: *On the Dignity of Man*

The following books have been re-translated by members of the faculty:

- Plato: *Meno*
- Plotinus: *Fifth Ennead*
- Aristotle: *Physics, Books I-IV*
- Bonaventure: *Reduction of Arts to Theology*
- Cantor: *Transfinite Numbers*
This represents the first line of research.

The second line of research consists in the constant reinterpretation of the book list which occurs as an immediate by-product of teaching the books in tutorial, in seminar, and in the laboratory. Criticism of the books takes place in two directions primarily, first their historical order and background which continually change and enrich themselves by connections with other books; secondly in the bearing these books have on the immediate teaching problem and the progress of current thought in general.

Making the actual reading schedule for the seminars for each year is a result of much faculty and student deliberation, and the reading schedule registers teaching and learning experiences from year to year.

The products of this kind of research go first into teaching directly. Production for publication and learned societies is and should be a secondary result. The students thus have direct and contributing parts in research, and research has a direct and contributing role in instruction.

The present faculty has been selected by two criteria. For members of the previous faculty at St. John's, experience in teaching the elective system and capacities which promise well for becoming re-educated in all the subject matter of the new program have guided the policy of reappointment. New members of the faculty have been chosen for their varying degrees of understanding of the general subject matter and the work they have done to educate themselves in it.

The faculty now represents a well-balanced distribution of special knowledge. Eventually the graduates from the four-year course itself will be the best teachers, and some of them will be taken on as teaching assistants as soon as they are ready.

ACADEMIC STANDING

The system of instruction allows for a close and varied acquaintance of instructors 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 staff are based on more than recorded grades. Since this is the case academic standing is not determined by numerical or literal grades, and it is made and reported for the purpose of advice and planning both for the teachers and the student.

As soon as the performance of the student or other evidence of capacity persuade the staff that the learning process has stopped and cannot be revived, the student is warned that he will be dropped after a stated period of confirmation of the judgment.

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 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 evidence to the contrary is overwhelming. All disciplinary action is governed by the assumption that bad habits can be changed.

Attendance on all regular 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.

Written and signed excuses from the following sources may be submitted for filing with the student's record:

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

THE DEGREE OF BACHELOR OF ARTS*

The original title of Bachelor of Arts signified the first officially recognized stage of competence in the seven liberal arts and sciences: grammar, rhetoric, logic, arithmetic, geometry, music, and astronomy. The St. John's degree of Bachelor of Arts signifies the modern equivalent of these arts and sciences. Specifically this implies:

Knowledge of the contents of the required books in the list;
Three hundred hours of laboratory training;
Competence in mathematics through the elementary calculus;
A reading knowledge of at least two foreign languages.

* Cf. Appendix B.
In semester hours as recorded in the regular elective system this amounts to:

<table>
<thead>
<tr>
<th>Semester Hours</th>
<th>One Year</th>
<th>Four Years</th>
</tr>
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<tbody>
<tr>
<td>Language and Literature</td>
<td>10</td>
<td>40</td>
</tr>
<tr>
<td>Mathematics and Science</td>
<td>10</td>
<td>40</td>
</tr>
<tr>
<td>Lectures on the Liberal Arts</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>Laboratory</td>
<td>3 (½ actual time)</td>
<td>12</td>
</tr>
<tr>
<td>Seminars</td>
<td>8</td>
<td>32</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>35</strong></td>
<td><strong>140</strong></td>
</tr>
</tbody>
</table>

A more detailed analysis of the content of these degree requirements will be gladly given by the Registrar on request.

The "rights and privileges appertaining" to the Bachelor of Arts degree have undergone serious scrutiny during the last part of the period in which the colleges have been under the domination of the elective system. There have been concerted attempts to maintain common standards under the rapidly changing conditions of expansion in student bodies, in subject matters, and in methods of instruction. Throughout the country there are regional boards which inspect the colleges in each region and rate their degrees. The Middle States Association of Colleges and Secondary Schools operates in this region. These Boards cannot put a college on the approved list until its educational product can be judged. Since there will be no graduates of the new administration and program until June, 1941, there will be an interim in which a rated B. A. degree cannot be guaranteed.

This means that the St. John’s Bachelor of Arts degree is certified only by the charter of the College and the Maryland State Board of Education.

On the other hand there is no serious doubt that the curriculum which is now offered and the instruction that is now being given more than fulfill the common standards and that they will prepare students adequately for any graduate work which they wish to pursue.

The graduate and professional schools increasingly make their final decisions on candidates on the basis of individual records and merits and ignore the bare minimum certification of the ordinary degree. The rated B.A. is no guarantee of admission to a graduate or professional school. Where inquiry has been made these schools have given assurance of full consideration to St. John’s graduates. The great variety of teaching methods, the common subject matter, and the intimate and continuous acquaintance between student and teacher that this program provides allow detailed and comprehensive recommendations of individual candidates both for graduate schools and for business positions. Such individual recommendation will always be our most effective communication with the academic and practical worlds into which our students graduate; we are only meeting them on the basis to which they have been driven by the depression on one hand and the academic disorder of the last generation on the other.

There is no question about the fitness of this program of studies to meet the explicit requirements of law schools, theological schools, business schools, schools of politics, and economics, and schools of education. There may be some doubt in the minds of the small business man and the craftsman about the utility of a liberal education for earning a living. One who shares these doubts should read the early American State Papers and follow the current discussions of the fundamental conditions and principles of American society to get free of the prejudices which we inherit from societies that base themselves on invidious class distinctions. The worker and the tradesman in this country belong to a liberal society that demands a liberal education of all its members.

The professions that base themselves on specialization in the natural sciences have set up graduate schools that actually need more liberal education in their preparatory stages than is at present available. In failing to get students who have that general preparation they have turned to a second best, a specialized preparatory training. In some cases they make no stipulation of specific requirements beyond high school graduation. In other cases, as in engineering, graduate physics, chemistry, biology, and medicine, they have imposed heavy pre-professional requirements. Our faculty has had long experience in preparing students for graduate work in these schools, and we have made a study of the maximum in the natural sciences. The curriculum represents on its science side the results of these studies. It more than meets these requirements both in theory and in laboratory training. There are more laboratory hours required than are demanded by any medical school, the source of the highest requirements in this respect. The rest of the curriculum keeps these subject matters in a liberal balance.
I. A LIST OF GREAT BOOKS
In Chronological Order

