



St. John's College

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STATEMENT OF THE ST. JOHN'S PROGRAM 1978-79

Founded as King William's School, 1696; chartered as St. John's College, 1784; accredited by the Maryland State Department of Education, by the Middle States Association of Colleges and Secondary Schools, and by the North Central Association of Colleges and Secondary Schools. The College is co-educational and has no religious affiliation. It does not discriminate on the basis of race, religion, color, sex, nor national or ethnic origin.

COLLEGE CALENDAR

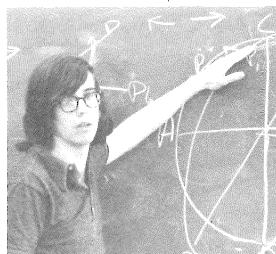
ANNAPOLIS		1977-1978	SANTA FE
September 6-8		Oral Enabling Examination for Seniors	August 25-27
September 8		Freshman and Senior Registration	August 27
September 9		Convocation	August 28
September 9		Sophomore and Junior Registration	August 29
September 9		Classes Begin with Seminars	August 29
October 14-17		Long Weekend	October 7-10
November 24-27		Thanksgiving Recess	November 24-27
December 16-January 4		Winter Vacation	December 16-January
January 22		End of First Semester	December 15
January 23		Beginning of Second Semester	January 11
January 25		January Freshman Registration	January 11
February 10-13		Long Weekend	March 11-26
March 11-26		Spring Vacation	
May 5-6		Parents' Weekend	
May 25		Last Day of Classes	May 18
May 26		End of Second Semester	May 19
May 28		Commencement	May 21
		SUMMER 1978	
June 12		January Class Second Semester Begins	June 5
June 18		Graduate Institute Begins	June 25
August 18		January Class Second Semester Ends	August 11
August 18		Graduate Institute Ends	August 18
		1978-1979	
September 5-7		Oral Enabling Examination for Seniors	August 24-26
September 7		Freshman and Senior Registration	August 26
September 8		Convocation	August 27
September 8		Sophomore and Junior Registration	August 28
September 8		Classes Begin with Seminars	August 28
October 13-16		Long Weekend	October 6-9
November 23-26		Thanksgiving Recess	November 23-26
December 15-January 3		Winter Vacation	December 15-January 9
January 21		End of First Semester	December 14
January 22		Beginning of Second Semester	January 10
January 24		January Freshman Registration	January 10
February 9-12		Long Weekend	March 10-25
March 10-25		Spring Vacation	
May 4-5		Parents' Weekend	
May 24		Last Day of Classes	May 17
May 25		End of Second Semester	May 18
May 27		Commencement	May 20

TABLE OF CONTENTS

	PAGE
Introduction	5
The Curriculum	
Seminar	8
Preceptorial	10
Tutorial	11
Laboratory	18
Formal Lecture	23
St. John's List of Books	25
The Academic Order	
Tutors	29
Instruction Committee	30
Library	31
Schedules	32
Essays and Examinations	33
Academic Standing	34
Degree of Bachelor of Arts	37
Degree of Master of Arts	38
Graduate Institute in Liberal Education	39
Directory Information and Right to Privacy	39
Residence and Student Life	40
Site Plans of the Campuses	62-63
Admissions	48
Campus Visit	52
Fees and Financial Aid	54
Standards for Veterans	61
Bibliography	64
Board of Visitors and Governors	65
Faculty	66
Officers, Associates, and Staff	79
Profile: 1977 Freshman Class	80
Catalogue Consultant: Dale Appleman	



Introduction



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

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

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

This conversation, however, is unavoidably one-sided. The great books can only repeat what they have to say, without furnishing the clarifications that we sometimes desire. To remedy this defect is the goal of the St. John's seminar. Here, a number of students of varied backgrounds, faced with a text that may present unfamiliar ideas, attempt to discuss it reasonably. It is presupposed that the students are willing to submit their opinions to one another's critical scrutiny. The demands of the individual and those of the group are in continuous interplay, setting limits within which the discussion moves with the utmost possible freedom. The discussion may concern itself primarily with trying to establish the meaning of a poem or the validity of an argument. On the other hand, it may concern itself with more general or with very contemporary questions that thrust them-

6/ST. JOHN'S COLLEGE

selves forward. The students bring to the seminar the assumptions — probably unexamined — that they have derived from their experience in the contemporary world. Through discussion they acquire a new perspective, which enables them to recognize both the sameness of a recurrent problem and the variety of its historical manifestations.

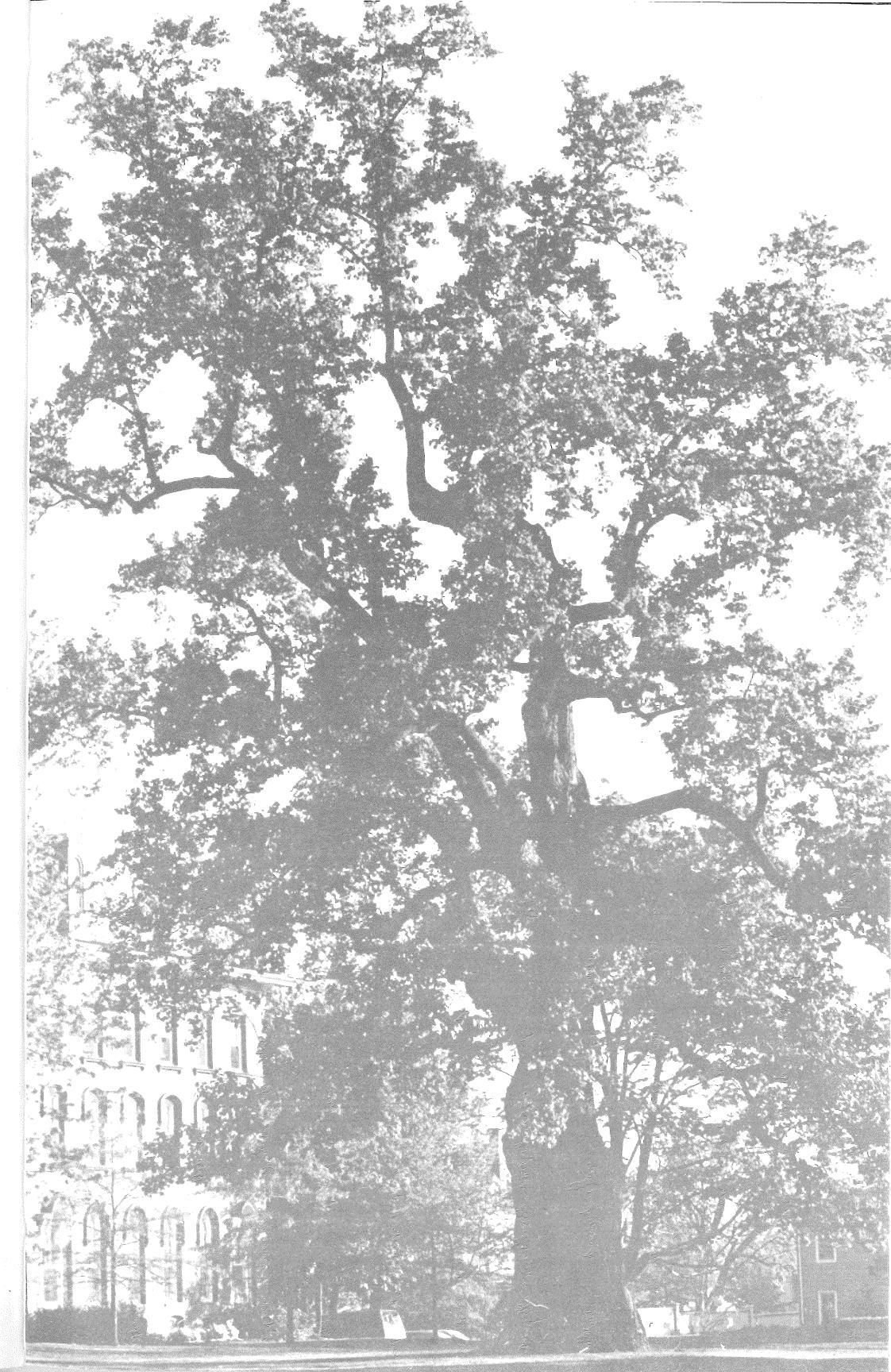
In the main, however, the aim is to ascertain not how things were, but how things are — to help the student make rational decisions as he lives his life. And it is the ultimate aim of the program that the habits of thought and discussion thus begun by the student should continue with him throughout life.

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

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

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

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



The Curriculum



THE SEMINAR



The heart of the curriculum is the seminar — a discussion of assigned readings from the books of the program. In each seminar there are seventeen to twenty-one students with two members of the faculty as leaders. The group meets twice a week, on Monday and Thursday evenings, from eight until ten — or well beyond if the topic under discussion has aroused a sustained and lively argument.

The assignment for each seminar amounts, on the average, to around a hundred pages of reading, but may be much shorter if the text happens to be particularly difficult.

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

Once under way, the seminar may take many forms. It may range from the most particular to the most general. The reading of Thucydides, for example, is almost certain to provide a discussion of war and aggression and to bring to the surface the students' opinions and fears about the wisdom or error of national policies. Homer and

Dante prompt reflections on human virtues and vices, on man's ultimate fate. Sometimes a seminar will devote all its time to an interpretation of the assigned reading, staying close to the text; at other times the talk may range widely over topics suggested by the reading but bearing only indirectly on the text itself in the minds of the participants. In the coffee shop after seminar, students from different groups compare the points made in their discussions.

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

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

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

THE PRECEPTORIAL



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

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

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

Tolstoy: *Anna Karenina*
 Adams: *The Education of Henry Adams*
 Common Law Adjudication and Philosophical Justice
 Freud: Selected papers on neurosis and related topics
 Kierkegaard: *Fear and Trembling*
 Aristophanes: *The Birds* (in Greek)
 Burke, Paine, and de Toqueville: Selected works
 Force and Energy in Descartes, Newton, and Leibniz
 Goethe's Novels
 Plato: *Phaedrus*
 Whitehead: Selected works
 Wallace Stevens
 Arendt: *The Human Condition*
 Joyce: Early works
 Aristotle's theory of motion
 Kepler: *Astronomia Nova*
 Sartre: *Being and Nothingness*
 Plotinus: *Third Ennead*



THE TUTORIALS



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

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

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

THE LANGUAGE TUTORIAL

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

The primary purpose of the language tutorial is thus not the mastery of any foreign languages. By studying these, however, and by translating them into English, by comparing them with each other and with English, the student learns something of the nature of languages in general and of his own in particular. During the four years, then, he is studying language as the discourse of reason and, through the medium of foreign tongues, his native English. He is discovering the

resources of articulate speech and learning the rules that must govern it if it is to be clear, consistent, and effective; if it is to be adequate and persuasive. The medium for accomplishing this is Greek in the first and second years and French in the third and fourth years.

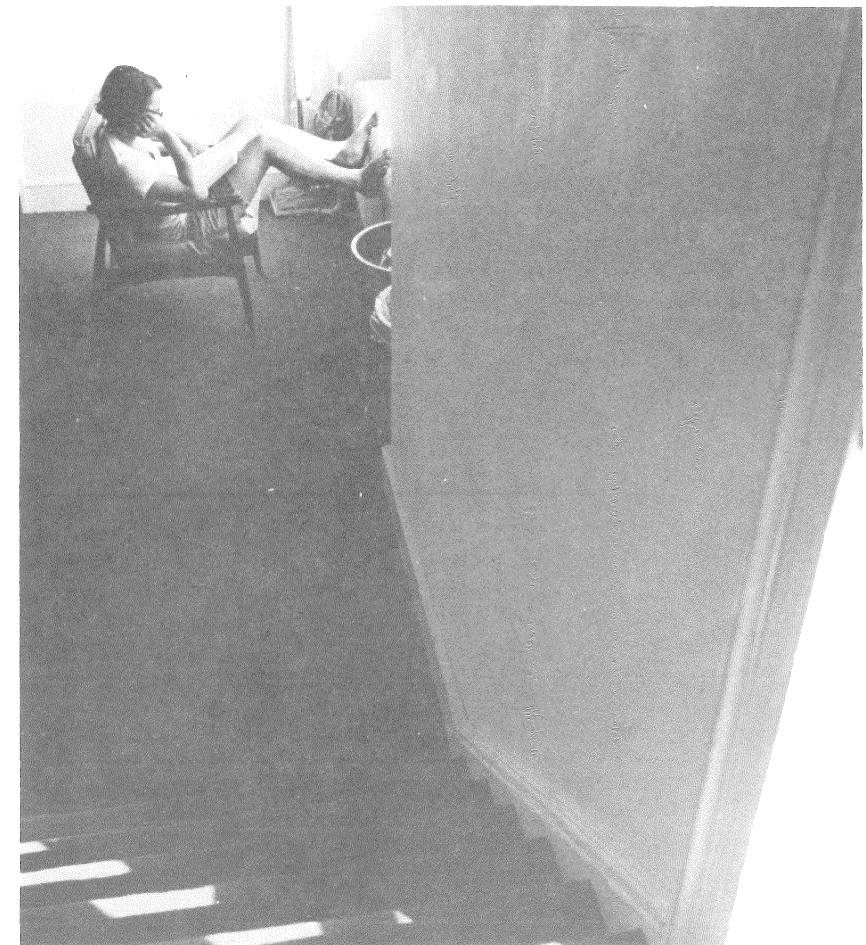
In the beginning the emphasis is on the grammatical forms and constructions and the vocabulary of the language being studied. Brief passages of prose and poetry are committed to memory. But after a short time the tutorial shifts to something more concrete: the slow and careful reading and discussion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

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

A third aim of the language tutorial is the learning of the two foreign languages themselves. In the time allotted to the study of each language, mastery of either of them is, of course, impossible. Ability to speak the language is not an aim of the tutorial. That ability may best be acquired by living abroad, or by an intensive course. What the student can reasonably expect to attain is a knowledge of the grammatical forms and a feeling for the peculiarities of the language, within limitations. To experience the individuality of another language is to extend the limits of one's sensibility.

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

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



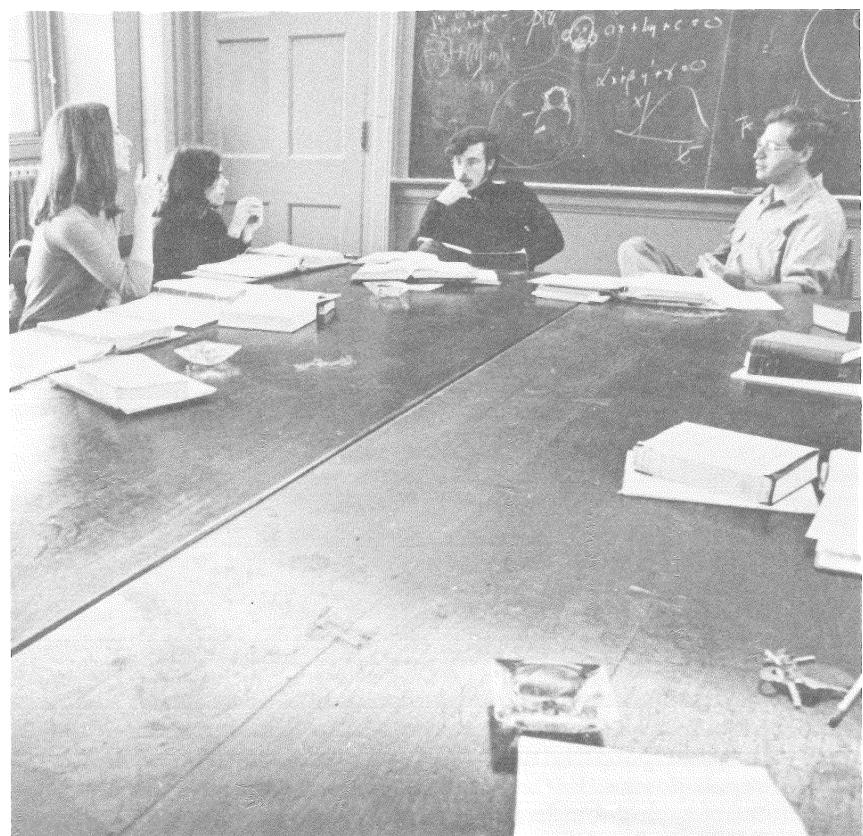
tongue the excellence of his models. In the second semester a play in verse is read.

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

It should be noted that writing assignments are normally assigned in all classes, mathematics and music tutorials and laboratory sections as well as in language tutorials. On repeated occasions, the student is thus called upon to articulate and organize his thinking in written form.

THE MATHEMATICS TUTORIAL

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



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

The second main reason for studying mathematics concerns the mathematics tutorial more specifically. Since mathematics has, as its

name implies, a particularly close connection with the human capacity for learning, its study is especially useful in helping students to think about what it means to learn and to know something.