<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homer</td>
<td>Iliad and Odyssey</td>
</tr>
<tr>
<td>Aeschylus</td>
<td>Orestes</td>
</tr>
<tr>
<td>Herodotus</td>
<td>History</td>
</tr>
<tr>
<td>Sophocles</td>
<td>Oedipus Rex</td>
</tr>
<tr>
<td>Hippocrates</td>
<td>Ancient Medicine and Airs, Waters, and Places</td>
</tr>
<tr>
<td>Euripides</td>
<td>Medea</td>
</tr>
<tr>
<td>Thucydides</td>
<td>History of the Peloponnesian War</td>
</tr>
<tr>
<td>Aristophanes</td>
<td>Frogs, Clouds, Birds</td>
</tr>
<tr>
<td>Aristarchus</td>
<td>On the Sizes and Distances of the Sun and Moon</td>
</tr>
<tr>
<td>Plato</td>
<td>Dialogues</td>
</tr>
<tr>
<td>Aristotle</td>
<td>Organon, Politics, Physics, Politics</td>
</tr>
<tr>
<td>Archimedes</td>
<td>Selected Works</td>
</tr>
<tr>
<td>Euclid</td>
<td>Elements</td>
</tr>
<tr>
<td>Apollonius</td>
<td>Conics</td>
</tr>
<tr>
<td>Cicero</td>
<td>On Duties</td>
</tr>
<tr>
<td>Lucretius</td>
<td>On the Nature of Things</td>
</tr>
<tr>
<td>Virgil</td>
<td>Aeneid</td>
</tr>
<tr>
<td>The Bible</td>
<td></td>
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<tr>
<td>Epictetus</td>
<td>Moral Discourses</td>
</tr>
<tr>
<td>Nicomachus</td>
<td>Introduction to Arithmetic</td>
</tr>
<tr>
<td>Plutarch</td>
<td>Lives</td>
</tr>
<tr>
<td>Tacitus</td>
<td>The History</td>
</tr>
<tr>
<td>Ptolemy</td>
<td>Mathematical Composition</td>
</tr>
<tr>
<td>Lucian</td>
<td>True History</td>
</tr>
<tr>
<td>Galen</td>
<td>On the Natural Faculties</td>
</tr>
<tr>
<td>Plotinus</td>
<td>Enneas</td>
</tr>
<tr>
<td>Augustine</td>
<td>Confessions, On Music, Concerning the Teacher</td>
</tr>
<tr>
<td>Justinian</td>
<td>Institutes</td>
</tr>
<tr>
<td>Scotus Enigma</td>
<td>On the Division of Nature</td>
</tr>
<tr>
<td>Song of Roland</td>
<td></td>
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<tr>
<td>Suetonius</td>
<td></td>
</tr>
<tr>
<td>Grosseteste</td>
<td>On Light</td>
</tr>
<tr>
<td>Bonaventure</td>
<td>On the Reduction of the Arts to Theology</td>
</tr>
<tr>
<td>Aquinas</td>
<td>On Being and Essence, Treatise on God, Treatise on Man</td>
</tr>
<tr>
<td>Dante</td>
<td>Divine Comedy</td>
</tr>
<tr>
<td>Chaucer</td>
<td>Canterbury Tales</td>
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<tr>
<td>Villon</td>
<td>Le Grand Testament</td>
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<tr>
<td>Oreme</td>
<td>On the Breadths of Forms</td>
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<tr>
<td>Pico della Mirandola</td>
<td>On the Dignity of Man</td>
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<tr>
<td>Leonardo</td>
<td>Note Books</td>
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<tr>
<td>Machiavelli</td>
<td>The Prince</td>
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<tr>
<td>Erasmus</td>
<td>In Praise of Folly</td>
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<tr>
<td>Rabelais</td>
<td>Gargantua</td>
</tr>
<tr>
<td>Copernicus</td>
<td>On the Revolutions of the Circles</td>
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<tr>
<td>Calvin</td>
<td>Institutes</td>
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<tr>
<td>Montaigne</td>
<td>Essays</td>
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<tr>
<td>Gilbert</td>
<td>On the Loadstone</td>
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<tr>
<td>Cervantes</td>
<td>Don Quixote</td>
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<tr>
<td>Shakespeare</td>
<td>Henry IV, Hamlet, King Lear, Macbeth, Tempest</td>
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<tr>
<td>Francis Bacon</td>
<td>Novum Organum</td>
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<tr>
<td>Kepler</td>
<td>Epitome of Astronomy</td>
</tr>
<tr>
<td>Harvey</td>
<td>On the Motion of the Heart</td>
</tr>
<tr>
<td>Corneille</td>
<td>Le Cid</td>
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<tr>
<td>Galileo</td>
<td>Two New Sciences</td>
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<tr>
<td>Descartes</td>
<td>Geometry, Discourse on Method, Meditations</td>
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<tr>
<td>Hobbes</td>
<td>Leviathan</td>
</tr>
<tr>
<td>Boyle</td>
<td>Sceptical Chemist</td>
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<tr>
<td>Molère</td>
<td>Tartuffe</td>
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<td>Pascal</td>
<td>Pensées</td>
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<td>Milton</td>
<td>Paradise Lost</td>
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<tr>
<td>Racine</td>
<td>Phèdre</td>
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<tr>
<td>Grotius</td>
<td>Law of War and Peace</td>
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<tr>
<td>Spinoza</td>
<td>Ethics</td>
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<tr>
<td>Newton</td>
<td>Principia Mathematica</td>
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<tr>
<td>Locke</td>
<td>Second Treatise on Civil Government</td>
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<tr>
<td>Huygens</td>
<td>Treatise on Light</td>
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<td>Berkeley</td>
<td>Dialogues between Hylas and Philonous</td>
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<tr>
<td>Leibniz</td>
<td>Discourse on Metaphysics, Monadology</td>
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<tr>
<td>Vico</td>
<td>Scienza Nuova</td>
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<tr>
<td>Swift</td>
<td>Gulliver's Travels</td>
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<tr>
<td>Hume</td>
<td>Treatise of Human Nature</td>
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<tr>
<td>Montesquieu</td>
<td>Spirit of Laws</td>
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<td>Fielding</td>
<td>Tom Jones</td>
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<td>Voltaire</td>
<td>Candide, Micromegas</td>
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<td>Rousseau</td>
<td>Social Contract</td>
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<tr>
<td>Gibbon</td>
<td>Decline and Fall of the Roman Empire</td>
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<tr>
<td>Smith</td>
<td>Wealth of Nations</td>
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<tr>
<td>Kant</td>
<td>Critique of Pure Reason</td>
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<td>Constitution of the United States</td>
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<td>Federalist Papers</td>
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<td>Bentham</td>
<td>Principles of Morals and Legislation</td>
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<td>Lavoisier</td>
<td>Treatise on Chemistry</td>
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<td>Malthus</td>
<td>Principles of Population</td>
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<td>Dalton</td>
<td>A New System of Chemical Philosophy</td>
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<td>Hegel</td>
<td>Science of Logic</td>
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<td>Coleridge</td>
<td>Biographia Literaria</td>
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<td>Fourier</td>
<td>Analytical Theory of Heat</td>
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<td>Faust</td>
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<td>Lobachevski</td>
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<td>Balzac</td>
<td>Pere Goriot</td>
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<td>Faraday</td>
<td>Experimental Researches in Electricity</td>
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<td>Schopenhauer</td>
<td>World as Will and Idea</td>
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<td>Peacock</td>
<td>Treatise on Algebra</td>
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<td>Thackeray</td>
<td>Henry Ermond</td>
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<td>Bleak House</td>
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<td>Laws of Thought</td>
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<td>Virchow</td>
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<td>Mill</td>
<td>On Liberty</td>
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<tr>
<td>Darwin</td>
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<td>Bernard</td>
<td>Introduction to Experimental Medicine</td>
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<td>Experiments in Plant Hybridization</td>
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<td>Hamilton</td>
<td>Quaternions</td>
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<td>Marx</td>
<td>Capital</td>
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<td>Tolstoi</td>
<td>War and Peace</td>
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<td>Dedekind</td>
<td>Essays on Numbers</td>
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<td>Maxwell</td>
<td>Electricity and Magnetism</td>
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<td>Flaubert</td>
<td>Bouvard and Pécuchet</td>
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<td>Ibsen</td>
<td>Ghosts, Rornesholm</td>
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<td>Galton</td>
<td>Encounters into the Human Mind and its Faculties</td>
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<td>Joule</td>
<td>Scientific Papers</td>
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<td>Clifford</td>
<td>Common Sense of the Exact Sciences</td>
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<td>James</td>
<td>Principles of Psychology</td>
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<td>Freud</td>
<td>Studies in Hysteria</td>
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<tr>
<td>Cantor</td>
<td>Transfinite Numbers</td>
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<td>Hilbert</td>
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<td>Poincaré</td>
<td>Science and Hypothesis</td>
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<td>Russell</td>
<td>Principles of Mathematics</td>
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<td>Veblen and Young</td>
<td>Projective Geometry</td>
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</table>
## II. SCHEDULE OF READINGS BY YEARS