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

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

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

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

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

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

THE MUSIC TUTORIAL

One of the aims of the St. John's program has been to restore music as a liberal art to the curriculum. The study of music at St. John's is not directed towards technical skill but towards an under-



standing of the phenomena of music. The ancients accorded music a place among the liberal arts because they understood it as one of the essential functions of the mind, associated with the mind's power to grasp number and measure. The liberal art of music was based for them on the ratios among whole numbers.

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

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

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



THE LABORATORY



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

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

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

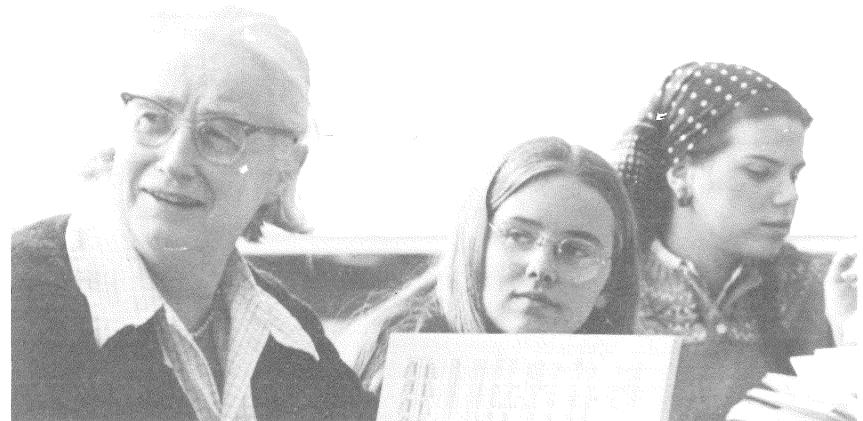
Liberal learning is concerned with the artifices of the human mind and hand that help us to relate our experiences to our understanding. For this purpose St. John's has set up a three-year laboratory in the natural sciences, wherein characteristic and related topics of physics, biology, and chemistry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

The task, however, is not to cover exhaustively the various scientific disciplines, to bring the student up to date in them, or to engage in specialized research. It is rather to make the student experience and understand the significance of science as a human enterprise involving fundamental assumptions and a variety of skills derived from the practice of the liberal arts. The College does not subscribe to the sharp separation of scientific studies from the humanities, as if they were distinct and autonomous domains of learning. There need

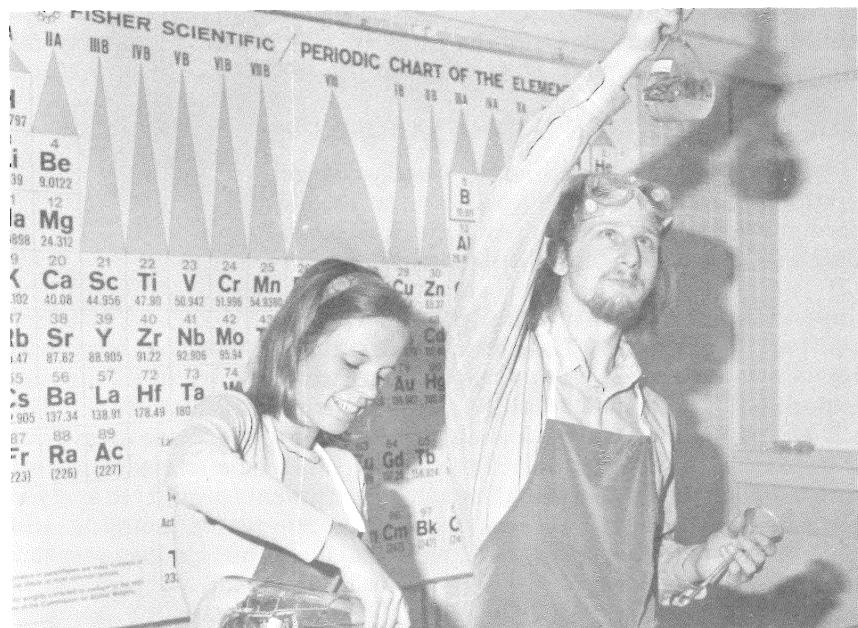
not be "two cultures." Different fields of exploration require different methods and techniques, but the integrity of scientific pursuits stems from sources common to all intellectual life.

THE ORGANIZATION OF THE LABORATORY WORK

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



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



ITS CONTENT

The general topics of study have been chosen from elementary physical and biological science. A major revision of the order and content of the laboratory sequence has recently been undertaken. The planned sequence of study for students entering in 1977 and later may be outlined as follows:

1st Year	1 week: Observational astronomy 11 weeks: Observational biology 20 weeks: Studies of matter and measurement, leading to the atomic theory of chemistry
2nd Year	(Music replaces laboratory.)
3rd Year	Topics in physics: mechanics, optics, heat, electricity, magnetism
4th Year	10 weeks: Quantum physics 18 weeks: Genetics, evolution, molecular biology

THE FIRST YEAR

The laboratory begins with a week devoted to the elementary observations which permit us to orient ourselves with respect to the principal daily and annual celestial phenomena. Arrangement is made for the students to conduct a series of observations, to be continued through fall, winter, and spring, of the changing altitudes of the noon-day sun. These observations, together with the setting up of a

system of celestial coordinates with ecliptic and equator, prepare the way for the study of Ptolemy's *Syntaxis* in the spring.

The freshmen then turn from the larger cosmos to living entities, to topics in observational biology: classification of types, anatomical structure, cells and their aggregation and differentiation, embryological development. Close observation by naked eye or with microscopes is accompanied by constant theoretical interpretation, based on reading important works of biological scientists such as Aristotle, Galen, Harvey, Lamarck, Schwann, Virchow, Roux, Driesch. Here the student confronts organisms as self-moving entities with properties of wholeness, intimately dependent on yet distinct from the surrounding world.

The freshman laboratory next turns to the non-living, in a search for some of its fundamental laws. Archimedes on the lever and on hydrostatics is studied, then the laws of equilibrium of gases, temperature and calorimetry are taken up, experimentally and in discussion of the relevant theories. These topics lead into an examination of the phenomena, largely chemical, and the arguments that are involved in the theory that matter is composed of discrete particles. The student compares the views of Aristotle and Lavoisier on the nature of substance and substantial change, and goes on to study and discuss important original texts bearing on the development of the atomic-molecular theory. Experiments are performed to help with the understanding of the texts and the physical and chemical transformations of which they speak. The year's work culminates in the resolution of the problem of determining atomic weights and in some consequences of this determination.



THE THIRD YEAR

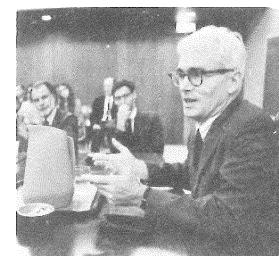
The third-year laboratory, yet to be planned in detail, is expected to deal with topics common to a number of the traditional divisions of physics, such as mechanics, optics, thermodynamics, and electromagnetism. Throughout the year, experimentation is to be accompanied by the reading of important original writings; for instance, by Galileo, Descartes, Huygens, Newton, Leibniz, Carnot, Clausius, Faraday, and Maxwell. The mathematical tools of physics are to be put to work in the laboratory at the same time that their rigorous development is pursued in the mathematics tutorials. As the tools of the calculus become available, the emphasis is to shift from a direct, qualitative description of force, acceleration, work, energy, and potential fields, to their reformulation in terms of derivative and integral; at the same time the physical concepts will serve to illustrate the mathematical ideas. The concepts of mechanics are to be used to formulate alternative theories of light — corpuscular and wave — and the success of either theory in accounting for optical phenomena will be examined. The phenomena and processes of thought leading to the first and second laws of thermodynamics will be given careful consideration. The fundamental phenomena of electricity and magnetism are to be studied observationally and experimentally, and formulated in mathematical terms. The final and culminating topic of the year will be Maxwell's derivation of an electromagnetic theory of light.

THE FOURTH YEAR

In many ways the work of the senior year is a return to questions the students first confronted as freshmen. During the first ten weeks, the senior laboratory takes up anew the theory of atomism — but the atom itself has become the object of study. Prepared by his work with electrical phenomena, the student can focus on the questions of atomic stability that lead to the revolutionary quantum hypothesis of Bohr and the wave mechanics of de Broglie and Schrödinger. Through a sequence of historic scientific papers and related experiments, the concepts of particle and wave, of discreteness and continuity, gain new meaning.

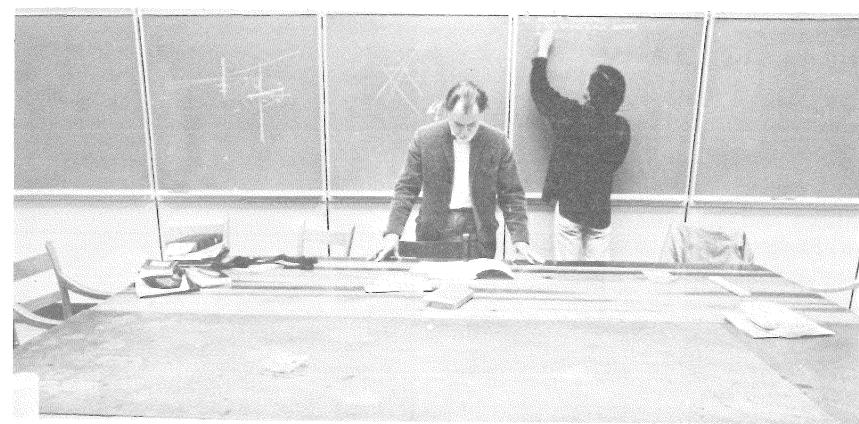
Following the course of thought in Schrödinger's *What is Life?*, the senior laboratory then turns or returns to biological topics, and first to genetics, to Mendel's theory of heredity and its development through the experimentation and interpretation by T. H. Morgan and his associates. The results of laboratory studies of small fruit-fly populations are considered from the standpoint of their evolutionary significance, in the papers of Hardt and of Luria and Delbrück. Next, fundamental papers leading to present-day molecular biology — for instance by Beadle and Tatum, Watson and Crick, Jacob and Monod — are studied. The final segment of the work, which is yet to be planned in detail, may include such topics as the neurophysiology of certain simple behavior patterns.

THE FORMAL LECTURE



The curriculum as described so far has been shown to use the medium of discussion, of recitation, of student participation at every stage of the work. On Friday evenings, however, a different pattern of instruction prevails. The formal lecture is the occasion when the student has an opportunity to listen steadily and attentively. The subject may be closely connected with seminar readings

or it may open up a new field of interest and test the student's readiness to absorb new information and to follow arguments in unfamiliar fields: in anthropology or space science, painting or architecture. The lecturers are often visiting scholars, but not infrequently members of the St. John's faculty. The visitor may be from the academic world or from the arena of public affairs; he may be a poet or an artist. Sometimes a concert replaces a lecture.



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

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

LECTURES AND CONCERTS

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

"The Growth of Presidential Power"
William Goldsmith

"Genesis"
Robert D. Sacks
Aeolian Quintet

"Why Should Gloucester Attempt Suicide and Why Must Cordelia Die"
John Steadman

"Changing Trends in 20th Century Paintings and Sculpture"
Adelyn Breeskin

"The 18th Century Background to Gibbon"
Arnaldo Momigliano

Sequoia String Quartet

"Languages, Philosophy and Science"
Stillman Drake

"The Collapse of Democracy at Athens and the Trial of Socrates"
Leo Raditsa

"On the Translation of Rimbaud's Poetry"
Jonathan Griffin

"John Milton: The Solitary Way to Paradise"
Louis L. Martz

"The Vapheio Cups"
Ellen Davis

"The Geometrical Vision"
Howard Fisher

"Angels in Paradise Each with His Hand in a Jar of Spermaceti"
Galway Kinnell

"The Brothers Karamazov"
Michael Ossorgin

Yale/St. John's Consort

"The Question of Beauty: The Early Christian Arts"
Charles Bell

"Rousseau and Democracy: The Design of the Social Contract"
Hilail Gilden

"Watching Television"
Roger Rosenblatt



THE ST. JOHN'S LIST OF GREAT BOOKS

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

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

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

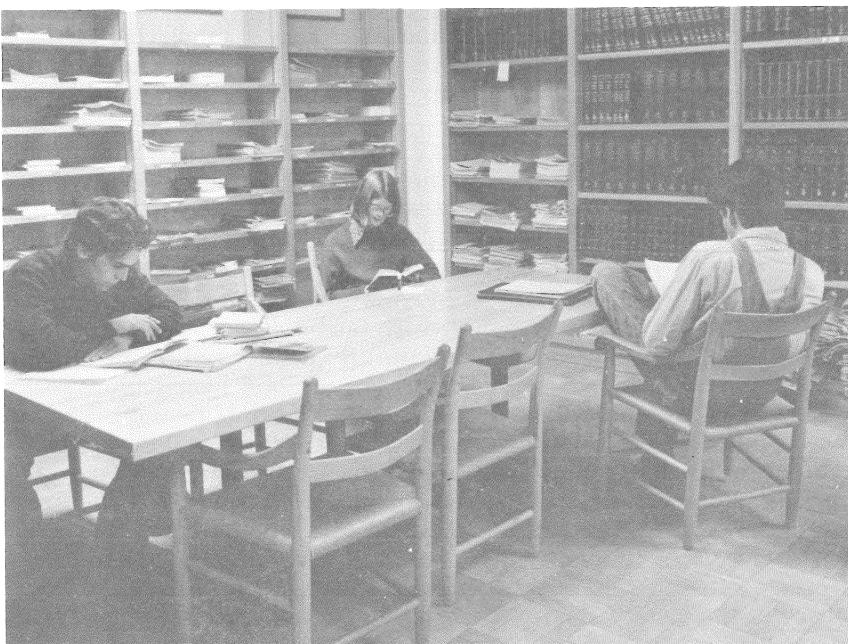
The list of books which constitute the core of the St. John's program is subject to review and revision by the Instruction Committee of the faculty. Those listed here are read either at one or both campuses. Books read only in part are indicated by an asterisk.

FRESHMAN YEAR

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

SOPHOMORE YEAR

- Aristotle: *The Bible**
De Anima, On Interpretation, Posterior Analytics*, Categories*, Parts of Animals*, Generation of Animals**
 Apollonius: *Conics**



- Virgil: *Aeneid*
 Plutarch: *Caesar, Antony, Brutus, Cato the Younger, Pompey, Cicero*
 Epictetus: *Discourses, Manual Annals*
 Tacitus: *Almagest**
 Ptolemy: *On the Natural Faculties*
 Galen: *The Enneads**
 Plotinus: *Diophantus**
 Augustine: *Arithmetic**
 Anselm: *Confessions*
 Maimonides: *Proslogium*
 Aquinas: *Eight Chapters on Ethics*
 Dante: *Summa Theologica*, Summa Contra Gentiles**
 Chaucer: *Divine Comedy*
 Machiavelli: *Song of Roland*
 Copernicus: *Canterbury Tales**
 Luther: *The Prince, Discourses**
 Rabelais: *On the Revolution of the Spheres**
 Calvin: *The Freedom of a Christian, Secular Authority*
 Palestrina: *Gargantua and Pantagruel**
 Montaigne: *Institutes**
 Vite: *Missa Papae Marcelli*
 Bacon: *Essays**
 Shakespeare: *Introduction to the Analytical Art*
 Descartes: *Novum Organum**
 Kepler: *Richard II, Henry IV, Henry V, The Tempest, As You Like It, Hamlet, Othello, Macbeth, King Lear, Sonnets**
 Harvey: *Rules for the Direction of the Mind*
 Descartes: *Epitome IV*
 Pascal: *Motion of the Heart and Blood*
 Bach: *Geometry**
 Haydn: *Generation of Conic Sections*
 Lamarck: *St. Matthew Passion, Inventions*
 Mozart: *Quartets**
 Beethoven: *Philosophical Zoology*
 Schubert: *Operas**
 Verdi: *Sonatas**
 Stravinsky: *Songs**
 Des Prez: *Otello*
 Poems by: *Symphony of Psalms*
Mass
Marvell, Donne, and other 17th-century poets

JUNIOR YEAR

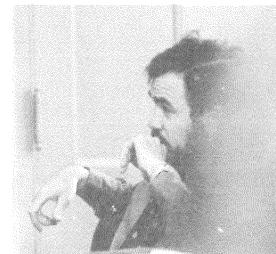
- Cervantes: *Don Quixote*
 Galileo: *Two New Sciences*
 Hobbes: *Leviathan*
 Descartes: *Discourse on Method, Meditations, Rules for the Direction of the Mind*
 Milton: *Paradise Lost*
 La Rochefoucauld: *Maximes**
 La Fontaine: *Fables**
 Pascal: *Pensées**
 Huygens: *Treatise on Light * On the Movement of Bodies by Impact*
 Spinoza: *Theologico-Political Treatise*
 Locke: *Second Treatise of Government, Essay Concerning Human Understanding*
 Racine: *Phèdre*
 Newton: *Principia**