<table>
<thead>
<tr>
<th>Languages and Literature</th>
<th>Liberal Arts</th>
<th>Mathematics and Science</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Homer</td>
<td>Plato</td>
<td>Euclid</td>
</tr>
<tr>
<td>Herodotus</td>
<td>Aristotle</td>
<td>Hippocrates</td>
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<tr>
<td>Thucydides</td>
<td>Lucretius</td>
<td>Nicomachus</td>
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<td>Sophocles</td>
<td></td>
<td>Aristotle</td>
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<tr>
<td>Euripides</td>
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<td>Archimedes</td>
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<td>Aristophanes</td>
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<tr>
<td>Plutarch</td>
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<tr>
<td>Lucian</td>
<td></td>
<td></td>
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<tr>
<td><strong>Second Year</strong></td>
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<tr>
<td>Tacitus</td>
<td>Epictetus</td>
<td>Apollonius</td>
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<tr>
<td>Cicero</td>
<td>Plotinus</td>
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<tr>
<td>Virgil</td>
<td>Augustine</td>
<td>Galen</td>
</tr>
<tr>
<td>The Bible</td>
<td>Scoto Erigena</td>
<td>Leonardo</td>
</tr>
<tr>
<td>Justinian</td>
<td>Bonaventure</td>
<td>Oresme</td>
</tr>
<tr>
<td>Dante</td>
<td>Thomas Aquinas</td>
<td>Copernicus</td>
</tr>
<tr>
<td>Saga of Burnt Njal</td>
<td>Grotesste</td>
<td>Descartes</td>
</tr>
<tr>
<td>Song of Roland</td>
<td>Calvin</td>
<td>Gilber</td>
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<tr>
<td>Chaucer</td>
<td></td>
<td>Kepler</td>
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<tr>
<td>Villon</td>
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<tr>
<td>Shakespeare</td>
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<tr>
<td>Cervantes</td>
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</tr>
<tr>
<td><strong>Third Year</strong></td>
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<td>Milton</td>
<td>Spinoza</td>
<td>Galileo</td>
</tr>
<tr>
<td>Rabelais</td>
<td>Francis Bacon</td>
<td>Harvey</td>
</tr>
<tr>
<td>Corneille</td>
<td>Locke</td>
<td>Harvey</td>
</tr>
<tr>
<td>Racine</td>
<td></td>
<td>Boyle</td>
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<tr>
<td>Grotius</td>
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<td>Boyle</td>
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<tr>
<td>Molière</td>
<td>Leibniz</td>
<td>Huygens</td>
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<tr>
<td>Eramus</td>
<td>Hume</td>
<td>Lavoisier</td>
</tr>
<tr>
<td>Montaigne</td>
<td>Kant</td>
<td>Dalton</td>
</tr>
<tr>
<td>Machiavelli</td>
<td>Peacock</td>
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<tr>
<td>Pascal</td>
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<td>Vico</td>
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<tr>
<td>Montesquieu</td>
<td>Fielding</td>
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<td>Gibbon</td>
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<td>Voltaire</td>
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<td>Swift</td>
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<tr>
<td>Rousseau</td>
<td>Adam Smith</td>
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<tr>
<td><strong>Fourth Year</strong></td>
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<tr>
<td>Goethe</td>
<td>Coleridge</td>
<td>Fourier</td>
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<tr>
<td>Malthus</td>
<td>Schopenhauer</td>
<td>Hamilton</td>
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<tr>
<td>Marx</td>
<td>Hegel</td>
<td>Faraday</td>
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<tr>
<td>Balzac</td>
<td>Bentham</td>
<td>Maxwell</td>
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<tr>
<td>Flaubert</td>
<td>Clifford</td>
<td>Joule</td>
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<tr>
<td>Thackeray</td>
<td>Mill</td>
<td>Darwin</td>
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<tr>
<td>Dickens</td>
<td>James</td>
<td>Darwin</td>
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<tr>
<td>Ibsen</td>
<td>Freud</td>
<td>Darwin</td>
</tr>
<tr>
<td>Dostoevski</td>
<td>Poincaré</td>
<td>Galton</td>
</tr>
<tr>
<td>Tolstoi</td>
<td>Hilbert</td>
<td>Mendel</td>
</tr>
<tr>
<td></td>
<td>Russell</td>
<td>Cantor</td>
</tr>
</tbody>
</table>

### III. CLASSIFICATION ACCORDING TO ELECTIVE SUBJECT MATTERS

- **Philosophy**
  - Plato
  - Aristotle
  - Descartes
  - Leibniz
  - Kant
  - Frege
  - Russell

- **Literature**
  - Homer
  - Aeschylus
  - Sophocles
  - Euripides
  - Lucian
  - Virgil
  - Dante
  - Guido
  - Chaucer
  - Shakespeare
  - Milton
  - Coleridge
  - Tennyson
  - Balzac
  - Flaubert
  - Dostoevski
  - Tolstoi

- **History and Science**
  - Historical Sciences
  - Natural Sciences
  - Experimental Science
  - Laboratory Work
  - History
  - Geology
  - Botany
  - Zoology
  - Anatomy
  - Physiology
  - Chemistry
  - Physics
  - Mathematics

- **Arts and Social Sciences**
  - Political Economy
  - Sociology
  - Political Science
  - Jurisprudence
  - Anthropology
  - Economics
  - Sociology
  - Political Science
  - Jurisprudence
  - Anthropology

- **Physical Education**
  - Athletics
  - Swimming
  - Swimming
  - Cycling
  - Rowing
  - Tennis
  - Golf

- **Military Science**
  - Drill
  - Tactics
  - Strategy
  - Military History

- **Languages and Literature**
  - Greek
  - Latin
  - French
  - Spanish
  - German
  - Italian
  - Russian
  - Norse
  - Hebrew
  - Biblical
  - Aramaic

- **Mathematics and Science**
  - Algebra
  - Geometry
  - Calculus
  - Physics
  - Chemistry
  - Biology

- **General Studies**
  - General Literature
  - General Science
  - General History
  - General Philosophy
  - General Economics
  - General Sociology
  - General Political Science
  - General Anthropology
  - General Geography
RESIDENCE AND ACTIVITIES

Student life is a matter for concern in any system of liberal education since intellectual habits depend upon the organization of liberty, justice, peace, and order in a community as much as on an intelligible curriculum. A college provides an ideal community within which progressive moral and sentimental education can occur. The guiding principle in this training is the delegation of authority and freedom so that students may recognize and accept corresponding responsibilities. It is assumed that students are individually responsible citizens and that they will conduct their common affairs in groups or in the College as a whole with due regard to the common good and general will, which the regulations of the College intend to discover and formulate as our experience with a new scheme of education proceeds.

Student Activities and the Curriculum

As the elective system developed during the past century, extra-curricular activities came to have an increasingly significant place in colleges. Students discovered the principle of election in the sphere of student activities. Dramatic societies, newspapers, magazines, music, athletics, student governments, and political clubs of all kinds were invitations to the students to practice what they chose and to choose what they would practice. Because they were modelled upon the activities of the practical world, student activities directly prepared students for life after graduation. Thus, extra-curricular activities determined two fundamentals of the elective system, utilitarian learning by practice and election of courses. The elective curriculum absorbed activities, dramatic societies became drama schools, courses in newspaper and magazine writing appeared, political clubs turned into courses in political science and sociology, music reached fewer and fewer students as departments withered into small second-rate conservatories, and intercollegiate athletics became a characteristic, streamlined super-organization in which only a small percentage of the regular student body participated. Finally, the curricular dimension of student activities robbed them of a large part of their spontaneity and it became increasingly difficult
It is both desirable and inevitable that the curriculum should generate models of itself outside the class room. The extra-curricular activities at St. John's which most immediately resemble formal instruction fall into three classes corresponding to the great professions of society, law, medicine or science, and theology. Discussion groups of students and faculty are regularly formed to investigate the legal and political problems in domestic and world affairs and to explore the great topics in religion and theology. The Astronomy Club is the focus of the extra-curricular scientific enterprises. There is a student workshop in which the training in the manual arts begun in the laboratory can be continued. As a part of this program, the students are building a sailing boat of considerable size, which on its completion is to be included in the College fleet.

Athletics and Music

A second line of extra-curricular instruction, one step further removed from the class room, includes the activities most widely participated in by the members of a vital community, the activities which breed and feed a significant social life. At St. John's they are organized around two activities, athletics and music, which serve as paradigms for the others. The value of music and gymnastics as auxiliaries to liberal education has been restated a thousand times since Plato, but constant redefinition of the relations involved is essential to the successful practice of the liberal, gymnastic, and musical arts.

In September, 1939, another definition of collegiate athletics was begun. St. John's abandoned the conventional system of intercollegiate competition and began an intramural program, the ideal of which is essentially different from the semiprofessionalism that has characterized American colleges for the past two decades. (For an exposition of the reasons which led the College to take this step, see Appendix C.) With the aid of four athletic scholars, student specialists in sports, the St. John's Athletic Director has put into operation a series of individual and team sports which involves in active competition about eighty-five per cent of the student body. The athletic facilities include a well-equipped gymnasium, two large playing fields, tennis courts, several of which are to be surfaced for all weather playing, and a College boathouse with six sailing dinghies, a motor launch, a sailing sloop, and coordinate facilities for water sports. Excellence of performance in a wide variety of sports including sailing, fencing, tennis, handball, squash, badminton, boxing, swimming, baseball, basketball, and track is the instructional ideal and is recognized through a number of individual and team awards. Participation in the athletic program is required only upon prescription by the College Physician.