Leibniz:	<i>Monadology, Discourse on Metaphysics, Principles of Nature and Grace Founded on Reason, Essay on Dynamics</i>
Swift:	<i>Gulliver's Travels</i>
Berkeley:	<i>Principles of Human Knowledge</i>
Hume:	<i>Treatise of Human Nature*, Dialogues Concerning Natural Religion,</i>
Rousseau:	<i>Enquiry Concerning Human Understanding</i>
Adam Smith:	<i>Social Contract, The Origin of Inequality</i>
Kant:	<i>Wealth of Nations*</i>
Mozart:	<i>Critique of Pure Reason*, Fundamental Principles of Metaphysics of Morals, Critique of Practical Reason</i>
Jane Austen:	<i>Don Giovanni</i>
Hamilton, Jay, and Madison:	<i>Pride and Prejudice</i>
Melville:	<i>The Federalist</i>
Dedekind:	<i>Billy Budd, Benito Cereno</i>
Tocqueville:	<i>Essay on the Theory of Numbers</i>
Essays by:	<i>Democracy in America</i>
	<i>Boscovich, Thomas Young</i>
SENIOR YEAR	
Molière:	<i>The Misanthrope, Tartuffe</i>
Goethe:	<i>Faust</i>
Mendel:	<i>Experiments in Plant Hybridization</i>
Darwin:	<i>Origin of Species</i>
Hegel:	<i>Introduction to the History of Philosophy, Preface to the Phenomenology, Logic (from the Encyclopedia), Philosophy of History*, Philosophy of Right*, Philosophy of Spirit*</i>
Lobachevsky:	<i>Theory of Parallels*</i>
Tocqueville:	<i>Democracy in America*</i>
Lincoln:	<i>Speeches</i>
Kierkegaard:	<i>Philosophical Fragments, Fear and Trembling</i>
Wagner:	<i>Tristan and Isolde</i>
Marx:	<i>Communist Manifesto, Capital*, Political and Economic Manuscripts of 1844*</i>
Dostoevski:	<i>Brothers Karamazov, The Possessed</i>
Tolstoy:	<i>War and Peace</i>
Mark Twain:	<i>The Adventures of Huckleberry Finn</i>
William James:	<i>Psychology, Briefer Course</i>
Nietzsche:	<i>Birth of Tragedy, Thus Spake Zarathustra*, Beyond Good and Evil*</i>
Freud:	<i>General Introduction to Psychoanalysis, Civilization and Its Discontents, Beyond the Pleasure Principle</i>
Valéry:	<i>Poems*</i>
Mann:	<i>Death in Venice</i>
Kafka:	<i>The Trial</i>
Heidegger:	<i>What is Philosophy?</i>
Heisenberg:	<i>The Physical Principles of the Quantum Theory*, Supreme Court Opinions*</i>
Millikan:	<i>The Electron*</i>
Wittgenstein:	<i>Philosophical Investigations</i>
Keynes:	<i>General Theory of Employment, Interest and Money</i>
Pavlov:	<i>Lectures on the Conditioned Reflex</i>
Poems by:	<i>Yeats, T.S. Eliot, Wallace Stevens, Baudelaire, Rimbaud, and others</i>
Essays by:	<i>Faraday, Lorenz, J. J. Thomson, Whitehead, Minkowski, Rutherford, Einstein, Davisson, Bohr, Shrödinger, Maxwell, Bernard, Weismann, John Maynard Smith, Dreisch, Boveri, Teilhard de Chardin</i>

The Academic Order



THE TUTORS



Learning is a cooperative enterprise, and it is best carried out when persons at different stages of comprehension work together. The typical learning situation at St. John's involves a small group of learners. First in line come the great teachers, the writers of the books, who are talking in most cases at the high point of their learning. Next come the reading and talking teachers, the tutors, who are members of the faculty; in their stage of learning they are somewhere between the authors and the best students. There then follow the other students at distances proportional to the degree of their understanding. The old-fashioned ranking of classes in the little red schoolhouse is the relevant image here. At the head of the class is the author-teacher, at the foot of the class the poorest student in relation to the subject matter. All the others are both teachers and pupils, each learning from those above and teaching those below. The aim in all the classes is to exploit the differences in knowledge, character, and skill as they are distributed among students and tutors.

The kind of teaching and learning that goes on at St. John's presupposes, then, a faculty differing in many ways from the faculties of more conventional colleges. Each tutor normally has a specialized competence in at least one field of knowledge. Beyond that he must be willing to acquire a certain expertness in other fields of knowledge and a competence in the liberal arts. This may mean that he has to re-educate himself. He is expected to teach some classes in subjects other than his own. Ideally, the tutor will eventually have taught classes in every part of the program. He thus will, for the first years of his teaching at least, attend classes in the same way as a student: his own learning goes along with his teaching; just as the student does, he progresses from year to year in the curriculum; and that continuous learning and teaching bring him, in ever-increasing measure, into close familiarity with the entire program.

Thus a member of the St. John's faculty is never confined in his scholastic activities to a single division of the program. He is, and has to be, a teaching member of a seminar and of either two tutorials or of one tutorial and a laboratory section. Each tutor is constantly passing on the special skills he possesses to colleagues who may require them in their classes.

Since it is necessary, on the other hand, that tutors probe more deeply into the foundations and wider contexts of the subject matters that are the teaching materials at St. John's, to avoid staleness and the ever-present danger of succumbing to routine performance, faculty study groups are set up. Leaders of such groups are relieved partially of their ordinary teaching duties. They engage in a thorough study and exploration of a subject chosen by the Instruction Committee of the faculty. Scholars from other institutions may join the group for certain periods. Although the subject under study may not be directly related to the St. John's curriculum, the work of the study groups opens new perspectives for teaching and learning at St. John's.

THE INSTRUCTION COMMITTEE

The Instruction Committee is a committee of tutors responsible for advising the Deans on all matters of instruction — whether concerning curricular planning or the academic standing of students. It also advises the President and Vice Presidents on appointments to the faculty. The Committee consists of the Deans and twelve tutors, six elected by the tutors on each campus of the College; the President and the Vice President sit with the Instruction Committee *ex officio*. Each Dean is the chairman of the Instruction Committee on the campus where he serves; the members of the Committee on each campus constitute the Instruction Committee for that campus and meet at frequent intervals throughout the year. The full Committee meets annually, alternating between the two campuses, and the Deans alternate as chairman of the Instruction Committee.

THE LIBRARY

The books chosen for study at St. John's are collected in the library in the best editions and translations that can be obtained. These books along with carefully selected modern texts for the laboratory form the core of the library, essential to the teaching of the program. A good general collection is a necessary supplement; a specialized, highly technical one would have little use. Each year books in mathematics, science, philosophy, religion, fine arts, music, poetry, literature, and history are purchased. The library subscribes to representative periodicals and newspapers. A committee of the faculty assists the Librarians in selecting books and periodicals.

The Annapolis library maintains a collection of about 70,000 volumes. In Santa Fe, the collection has been growing at the rate of 3,000 volumes each year and now numbers over 46,000.

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



guished music collections, including the Amelia White, the Gruman, the Schmidt and the Holzman collections.

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

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



SCHEDULES

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

A SAMPLE FRESHMAN SCHEDULE FOR ONE WEEK

HOUR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:15	Mathematics Tutorial		Mathematics Tutorial	Mathematics Tutorial	Mathematics Tutorial
9:15					
10:15	Language Tutorial	Language Tutorial	Language Tutorial	Language Tutorial	Language Chorus
11:15					
1:15 to 4:15		Laboratory			Laboratory
8:00	Seminar			Seminar	Formal Lecture

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

ESSAYS AND EXAMINATIONS

ESSAYS

Every freshman, sophomore, and junior submits an essay on some theme suggested by the seminar reading. In Santa Fe, an essay is submitted each semester; in Annapolis, each year. The essay is not a research paper with extensive footnotes and a bibliography, but rather an attempt on the part of the student to set out in writing, as clearly as he can, his own thoughts on some aspect of the liberal arts. The essay in the second semester becomes the center of his final oral examination. For sophomores the annual essay holds a position of special importance: it becomes a major part of the process called enabling (see page 36).

ORAL EXAMINATIONS

At the end of each semester, oral rather than written examinations are held. These are conducted by the seminar leaders, with the voluntary participation of other tutors. The student is questioned freely and informally on the texts he has read and on his critical and interpretative opinions. It is not the aim of the examiners to find out

how much the student remembers. He is encouraged to consider different parts of his study in relation to each other and to problems that may not have been treated in any of his classes. For freshmen the first oral examination of the year is given before the winter vacation, and for juniors and seniors just before preceptorials begin.

THE FRENCH READING KNOWLEDGE EXAMINATION

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

THE ENABLING ORAL EXAMINATION

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

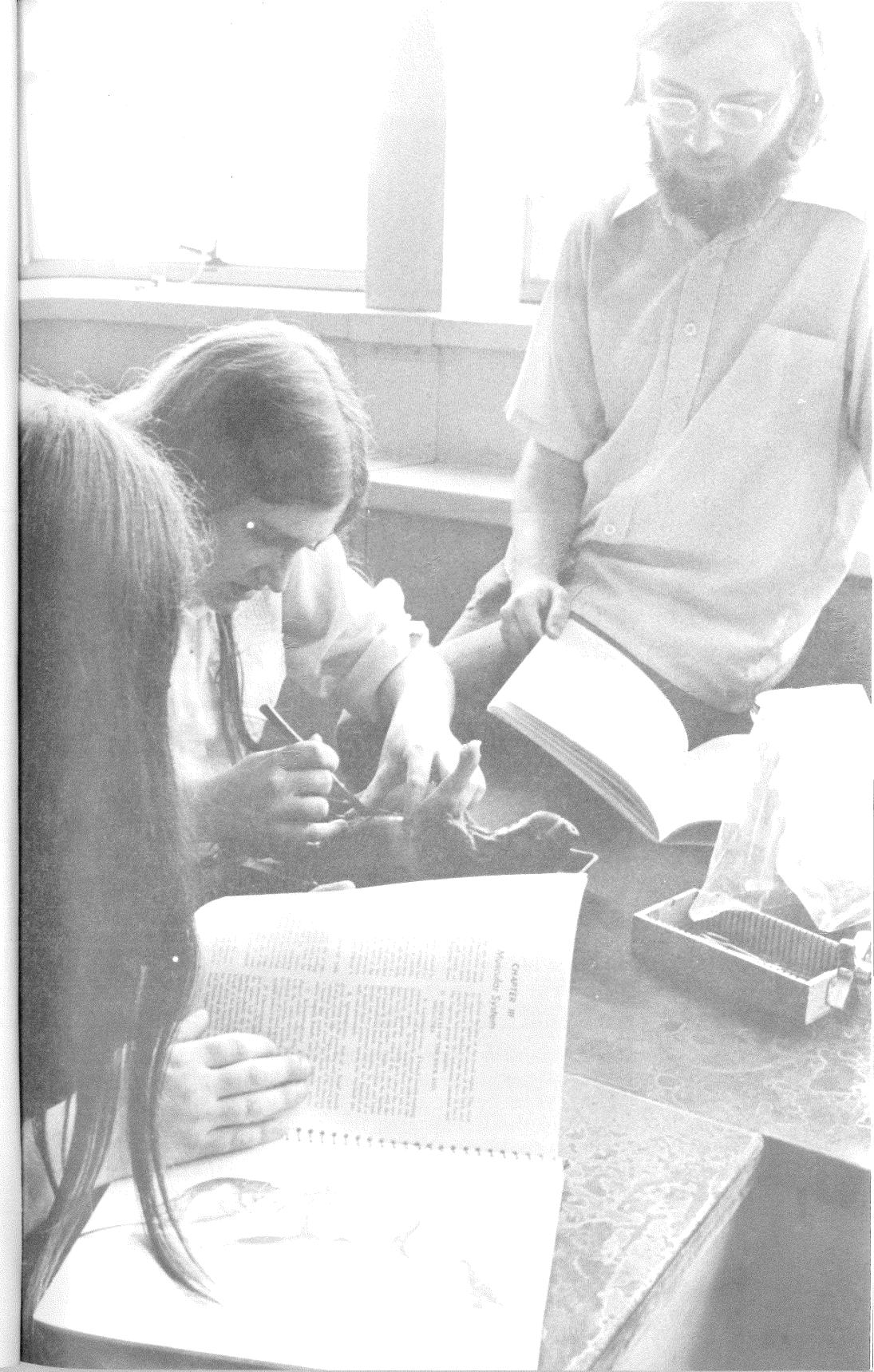
THE FINAL ESSAY AND ORAL EXAMINATION

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

ACADEMIC STANDING

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

The tutor's comprehensive judgment of a student is reported to



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

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

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

THE DON RAG

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

If a student's work as a whole falls below a satisfactory level, he may be placed on academic probation, with the stipulation of conditions that must be met if he is to continue in the College. The normal probationary period is one semester.

SOPHOMORE ENABLING

Sophomore enabling is a review by the Instruction Committee, with the advice of all the tutors of sophomores, of the student's learning during the two years he has spent in the College. As an indication of his proficiency in the liberal arts, the annual essay carries great weight. A student is enabled, or allowed to enter the junior class, only if he has submitted a satisfactory essay and only if, in the judgment of the Instruction Committee, he is sufficiently prepared for the work of the last two years. In particular, the enabling judgment looks to the possibility of the student's writing an acceptable senior essay.



THE ST. JOHN'S DEGREE OF BACHELOR OF ARTS

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

GRADUATE STUDIES AFTER ST. JOHN'S

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

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

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

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

THE ST. JOHN'S DEGREE OF MASTER OF ARTS

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

A Master's degree may be awarded to a tutor who has completed two years of teaching at St. John's. He must petition the Instruc-



tion Committee for permission to present himself as a candidate for the degree. He must then submit a thesis on a topic approved by the Instruction Committee and stand an oral examination upon it. The topic must have some bearing on the understanding and practice of the liberal arts.

THE GRADUATE INSTITUTE IN LIBERAL EDUCATION

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

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

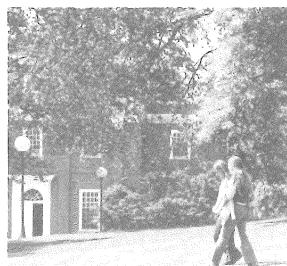
DIRECTORY INFORMATION AND RIGHT TO PRIVACY

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

Residence and Student Life

The College is well aware that physical activities, artistic expression, and light-hearted recreation are necessary complements to an intellectual life and it is committed to providing the facilities, funds, and support needed to make them available. Generally, such activities in Annapolis are under the sponsorship of the Student Polity. In Santa Fe they are organized by the Student Activities Office (SAO), which is responsible for providing instruction and equipment.