The purpose of the music program is to make available to a maximum number of students the benefits of some kind of musical activity. The Reverdy Johnson House on the campus is a music center around which concentric spheres of musical activities move to involve nearly the whole College community. In the Music Room in McDowell Hall are a well-stocked library of recordings, the nucleus of a sheet music library, an excellent phonograph, and a grand piano for purposes of instruction. The Director of Music is a skilled musician charged with the responsibility of the entire music program. A Glee Club, a group of madrigal singers, a chamber music ensemble, and a student music discussion group have been relatively successful under his direction. In 1939 the first of an annual series of concerts of the kinds of music most often offered on the radio or recordings was offered to the students at a very low rate. The artists included the New York Philharmonic String Quartette, Suzanne Bloch, Bernardo Segall, the Pope Pius X Liturgical Choir, Mack Harrell, Yella Pessl, and the DeReszke Ensemble. The 1940-41 series presented the Budapest String Quartet, Ralph Kirkpatrick, Roman Totenberg, Webster Aitken, Povla Frijsh, and the Harvard Glee Club. The programs were arranged to present the history of music, and an analytic lecture by the Music Director preceded each concert. A similar series is anticipated for 1941-42.

Between the two extremes of music and athletics lies a wide range of other student activities. The St. John's Collegian is a weekly 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 1939 departed radically from the conventional year book format. In its present form it is a magazine whose purpose is to recapitulate and summarize the past academic year. The King William Players serve as a center for the reading of drama and poetry in general, as well as for the activities of play production proper, the last
two productions being T. S. Eliot's *Murder in the Cathedral* and *Tartuffe* by Molière. *Macbeth* is in production for the spring of 1941. Faculty advice and direction for all these activities is provided when needed.

**The Student Community**

A third level of extra-curricular instruction exists in the student community itself. In one way, student society is the end product of all the activities of the College, from formal instruction through athletics; in another way, it controls them. These reciprocal relations mirror the intellectual and moral ways of life with all their complex influences on each other. At the present time, the College Administration is assuming more than its share of the responsibility for the social health of the student community, but it is constantly shifting that burden to the students, upon whom it must ultimately rest. As supports for a significant social life, the College provides a complete central social unit which consists of a Reading Room supplied with magazines and newspapers, a Music Room with piano and phonograph, a Coffee Shop, and a Book Shop for the use of the whole College. In addition, there are smaller social quarters in each dormitory unit. By providing these facilities, the College authorities expect to foster in the students a recognition of the proper responsibility for their own human welfare.

**Residence**

St. John's College is situated on the edge of the seventeenth-century seaport town of Annapolis. The town has the air and reputation of a romantic history. Actually it has a population of about fifteen thousand people who are occupied 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 in St. John's College. A certain number of retired naval officers and men of business live in estates in Anne Arundel County surrounding the town. About half of the student body at St. John's comes from the Delmarva Peninsula, from Southern Maryland, from Baltimore, and from Western Maryland. The rest of the student body comes from twenty-eight other States.

The College has ten buildings on a tract of twenty-six acres. Five of these buildings are for student residence, two of them built as dormitories, and three originally used as residences for administrative officers of the college. These five buildings are now furnished as residence halls for students on a plan for small unit college communities, each with a small-scale unit for student government, within the common life of the College.

Any student who is unable or unwilling to abide by the regulations of the College may be asked by the administration to withdraw from the College at any time.

**Dormitories**

All students not living at home are required to live in the College buildings and to take their meals in the College Dining Hall.

Each dormitory room is provided with the necessary furniture, including a single bed with mattress and pillow, a chest of drawers, a study table, chairs, and a waste basket. 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. The student should consult his prospective room-mate and his own good taste in planning room decoration.

Old students should apply for rooms before they leave for the summer vacation. Application blanks may be obtained from the Manager of the Dining Hall and Dormitories. Students who wish to room together should file joint applications.

New students have rooms assigned to them tentatively from the Assistant Dean's office as soon as their applications for admission have been accepted and their matriculation fee of fifteen dollars has been paid. They should indicate in their applications for admission the names of any other students with whom they would prefer to live. Assignment of new students to rooms is subject to change after they arrive at College.

Rooms in dormitories may not be occupied during vacations except by special permission. The dormitories will be open for occupancy in September as follows:

- For upperclassmen taking Annual Written Examinations from noon of the day before the Examination days.
- For freshmen from noon of the second day before registration day.

For definite dates in 1941 see the College Calendar.
The College maintains the care of the dormitories. There are student dormitory managers whose duty it is to report complaints, to maintain order and cleanliness, and to enforce the following 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 to the occupants of the dormitory, in which the damage occurs.

Each student who occupies a room in a dormitory 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 responsibility. The deposit must be maintained at all times during the session. It will be returned at the end of any session, or upon the withdrawal or graduation of the student from the College. This deposit is called Caution Money.

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

Intentional damage to College property is a serious offense, and it will be dealt with summarily.

The Dining Hall

The Dining Hall is maintained by the Manager of the Dining Hall and Dormitories. Special attention is given to a balanced diet, an interesting variety of menus, and reasonable cost. The Dining Hall is closed when the College is not in session, except for single holidays; it will be open beginning with the evening meal of the day before examinations in September; only breakfast will be served on the morning of the first day of the Christmas recess, and only supper will be served on the day just preceding the resumption of classes; a similar schedule will be observed before and after the Spring recess.

Infirmary Service

A fully equipped Infirmary is maintained at the College. It is in charge of the College Physician, a trained nurse, and student assistants.

The College Physician holds office hours each day at the Infirmary. During these hours his 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 athletic injuries, are not paid for by the College.

Any illness must be reported promptly by the student. Students suffering from contagious or infectious diseases must reside in the Infirmary until discharged by the College Physician.

The College Physician makes a daily report to the Dean.

HOW TO APPLY FOR ADMISSION

Obviously this program of studies implies certain changes in the present standards for admission. New standards should encourage a change in preparation. At present we can advise prospective students that they should have as much good elementary training in languages, mathematics, history, and science as they can get by selection of secondary-school subjects. Eventually we shall be able to state more explicitly our own standards for admission. For the present we are using the regular standards and rules for admission to other colleges.

Application

Application for admission should be filed by every candidate as early as possible in the year in which he hopes to enter. On the application forms, supplied by the Registrar upon request, the candidate should furnish the names of the schools he has attended, and the names of persons who can submit testimonials concerning his character. It is customary for the Registrar to write directly to the principal of each school for a recommendation of the student and a transcript of the student's record. The Registrar writes also to the other persons who can certify to the applicant's character and personality. As soon as all credentials have been secured the candidate's record is considered and appraised; and as promptly as possible thereafter the applicant is notified of the action taken concerning his admission. Since considerable time may be spent in securing the proper credentials, it is desirable that application blanks, fully filled in, should be filed early, preferably before February first.
There is a matriculation fee of fifteen dollars, payable at the time of admission. For information about this and other fees, see page 57.

Requirements

The general requirement for admission is the standard four-year high-school course, or its equivalent. More specifically, the requirement calls for (1) the recommendation of the school principal or headmaster, and (2) fifteen units of acceptable work of secondary-school level. A unit of entrance credit in any subject represents a full year’s work in a secondary school, four or five school periods of work a week for approximately thirty-six weeks. For details of required and optional credits, see page 55.

Admission by Certificate

Graduates of accredited high schools, private schools, academies, and preparatory schools are admitted without examination if the transcripts of their records cover fully the fifteen units required for admission and they have the recommendations of their school principals or headmasters.

Admission by Examination

When there is doubt about the adequacy of an applicant’s preparation, he may be required to take entrance examinations. Candidates who present less than fifteen units of entrance credit will be required to complete the conditions for regular admission in good standing by taking appropriate examinations. Candidates whose previous schooling has been interrupted or irregular, candidates who desire credit for private study or for vocational subjects, and candidates who graduated from high school a number of years before seeking admission, may be required to take examinations.

Entrance examinations may be taken in June, under the College Entrance Examination Board, at any one of the many places where the Board examinations are given in the United States and abroad; or examinations may be taken at the College in September, on the days indicated in the College Calendar. Students who expect to take the College examina-

<table>
<thead>
<tr>
<th>Subjects which may be offered for Admission</th>
<th>Minimum Number of Units Required</th>
<th>Maximum Number of Optional Units</th>
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<tbody>
<tr>
<td>ENGLISH</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>FOREIGN LANGUAGES</td>
<td>2*</td>
<td>8</td>
</tr>
<tr>
<td>Greek</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Latin</td>
<td>4</td>
<td></td>
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<tr>
<td>French</td>
<td>4</td>
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<tr>
<td>German</td>
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<tr>
<td>Spanish</td>
<td>4</td>
<td></td>
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<tr>
<td>Italian</td>
<td>4</td>
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<tr>
<td>MATHEMATICS</td>
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<tr>
<td>Algebra</td>
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<tr>
<td>Plane Geometry</td>
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<tr>
<td>Solid Geometry</td>
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<td>½</td>
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<tr>
<td>Trigonometry</td>
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<td>1</td>
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<tr>
<td>NATURAL SCIENCE</td>
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<tr>
<td>Physics</td>
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<td></td>
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<tr>
<td>Chemistry</td>
<td>1</td>
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<tr>
<td>Botany</td>
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<tr>
<td>Zoology</td>
<td>1</td>
<td></td>
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<tr>
<td>Biology</td>
<td>1</td>
<td></td>
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<tr>
<td>Physical Geography</td>
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<tr>
<td>General Science</td>
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<td></td>
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<tr>
<td>Other Science</td>
<td>1</td>
<td></td>
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<tr>
<td>SOCIAL SCIENCE</td>
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<tr>
<td>History</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Civics (American Democracy)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td>1</td>
<td></td>
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<tr>
<td>Sociology</td>
<td>1</td>
<td></td>
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<tr>
<td>SUPPLEMENTARY SUBJECTS, such as:</td>
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<td>3½</td>
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<td>Fine Arts</td>
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<tr>
<td>Handicrafts</td>
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<tr>
<td>Vocational Training</td>
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</tbody>
</table>

* In one language.
tions should communicate with the Registrar, who will furnish information about them. Students who expect to take the examinations of the College Entrance Examination Board should make application by mail to the Secretary of that Board at 431 West 117th Street, New York City. The Registrar of the College will be glad to help any student to arrange for either kind of examination.

No Admission with Advanced Standing from Other Colleges

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.

FEES

College Finances

It costs around $1,000 a year per student, in America today, to furnish college instruction on a residence basis. Student fees cover only a part of this cost and the remainder is made up from other college funds. This means that all students, not merely needy students, receive a subsidy. On the other hand, there seems no clear reason why those who are able should not pay the cost of their education and thus release all funds for aid for needy students only. This, with the fact that endowment funds and public support of independent institutions are increasingly precarious, is leading many institutions to base their finances on the assumption that those who can should pay the full cost and those who can not do this should be the only recipients of financial aid.

St. John’s College has adopted the principle of setting student fees at an amount approximately equal to all operating expenses, which under normal conditions may be expected not to exceed $1,000 per resident student. The fee established, $1,000 for residence and tuition, is effective with students entering College in the fall of 1941.

The fixed charges for attendance at St. John’s College are listed below. In figuring his budget for the academic year each student should include such additional items as books, clothes, stationery, laundry, and other incidentals. The cost of books will in general average about $35 per year.

Matriculation Fee

For each new student a matriculation fee of $15.00 is payable to the College at the time of application for admission. This fee covers the expense of admitting and enrolling the student. Admission is not complete, and no dormitory room can be assigned or reserved, until it is paid. This amount is credited on the charge for tuition, but is not refunded if the candidate withdraws.

Annual Fees

For students entering the College in 1941 the total fixed charges for each year are as follows:

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$600.00</td>
</tr>
<tr>
<td>Residence</td>
<td>400.00</td>
</tr>
<tr>
<td>Total</td>
<td>$1,000.00</td>
</tr>
</tbody>
</table>

These fees are payable in full on registration in September or, if preferred, in three installments: one-half on registration, one-fourth on January 5, and the remaining fourth on March 30.

On registering, students must secure a Treasurer's card, showing that fees have been paid or suitable arrangements made, in order to be admitted to classes, dormitories, the dining hall, the library, the gymnasium, or the infirmary.

Payment of Bills

Bills for College fees are presented directly to the student, and the student assumes responsibility for their payment on the date due.

Caution Money

Each student must make a deposit of ten dollars with the Treasurer on registration, subject to charges for laboratory breakage and damage to College property. The amount of this deposit must be maintained at all times during the session. A refund check for this deposit will be sent to the student upon request after the end of any session or after withdrawal or graduation from College. Except for the caution money deposit,
which is refundable at the close of the college year, the college has no extra fees.

Deferred Payment of Fees

There is available to those students and their parents or guardians who are unable to pay their college fees in accordance with the regular schedule, a Deferred Tuition Plan which provides for payments in equal installments during the college year. The additional cost is two percent of the amount financed, minimum charge one dollar.

FINANCIAL AID

Students unable to pay the full cost of their education apply for aid out of the Student Aid Fund of the College. These students, therefore, obtain the money to pay the full cost of their membership in the College from two sources: first, from sources in their local communities, their families, friends, and relatives; secondly, from sources made available through the College. The student who receives a grant of aid from the College obtains the grant on condition of his acceptance and satisfactory performance of an assignment of work for the College. Students are assigned to jobs for which they appear to be suited and under conditions which will not, in the opinion of the Committee on Aid, interfere with their studies. Students working for the College turn over their salaries as a contribution to the Scholarship Fund and therefore toward the payment of their own expenses.

Students applying for College aid must exhaust all possible sources in their local communities and show on their application blanks that they have done so. This is essential because the Committee on Aid must consider each application as an appeal through the College to a donor unknown to the applicant for assistance in seeing the applicant through College. The Committee on Aid will reject applications which do not show clearly that all local sources have been thoroughly canvassed. In accepting any application, the Committee is in fact undertaking to present the applicant’s case to potential donors who are strangers to the applicant. Acceptance of an application is therefore a judgment that the case presented is one which will be worthy of a stranger’s contribution. The Committee subjects each case to a thorough investigation and it is therefore necessary that the blank be filled out fully, clearly, and accurately, and with sufficient detail to enable a judgment to be made.

All students hold scholarships and other forms of student aid only on condition of maintaining good academic standing. Application for aid should be made at the time the formal application for admission is forwarded to the Registrar.

MARYLAND STATE SCHOLARSHIPS

Senatorial Scholarships

To one student from each county of Maryland and from each of the legislative districts of Baltimore City, a “senatorial scholarship”—providing free tuition, board, and room rent—is given every four years. Candidates for these scholarships residing in Allegany, Anne Arundel, Calvert, Dorchester, Garrett, Kent, Queen Anne’s, St. Mary’s, or Washington Counties, or Baltimore City, should apply to the Registrar of the College for information regarding the competitive examination; candidates residing in the other counties should apply to their respective county Boards of Education for this information.

These scholarships do not provide for books, laboratory instruments, or Caution Money.

Tuition Scholarships

To one student from each county of Maryland and from each of the legislative districts of Baltimore City, a “tuition scholarship”—providing free tuition—is given every four years. Candidates for these scholarships residing in Allegany, Anne Arundel, Calvert, Dorchester, Garrett, Kent, Queen Anne’s, St. Mary’s, or Washington Counties, or Baltimore City, should apply to the Registrar of the College for information regarding the competitive examination; candidates residing in the other counties should apply to their respective county Boards of Education for this information.

These scholarships do not provide for any fees other than regular tuition.
SCHOLARSHIPS AWARDED BY THE COLLEGE

The Philip A. Myers, II, Scholarship
To be awarded annually the sum of $600.00 the gift of Philip A. Myers, II, Class of 1938.

The Clifton C. Roehle Scholarship
To be awarded in tuition, the income from six thousand dollars, 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 thirty dollars 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.

SCHOLARSHIPS AWARDED BY PATRIOTIC SOCIETIES

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.

Scholarship of the Colonial Dames of America
In 1940-41 the Colonial Dames of America awarded a scholarship amounting to $250.00 at St. John’s College to Mr. Richard Devan, Class of 1944.

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 forbears. Application should be made to the Chairman of the Scholarship Committee of the Colonial Dames of America: Mrs. Walter W. Price, 1 West 72nd Street, New York City.