THE ANNAPOLIS CAMPUS



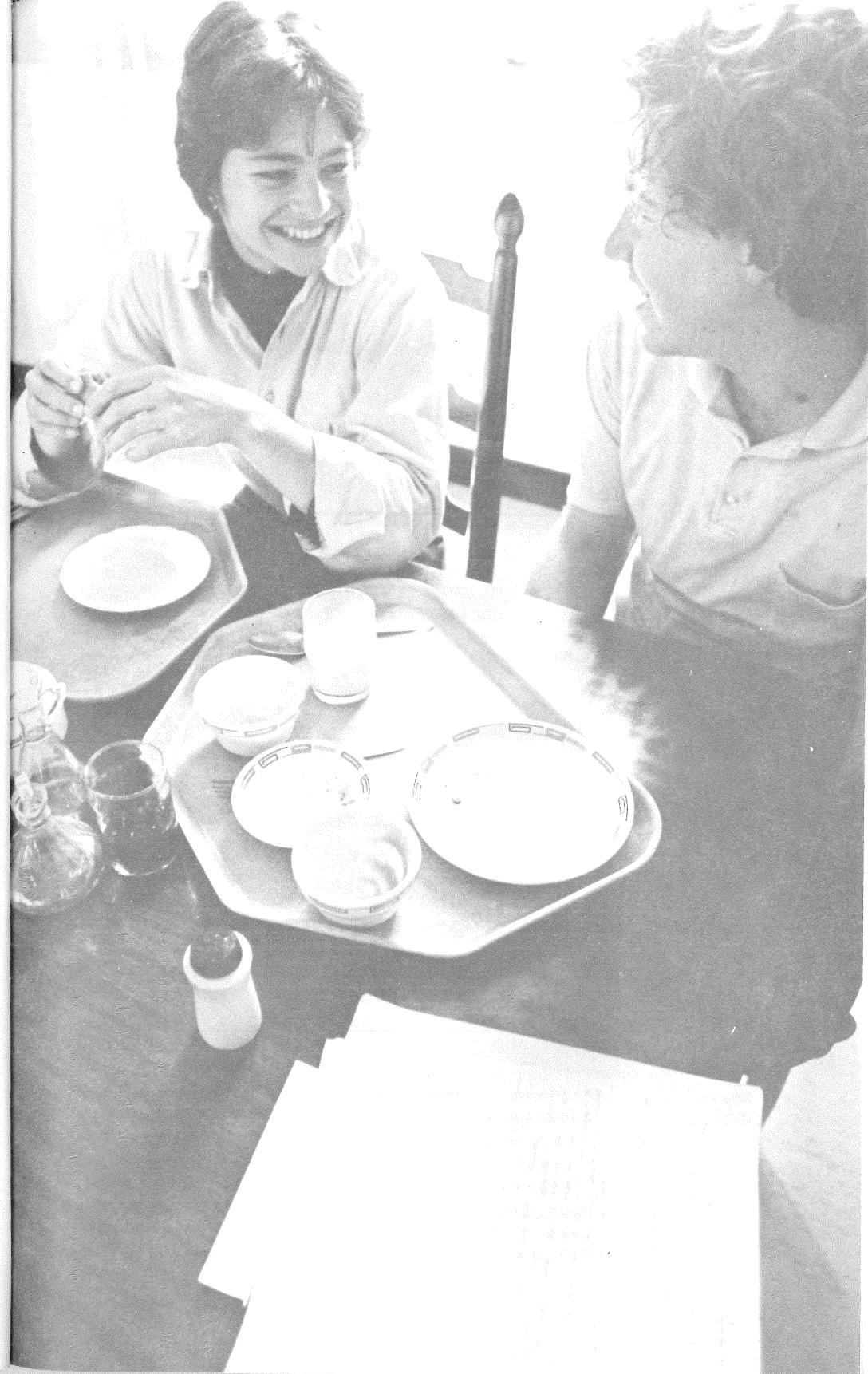
Since its founding as King William's School in 1696, St. John's has been situated in the colonial seaport town of Annapolis, capital of the State of Maryland. Its population of 50,000 persons is occupied principally with the government of the State and of Anne Arundel County; with the training of midshipmen at the United States Naval Academy; with the fish, crab, and oyster industry and the sailing and recreational activities of the Chesapeake Bay; and with the liberal education of students at St. John's College.

The campus of thirty-six acres lies in the Historic District, adjoining College Creek, one block from the State House and across the street from the Naval Academy yard. The fifteen buildings include 18th century historic homes (now classrooms, offices, and a dormitory), 19th century Victorian structures, and 20th century buildings designed to complement the older buildings. There are six student dormitories, offering single and double rooms.

The community of students has governed itself since 1945 with elected officers and delegates representing each dormitory and the off-campus constituency. The Student Polity representatives, called the *Delegate Council*, meet once a week to hear requests from students for funds, to allocate time and use of facilities such as the student kitchen, to remind students of their responsibilities to the College community, and to express student opinion on common problems.

The Polity maintains a *Student Instruction Committee* to discuss and recommend curriculum changes. A *Student Employment Office*, initiated and run by students, helps to locate off-campus jobs. The *Food Committee* works with the dining hall manager to develop satisfactory dishes for the regular and vegetarian menus.

Since 1968 *The Collegian*, a weekly student newspaper, has provided a second medium for expression of opinion to the community as a whole. Controversy ranges from petty to vital; creative writing and news take up the rest of the space. Students are also welcome to



contribute work to *The Reporter* and *The College* magazine.

Extracurricular organizations at St. John's are generally informal. Some continue year after year while others spring up and die out as the individual members of the community come and go. Many extracurricular activities grow directly out of the curriculum as students' interests overflow from the classroom. The past year has seen small classes in harmony, Latin, German, the New Testament, the Bible, Aeschylus (*Seven Against Thebes*), organic chemistry, and observational astronomy.

Theater life is active. Each of three drama groups offers a specialty: the King William Players stage one or two classical plays a year, the Modern Theater Guild performs one or two modern works, and the Dwarf Players produce several one-act plays. In 1976-77 these groups produced *A Man for All Seasons*, *The Tempest*, *Picnic*, and one-act plays including *Riders to the Sea*, *No Exit*, *Ile*, and *I Can't Imagine Tomorrow*.

Every weekend the student film club presents foreign and domestic films — the classics of cinema art. Additional film series, including *Civilization*, *The Ascent of Man*, and *The Romantic Rebellion*, have been shown during the week.

Music is pursued in groups and individually. Voice and instrumental ensembles train new members and perform at College events. The College provides practice rooms and pianos and a music library of scores and recordings. Private study can be easily arranged on campus or in town.

Individual artistic expression needs a time for training and a place to work. Permanent facilities such as the art studio, ceramic studio, woodworking shop, photography darkroom, and stage floor provide places to develop specific skills. An artist-in-residence teaches classes and coordinates exhibits; an exhibit each spring displays work by members of the College Community. Classes in pottery, photography, woodworking, drawing, sculpture, and painting continue throughout the year.

Parties, an important part of community life where students and tutors meet informally, come in several varieties. The Society of Bacchus arranges rock dances, waltz parties, and community gatherings including the Halloween Masked Ball, Mid-Winter Ball, Christmas Party, and the Spring Cotillion. Vigorous square dances and quiet jazz parties occur once or twice a year. A festival in the spring, *Reality Weekend*, begins with student skits and parades and, after a parade up Main Street, provides a full day of picnicking and athletic competition.

Cultural events on campus include Sunday concerts and informal lectures by guest speakers. Annapolis itself offers church groups of all denominations, synagogues (detailed information on Jewish student life is available on request), concerts, plays, historic tours, seafood, sailing, the Naval Academy, hiking, cycling, State government, political work, community service groups, etc. Washington, D.C., and Baltimore, Maryland, both within an hour's drive, offer activities, museums, and stores too numerous to mention here.

ATHLETICS



Since 1939, when intercollegiate athletics were abolished the intramural sports program has flourished. About two-thirds of the students, both men and women, participate actively in individual and team sports. The Director of Athletics and two student assistants schedule events and coordinate use of the facilities, which include a well-equipped gymnasium, large playing fields, tennis courts, and a boathouse with a number of sailboats and other small craft.

Four men's and four women's teams compete in field hockey, touch football, soccer, basketball, volleyball, softball, and track, each in its season. Doubles and single players compete in tennis, handball, squash, badminton, fencing, paddleball, and table tennis. Sailing, canoeing, and rowing are non-competitive activities offered purely for enjoyment. Excellence in sports is recognized and encouraged by individual and team awards; enjoyment of sports is the most important fruit of the athletic program and is its own reward.

THE SANTA FE CAMPUS



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

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

The students at St. John's in Santa Fe have consistently chosen not to establish a formal student government. The size of the College and the form of the program are conductive to informal but effective communication, and students prefer to work directly and individually with the administration and faculty when problems or projects arise.

Santa Fe students and faculty have initiated a wide variety of extra-curricular activities including the artistic, the academic, and the athletic.

Meetings of all kinds take place regularly at St. John's. There are informal discussions of contemporary literature, forums on public concerns, slide shows on art history, poetry readings, informal lectures, and language study groups in Russian, German, Spanish, Italian, and Hebrew. In that they engage the mind, these activities are outgrowths of the academic program, but since they open up areas untouched by the curriculum, they broaden the scope of the St. John's experience.

The need for creative expression is met by offering classes in drawing, painting, photography, pottery, weaving, ballet, and modern dance. There are excellent facilities and teachers for all of these pursuits.

The St. John's Film Society, which is entirely run by students, provides a wide variety of classic, camp, and popular films for the College community every Saturday night. Among the films shown recently were *The Blue Angel*, *The Lady Vanishes*, *Orpheus*, *A Night at the Opera*, and *The Trial*.

Au Verso, the literary magazine of the College, is published two or more times a year by the Diogenes Club and solicits essays, artworks, poetry, short stories, and photography from students and faculty.

The *Collegium Musicum* is an association formed by amateurs for the performance of serious music. Its purpose is to stimulate musical activity on campus by providing members of the College community with the opportunity to perform in an informal atmosphere before a small receptive audience. Vocalists can join the madrigal singers and the College chorus.