SCHOLARSHIPS AT OTHER INSTITUTIONS FOR ST. JOHN’S STUDENTS

Scholarships in Engineering
Three scholarships in engineering are offered at the Johns Hopkins University to graduates of St. John’s College. These scholarships are awarded by the Faculty Committee on Scholarships and Student Aid.

Scholarships in Marine Biology
A tuition scholarship applicable to an approved course either at the Biological Laboratory at Cold Spring Harbor, New York, or at the Marine Biological Laboratory, Woods Hole, Massachusetts, is offered annually to graduates of St. John’s. This scholarship is awarded by the Faculty Committee on Scholarships and Student Aid.
APPENDIX A

A SHORT EDUCATIONAL HISTORY OF ST. JOHN'S COLLEGE

ST. JOHN'S COLLEGE is a small liberal arts college for men. It is non-denominational, and has been so since its founding. It has never been co-educational. It maintains no graduate or professional schools. It is the third oldest college in the United States.

1696

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

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 of 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 gun-shop 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.

* Signer of the Declaration of Independence.
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.

1785

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.

GEORGE WASHINGTON

Annapolis, April 17, 1791.

* Signers of the Declaration of Independence.

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 Reverend Hector Humphreys.

First Year  
Second Year

Greek  
Greek

Xenophon  
Homer

Herodotus  
Hesiod

Thucydides  
Tragedies

Lysias  
Latin

Demosthenes  
Juvenal

Isocrates  
Cicero

Plato  
Mathematics

Latin  
Plane Geometry

Minor Poets  
Solid Geometry

Plato  
Logarithms

Horace  
Trigonometry

Virgil  

Mathematics  

Algebra

Third Year

Fourth Year

Greek  
Latin

Minor Poets  
Horace

Latin  
Natural Philosophy

Tacitus  
Logic

Mathematics  
Astronomy

Applications of  
Geology

Trigonometry  
Civil Engineering

Conic Sections  
American History

Chemistry  
Political Economy

Natural Philosophy  
Natural Theology

Elements of Criticism

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
Greek
Homer
Herodotus
Latin
Virgil
Cicero
Livy
Horace
Mathematics
Algebra
Geometry
English
19th Century Literature

Second Year
Greek
Xenophon
Plato
Euripides
Lucian
Latin
Horace
Cicero
Terence
Mathematics
Logarithms
Trigonometry
Solid Geometry
English
Shakespeare
18th Century Literature

Third Year
Greek
Plato
Aeschylus
Thucydides
Sophocles
Latin
Cicero
Juvenal
Plautus
English
Shakespeare
Spencer
Taylor
Hooker
Milton
Mathematics
Theory of Equations
Analytic Geometry
Descriptive Geometry
Use of Instruments
Natural Philosophy
Chemistry
Historical Methods

Fourth Year
Greek
Plato
Aristotle
Aristophanes
Demosthenes
Latin
Tacitus
Lucretius
Persius
Quintilian
English
Authors of 13th, 14th, and 15th Centuries
Mathematics
Analytic Geometry
Calculus
Mechanics
Natural Philosophy
Astronomy
Logic
Evidence of Christianity

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 Classics and Liberal Arts unique in American colleges of to-day.
APPENDIX B
THE DEGREE OF BACHELOR OF ARTS AT ST. JOHN'S COLLEGE

Preamble
Just as institutions are necessary for the carrying on of learning, although these very institutions may become its greatest hindrance through time's dullness and unwise direction, so any institution of learning must require of its students certain marks and signs of their attainments and progress no matter how much misuse of such requirements has often prevented any true progress at all, and even their use must entail care. And such requirements are inevitable if an institution is to pronounce public judgment upon its students, that is, to grant degrees.

Degrees
The original title of Bachelor of Arts signified the first officially recognized stage of competence in the seven liberal arts and sciences: grammar, rhetoric, logic, arithmetic, geometry, music, and astronomy. The St. John's degree of Bachelor of Arts signifies competence in the modern equivalent of these arts and sciences. This implies:

1. Knowledge of the contents of the required books in the list.
2. Competence in mathematics through the elementary calculus.
3. A reading knowledge of at least two foreign languages.
4. Three hundred hours of laboratory training.

Now, since students are of different capacities, and since colleges of liberal arts, of all institutions of learning, are called upon to judge not only of the attainments of their students but also of their progress, it therefore seems wise that St. John's College offer three degrees: namely, the degree of bachelor of arts, first, second, and third. The first to be awarded to those students who, in the opinion of the faculty, are judged satisfactory on both of these counts, and capable of pursuing their work in Law, Medicine and Theology or in the graduate schools of language and literature, mathematics, the natural sciences, and logic and metaphysics. The third to be awarded to those students who, in the opinion of the faculty, have made sufficient progress in the intellectual virtues to warrant recognition by the college, but on whose actual powers of operation in the several arts and sciences and therefore on whose actual capacity for advancing further in professional or graduate schools, the faculty declines to make a final judgment. The second degree represents a less eminent case of the first.

In awarding degrees, the faculty must set up ways and means of reaching decisions. To this end the following stipulations are made:

Ways & Means
Enabling examinations

At the end of his third year, the student must stand four written enabling examinations, one in language, one in mathematics, two in laboratory, theoretical and operational, and one oral examination on seminar reading. These examinations are given normally in September of the fourth year, although the student has the right to demand them in June of the third year.

These examinations are largely technical in character. But the technique required must be at all times related to the whole body of the liberal arts and to appropriate subject matters. This relatedness is formally guaranteed by basing the enabling examinations on a list of books named in Appendix I. The examination in language covers specifically a reading knowledge of two of the four languages (the examination in German would of course be given at the end of the fourth year), general questions of grammar of all four languages, and logic. The mathematics examination covers specifically simple operations in geometry, conics, trigonometry, analytic geometry, and in the differential calculus. The examination in laboratory covers specifically the analysis and operation of certain important instruments to be named in Appendix I, p. 70.

After having taken his enabling examinations, the student may petition the faculty to accept him as a candidate for the degree of bachelor of arts, to be granted at the end of his fourth year. The faculty through a committee then examines the student's record up to the time of the petition together with his performance on the enabling examinations. It may make one of three judgments: either

(1) the student is accepted as a candidate for the degree, or
(2) he is not accepted but allowed to finish the four years of college work, or
(3) he is dismissed from the college.

In examining a student's record the committee of the faculty especially named for this purpose is at liberty to question the tutors and seminar leaders of the student both past and present, and the student himself, as well as the formal judgment preserved in the way of term marks or examination grades, or any examination papers or yearly theses at hand. It would be a general principle that the faculty not accept as a candidate for the degree any student who had consistently neglected and ignored or had consistently failed in any of the essential divisions of the first three years' program; that is, either language and literature, or the liberal arts, or mathematics and the natural sciences.

But the faculty committee, although refusing to accept a student as a candidate for the degree, may judge the student capable of benefiting from the fourth year's work without detriment to the college community.

Any student accepted as a candidate for a degree or allowed to remain the fourth year must then indicate a subject for a thesis, to be agreed upon by the faculty, to be written during his fourth year, and to be presented and defended satisfactorily by him prior to the granting of the degree. While the degree can not be granted before
As stated above, the examination in laboratory will cover specifically the operation and explanation of certain important instruments. The following list is arranged under three headings: Elements, Scopes, and Meters. One fundamental way of classifying scientific instruments is into two kinds: scopes and meters. The scopes are aids to observation and the meters are aids to measurement. With the former, distinctions of a qualitative kind can be made, such as between more and less, up and down, straight and not straight. The latter permit us to make quantitative judgments, that is, to associate through similar ratios some one of a series of numbers with the thing observed. Often the same piece of apparatus can be used either as a scope or as a meter. The elements are certain devices, not scientific instruments themselves, which enter into the construction of different instruments.

<table>
<thead>
<tr>
<th>Elements</th>
<th>Scopes</th>
<th>Meters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scale with vernier</td>
<td>Straight edge</td>
<td>Ruler</td>
</tr>
<tr>
<td>Lever</td>
<td>Plumb line, gnomon</td>
<td>Balance with set of weights</td>
</tr>
<tr>
<td>Inclined plane</td>
<td>Compasses, divider</td>
<td>Spring balance</td>
</tr>
<tr>
<td>Screw</td>
<td>Tuning fork</td>
<td>Strength-of-materials testing machine</td>
</tr>
<tr>
<td>Pulley</td>
<td>Electroscope</td>
<td>Water clock</td>
</tr>
<tr>
<td>Floating body</td>
<td>Telescope</td>
<td>Barometer</td>
</tr>
<tr>
<td>Spring</td>
<td>Microscope</td>
<td>Sonometer</td>
</tr>
<tr>
<td>Pendulum</td>
<td></td>
<td>Disk siren with clock and counter</td>
</tr>
<tr>
<td>Magnet</td>
<td></td>
<td>Thermometer</td>
</tr>
<tr>
<td>Mirror</td>
<td></td>
<td>Magnetic compass</td>
</tr>
<tr>
<td>Lens</td>
<td></td>
<td>Coulombmeter</td>
</tr>
<tr>
<td>Prism</td>
<td></td>
<td>Tangent galvanometer</td>
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<tr>
<td>Doubly refracting crystal</td>
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<td>Dioptra</td>
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<td></td>
<td></td>
<td>Astrolabe</td>
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<td></td>
<td></td>
<td>Micrometer microscope</td>
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<td></td>
<td></td>
<td>Spectrometer with minimum deviation prism</td>
</tr>
</tbody>
</table>

The examination in laboratory will be in two parts. In one the student will be asked to make certain observations and measurements with some of the above instruments, and in the other to answer questions on the theory and application of some of the elements and instruments. The references for this examination are the mimeographed laboratory notes and the student's written reports of the first three years, as well as the scientific books among the texts named above.
APPENDIX C

ST. JOHN'S COLLEGE RADIO PROGRAMS. SERIES II, NO. 3

By Stringfellow Barr, President

From Station WFBR in Baltimore, Nov. 20, 1938

I propose to discuss an important step which St. John's College has taken within the past ten days. Many of those who are listening to me, including alumni members of the College, will by now almost certainly have been told by somebody that the College administration has abolished athletics. Those who believed this statement should, it seems to me, be gravely disturbed. I think I ought promptly to disabuse them. To keep the record straight, I shall therefore first state the facts. Athletics have not been abolished, but the College has decided that after the close of the present academic session athletic facilities will be increased and at the same time will be placed on a strictly intramural basis.

I am explaining tonight why significant changes have been announced in the athletic system at St. John's, to take effect next September; but in explaining these changes I am discussing liberal education in a democracy.

The system of intercollegiate athletics which has developed during the past twenty years will no longer support the prime purpose of a liberal college. I suppose I ought to have foreseen this. But I didn't. Certainly, there have been enough Carnegie reports, enough magazine articles by candid writers like John Tunis to convince men of my generation that we are sheer sentimentalists and ignoramuses if we suppose that intercollegiate athletics are the same thing we remember from twenty years back. They do things better now, with rose bowls, cotton bowls, and sugar bowls; with costly equipment, transcontinental journeys, and big money; with costly coaches and costly quarterbacks. I knew all this. The first thing I learned about athletics on arrival at St. John's was that we were booked to play our unnatural rivals, Army and N. Y. U.—in an effort to keep down the high cost of modern athletics by earning a good "gate." But still I thought it might be possible to adapt intercollegiate athletics to educational ends, to pare down schedules, to decline with thanks such games as Army and N. Y. U., and to protect the coaches from criticism if they lost games by refusing to hire athletes. I was mistaken.

The thing that taught me I was mistaken was what happened when intercollegiate athletics collided with a curriculum that really required work. Yet I should have known this by analogy. I had known countless students who withdrew from intercollegiate athletics when they entered medical or other professional work. They withdrew because they knew, along with everybody else, that you have to study to earn an M. D. while ordinarily you don't have to study to earn a B. A. The undergraduate fills in his idle time with athletics, which at its most professionalized is a lot better thing to fill idle time with than some other things I know. But suppose there isn't any idle time? Suppose there is just enough leisure time for healthful outdoor games? Then every athletic trip becomes a crisis and not what is known as an "athletic excuse." For students who are really doing serious work know without being told that you can't "make up" for something you should have learned but didn't, by using the magic word "excuse." An excuse may square you with the Dean. It won't convert ignorance into knowledge. There is no reason on this round earth why securing a liberal education in an undergraduate college should be a less serious business than acquiring a medical education in a medical school. But if it is a serious business, there is something better still.

That big business substitutes spectator psychosis for actual participation, cheering sections for playing teams, an orgy of sports-goods equipment for costumes fit to have fun in, large business staffs with long-term schedules for the old-time impromptu challenge of natural antagonists, monotonous physical drill for learning to play by playing, pressure from fellow-students for zest to play, the exhibitionism of star performers for the satisfaction of playing well because it is more fun to play a game well than badly. The sum total of these things is hysteria, lost motion, the death of the amateur spirit, and an athletic system that competes with study instead of supplementing and strengthening it.

We have all known these things for years, unless we have been ostriches or Rip Van Winkles. But I repeat, they don't prove fatal so long as undergraduate education is run in low gear. In fact, I should insist again that, so long as education is run in low gear, these things are better than idleness. But there is something better still, and that something is amateur athletics, amateur athletics of a quality no college can achieve so long as it is meshed in with the new kind of athletics, the big-business kind. The educational program now going on at St. John's must have the support of amateur athletics. It must have it, because amateur athletics is rich in terms of health, recreation, skill, and co-ordination. To get that support, it will expand its intramural athletics. More varieties of sport will be offered and more facilities. Our colleges are often abusively called country clubs. I want to see St. John's offer the sort of athletic facilities a good country club offers. Every game we now play we
shall continue to play, except that the six-man football we started this year will replace the standard game. In addition we want to expand water sports, with particular emphasis on sailing. The alumni have already given us one sailboat; we shall acquire five more.

Finally, it is essential, not only that games be played at the College but that they be well played. A tutor with wide athletic experience will be placed in charge, but he will need a number of student assistants. To secure good assistants, we propose to offer athletic scholarships. In my own limited experience, this will be the first legitimate use to which athletic scholarships have been put by an American college. I think you may rest assured there will be plenty of excellent candidates. I hope you will help me find the best candidates.

Sooner or later, I hope sooner, the present system of semi-professionalized intercollegiate athletics will hang itself. When it does, the problems that caused us to take our present stand will disappear. Meanwhile athletics at St. John's will be for the student, not the student for athletics.

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ARISTOTLE IN ANNAPOLIS, by Donald Slesinger, Survey Graphic, June, 1938.
BACK TO THE CLASSICS, by Philip S. Marden, The Dartmouth Alumni Magazine, October, 1938.
ALL QUIET AT ST. JOHN'S, by Francis Beirne, "Our Educational Correspondent," The Baltimore Evening Sun, October 4, 1938.
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STUDENTS ENROLLED IN ST. JOHN’S PROGRAM, 1940-1941

A list of students enrolled in the elective program at St. John’s is contained in a special supplementary bulletin obtainable on request from the College.

FOURTH YEAR—CLASS OF 1941

Arthur Merriman Blackburn ....................... Baltimore
Paul Ringgold Comegys ......................... Millington
William Henry Hartshfield ...................... Annapolis
Thomas Landsdale Hill .......................... Baltimore
Christian Hebble McGarry ...................... East Orange, New Jersey
Vernon Morse Padgett ............................ LaPlata
Henry Martyn Robert, 3d ....................... Annapolis
Herbert Brent Stallings ......................... Baltimore
Charles Edwin Vayne ............................. Baltimore

THIRD YEAR—CLASS OF 1942

John Edgar Ainsworth, Jr ....................... Westminster
Robert Child Allen ................................ Bethesda
William Alexander Barr ......................... Profitt, Virginia
Paul Theodore Beisser, Jr ........................ Baltimore
Warren Conklin Bomhardt ....................... Baltimore
Walton Boswell Childs ........................... Baltimore
William Albert Darkey, Jr ........................ Cumberland
Paul Ehrlich ....................................... New York, New York
Robert Taylor Everett, Jr ...................... Annapolis
J. W. Cameron Gray ............................... Annapolis
Ernest Jean Heinmuller ......................... Easton
Joseph C. Hofmann, Jr ........................... Baltimore
Charles Hoyes .................................... Pittsburgh, Pennsylvania
Walter Emory Hutson, Jr ....................... Baltimore
Bryce DuVal Jacobsen ............................ Towson
Journet Gordon Kahn ............................. Baltimore
Lee Marchant Mace ................................ Annapolis
John Henry Mussetter, Jr ....................... Germantown
Irish Nadel ....................................... Baltimore
Thomas Parran, Jr ................................. Washington, District of Columbia
Albert Anthony Poppiti .......................... Wilmington, Delaware
William Donald Rendall ......................... Eastport
William Allen Ruhl, Jr .......................... Baltimore
Charles Robert Sutton ............................ Baltimore

SECOND YEAR—CLASS OF 1943

Alexander Scott Abbott .......................... Oconomowoc, Wisconsin
Martin Andrews .................................. Hamburg, New York
Burton Armstrong ............................... Scarborough, New York
Ralph Levi Baltzell ................................ Union Bridge
David Jerome Beach ............................. Chevy Chase
Carl Benjamin Blaker ............................ Macedon Center, New York
<table>
<thead>
<tr>
<th>Name</th>
<th>City, State</th>
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<tbody>
<tr>
<td>Monte Ferris Bourjaily</td>
<td>Falls Church, Virginia</td>
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<tr>
<td>David Tucker Brown, Jr.</td>
<td>Alexandria, Virginia</td>
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<td>Douglas Buchanan</td>
<td>Annapolis</td>
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<td>Walter Lawson Cooley</td>
<td>Aberdeen</td>
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<td>Norman Thomas Crandell</td>
<td>Baltimore</td>
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<tr>
<td>Harvey Dubinsky</td>
<td>Hartford, Connecticut</td>
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<tr>
<td>Francis Thomas Evans, Jr.</td>
<td>Alexandria, Virginia</td>
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<tr>
<td>Glenn Allen Fearnaw</td>
<td>Williamsport</td>
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<tr>
<td>Daniel Bernard Fleming</td>
<td>Baltimore</td>
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<tr>
<td>Ernest Christopher Fries, Jr.</td>
<td>Oakley</td>
</tr>
<tr>
<td>Edward Hanson Grubb</td>
<td>San Francisco, California</td>
</tr>
<tr>
<td>Norman Glyn Gzowski</td>
<td>Grose Pointe, Michigan</td>
</tr>
<tr>
<td>William Truman Hart</td>
<td>Fayetteville, New York</td>
</tr>
<tr>
<td>John Louis Hedeman</td>
<td>Baltimore</td>
</tr>
<tr>
<td>John Wilbur Hildebrand</td>
<td>Washington, District of Columbia</td>
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<tr>
<td>John Frank Hoover, Jr.</td>
<td>Owings, New York</td>
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<tr>
<td>Robert Hunter</td>
<td>Mobile, Alabama</td>
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<tr>
<td>Peter Huntington Jackson</td>
<td>Fletcher, North Carolina</td>
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<tr>
<td>Ogden Worthington Kellogg-Smith</td>
<td>Chestertown</td>
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<tr>
<td>Edward Kramer</td>
<td>Montclair, New Jersey</td>
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<tr>
<td>Claude Spencer Leffel, Jr.</td>
<td>Woodbine</td>
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<tr>
<td>John Fulton Lewis</td>
<td>Arnold</td>
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<tr>
<td>Francis Mason, Jr.</td>
<td>Plymouth Meeting, Pennsylvania</td>
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<tr>
<td>Adrian Curtiss Mayer</td>
<td>New York, New York</td>
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<tr>
<td>Henry Clay Preston, Jr.</td>
<td>Towson</td>
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<tr>
<td>John Rock</td>
<td>Plandome, New York</td>
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<tr>
<td>Thomas Mercein Runyon</td>
<td>Malibu, California</td>
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<tr>
<td>Alex Leonard Slafkosky</td>
<td>Bethlehem, Pennsylvania</td>
</tr>
<tr>
<td>Robert Lee Sterling</td>
<td>Crisfield</td>
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<tr>
<td>Herbert Willard Stern</td>
<td>Philadelphia, Pennsylvania</td>
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<tr>
<td>Ollie Hammond Thompson, Jr.</td>
<td>Hurlock</td>
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<tr>
<td>Robert Stearns Thompson</td>
<td>Scarborough, New York</td>
</tr>
<tr>
<td>Thomas Orville Usilton</td>
<td>Centreville</td>
</tr>
<tr>
<td>James Ira Waranch</td>
<td>Baltimore</td>
</tr>
<tr>
<td>John Weber, Jr.</td>
<td>Cleveland, Ohio</td>
</tr>
</tbody>
</table>

**FIRST YEAR—CLASS OF 1944**

<table>
<thead>
<tr>
<th>Name</th>
<th>City, State</th>
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<tbody>
<tr>
<td>Robert Seaver Anderson</td>
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<td>Albert William Barber</td>
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<td>Earl Secord Bauder, Jr.</td>
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<td>Calvin Richard Baumgartner</td>
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<td>Edward William Bligh, Jr.</td>
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<tr>
<td>Nicholas Daniel Bonadies</td>
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<tr>
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<td>Robert Fredric Garland Bunting</td>
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<tr>
<td>John James Kerr Caskie, Jr.</td>
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<tr>
<td>Richard Clark</td>
<td>Easton</td>
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<tr>
<td>Lindsay Edmonds Glendaniel</td>
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<tr>
<td>Howell Cobb, Jr.</td>
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<tr>
<td>Edward Born Cochran</td>
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<tr>
<td>George Theodore Cominos</td>
<td>St. Louis, Missouri</td>
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<tr>
<td>Randolph Coyle, IV</td>
<td>Elkridge</td>
</tr>
<tr>
<td>Fred Dewey deArmond, Jr.</td>
<td>Seattle, Washington</td>
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<tr>
<td>Verton Ellsworth Derr</td>
<td>Baltimore</td>
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<tr>
<td>Richard Devan</td>
<td>Lebanon, New Jersey</td>
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<tr>
<td>David Dobee</td>
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<tr>
<td>Alan Dale Eckhart</td>
<td>Winnetka, Illinois</td>
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<tr>
<td>Francis Thomas Eisele</td>
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<tr>
<td>Norris Embry</td>
<td>Evanston, Illinois</td>
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<tr>
<td>Ahmed Munir Ertegun</td>
<td>Washington, District of Columbia</td>
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<tr>
<td>John Stuart Eustice</td>
<td>Detroit, Michigan</td>
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<td>Edward Pryor Freeburger</td>
<td>Edgewood</td>
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<tr>
<td>Henry Raymond Freeman, III</td>
<td>Sewickley, Pennsylvania</td>
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<td>James Samuel Funk</td>
<td>Waynesboro, Pennsylvania</td>
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<td>Norman Atwood Garis</td>
<td>Summit, New Jersey</td>
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<td>Edward Ury Godschalk</td>
<td>Glen Ridge, New Jersey</td>
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<td>Grover Budd Hartley Hall, III.</td>
<td>Norfolk, Virginia</td>
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<td>Carl Schle Hayman</td>
<td>Linkwood</td>
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<tr>
<td>Wayne Ewing Harris</td>
<td>New York, New York</td>
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<tr>
<td>A. Hulse Hays, Jr.</td>
<td>Chicago, Illinois</td>
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<td>Norman, Oklahoma</td>
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<td>Forest Hills, New York</td>
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<td>Alexander Koukly</td>
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<td>Casimir Thaddeus Krol</td>
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<td>Jack Landau</td>
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<td>Charles Russell Levering</td>
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<td>George Levine</td>
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<td>Francis William Lowry</td>
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<td>Samuel Wesley Marvin, Jr.</td>
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<tr>
<td>George Vincent Meehan, Jr.</td>
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<tr>
<td>Paul Mellon</td>
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<td>Richard Branning O'Connor</td>
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<tr>
<td>James Olds</td>
<td>Chevy Chase</td>
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<tr>
<td>James Wilbur Poe, Jr.</td>
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<td>William Booth Price</td>
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<tr>
<td>Thad E. Prout</td>
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<td>James Maurice Raley</td>
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<td>James H. Roe</td>
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<tr>
<td>David John Sachs</td>
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<td>Henry Harrison Sasscer, IV</td>
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<tr>
<td>Paul Elmer Schenkel</td>
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