Though there is no formal theater group at St. John's, every year sees the production of two or three plays. Funds and equipment are provided by SAO and the direction, acting, costumes, and lighting by interested students and faculty. Among the plays produced in the last few years are *Lysistrata*, *Hippolytus*, *Antigone*, *Cyrano de Bergerac*, *Waiting for Godot*, *The Firebug*, and *The Lark*.

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

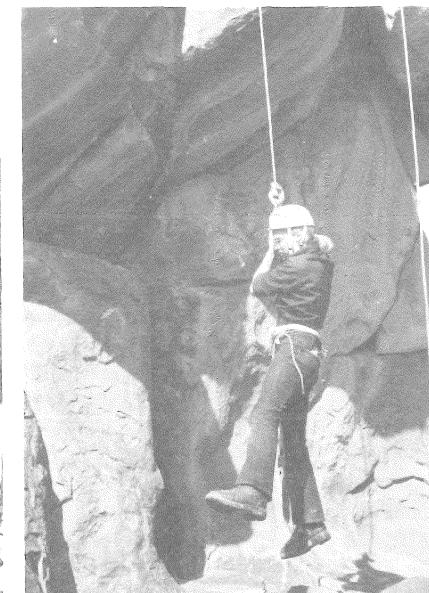
ATHLETICS

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

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

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

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



BOTH CAMPUSES

RELIGIOUS ACTIVITIES

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

FACILITIES FOR STUDENTS

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

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

DORMITORIES

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

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

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

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

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

RULES OF RESIDENCE

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



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

PROPERTY DAMAGE

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

INFIRMARY SERVICE

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

DINING HALL

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

Admissions



The standards by which applicants are selected for St. John's are special, and prospective students find it rewarding to write the essays that constitute an application to the College. People who apply want an education that consists of careful reading and consideration of the most demanding books; of serious conversation in which they will learn to see deeply into others' ideas as well as their own; and of active participation in their own education.

Education at St. John's is a common pursuit. Each student has a considerable effect on the life and learning of the community. Most who consider St. John's examine themselves carefully before applying so that when they do they are saying to themselves and to the College that they want to engage fully in the life of reason and believe they can take pleasure in it. In writing their application essays, many determine their own appropriateness as St. John's students. Thus, for the most part, they select themselves. Some are rejected, of course, but a wide variety of students is accepted each year.

The purpose of the admission process is to determine whether an applicant has the necessary preparation and ability to complete the St. John's program satisfactorily. The Admissions Committee on each campus — five tutors and the Director of Admissions — regards the application as being a question from the applicant: "Do you think I am ready to profit from the program of studies at St. John's?"

In the essays, applicants are asked to discuss their previous education, experience with books, reasons for choosing St. John's, summer or post-high school experiences, and some particularly valuable experience they have had. A number of optional topics is also suggested. The essays are designed to enable applicants to give a full account of themselves. They can tell the Committee much more than statistical records reveal.

Next the Committee considers the applicant's academic achievement and promise. Previous academic records — the secondary school report and college transcript, if there is one — show whether an applicant has the habits of study necessary at St. John's. Letters of reference, particularly those of teachers, are carefully read for indications that the applicant has the maturity, self-discipline, ability, energy, and initiative to succeed in the St. John's program. St. John's attaches less importance to objective test scores than most colleges. No applicant is accepted or rejected because of such scores.

On neither campus are the Committee's decisions influenced by the race, religion, sex or national or ethnic origin of an applicant, nor by any other factors unrelated to the work of the College. The

application asks a minimum of personal data. Need for financial assistance does not affect the Committee's decisions on admission.

St. John's has decided to remain a small college. The enrollment in Annapolis is about 375 students, in Santa Fe about 275. The size of each class is limited on each campus. Most freshman classes are about equally divided between men and women. Classes enter in late August and January in Santa Fe, in September and January in Annapolis. New students are enrolled only as freshmen; a fourth or more of each entering class have done one, two, or even three years of college work elsewhere. These students, despite good records at other colleges, relinquish their advanced standing to take part in the St. John's program.

Freshmen who enter in January stay on campus the following summer to complete the first year. They can thus graduate a year earlier than if they had postponed their entrance until the following fall. The January class is of particular interest to students who come to St. John's from other colleges, or who have traveled or worked since graduation from high school, or who wish to enter St. John's immediately after the first semester of their senior year of high school.



REQUIREMENTS FOR ADMISSION

Most applicants have a strong background in academic subjects. Specific academic requirements include two years of algebra, one year of geometry, and two years of a foreign language; additional work in mathematics and foreign language is advised, as well as two or three years of natural science. In addition to the application essays and academic transcripts, applicants must present two letters of reference, including one from a teacher. In exceptional cases certain of these requirements may be waived, or additional information may be requested. SAT or ACT test scores are not required, but may prove helpful.

Occasionally St. John's accepts an applicant who is not a secondary school graduate. Such a student must be well qualified to profit from the College program. A campus visit and interview are especially important for such candidates. These students usually wish to enter St. John's following their junior year of high school or in the January immediately after the first semester of their senior year.

PROCEDURE

The criteria for admission are the same on both campuses, but the respective admission processes are different. The requirements of the two campuses are outlined separately below. Applicants should nevertheless be certain to inform themselves in detail of the specific stipulations made by the campus to which they intend to apply. Students planning to apply for financial aid should request the necessary forms at the same time that they inquire about admission.

BOTH CAMPUSES

On inquiry, prospective students receive a statement of the St. John's College program; an application for admission; and recommendation forms to be completed by the school and the references. Material related to financial aid is also sent, if it has been requested. Because the College welcomes all serious applicants, there is no application fee. Students may apply to either campus, but not to both. Applications may later be transferred from one campus to the other if the applicant wishes. All should be submitted as early in the year as possible; entering fall classes on both campuses are expected to be complete by the end of May. Applications may be submitted as early as the second semester of the eleventh grade.

Once an applicant has been notified that his application is accepted, he must make a deposit of \$150 to secure a place in the entering class. The deposit is applied to the first year's fees. If the class has already been filled by the time the deposit is received, it may be used to secure a place on the waiting list or in the subsequent class. It will be returned on request.

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

THE ANNAPOLIS CAMPUS

Annapolis has a policy of rolling admissions: There is no application deadline. However, there are occasional vacancies in the class because of last minute withdrawals so students who wish to make application late in the year should consult the Admissions Office for particulars. As soon as possible after the applications essays and supporting documents are assembled, the application is reviewed by the Admissions Committee. The applicant is notified within two weeks of the Committee's decision. Deposits are accepted on a first-come, first-served basis until the entering class is filled. Thus, if an applicant is notified that the Admissions Committee has approved his application, the deposit must be received prior to the time the class is filled in order to secure a place in that class. If the applicant is also a candidate for financial aid but has not yet been advised of an award, the deposit

will be accepted with the understanding that it will be refunded if satisfactory aid cannot be extended.

THE SANTE FE CAMPUS

Students who have considered their college opportunities with care and have concluded that the Santa Fe campus of St. John's is the college they want to enter above all others may find it advantageous to apply under that campus' Early Decision Plan.

THE SANTA FE EARLY DECISION PLAN

Until February 15 each year, prospective students may signify that the Santa Fe campus is their first choice on the application or the accompanying Early Decision certificate. In return, the College will act on the applications immediately upon their completion and will notify the candidates of the decisions on a rolling basis within a week of the decision. Early Decision application implies intention to enroll if admitted. Therefore, students who are offered admission under the Early Decision Plan are expected to respond to the offers made to them by submitting the \$150 deposit within two weeks of notification or, if they are applying for financial aid as well, by March 1.

The Early Decision candidate who also applies for financial assistance is assured that if the College offers to admit him and his need for aid is established, he has priority for the funds available ahead of other applicants. The likelihood of receiving the aid to make enrollment possible is therefore relatively high for Early Decision applicants compared with later ones. Notification of Early Decision financial aid awards is on February 15.

REGULAR ADMISSION TO SANTA FE CAMPUS

Students who do not take advantage of the Santa Fe Early Decision Plan may apply for regular admission at any time up to May 15. Candidates whose applications for admission and financial aid are completed at any time before April 15 will be notified of the decisions on both applications on that date. They are expected to forward their deposits by May 1 in compliance with the Candidates' Reply Date Agreement. Decisions on applications completed after April 15 will be mailed on May 15.

Candidates for regular admission to the Santa Fe campus may also use the Common Application Form, available in many high schools.

Since some students who have been admitted may still withdraw, the College may be in a position to consider a limited number of applicants after May 15 on an individual basis and on the recommendation of their schools. Inquiries about the possibility of late application should be specifically addressed to the Director of Admissions.

INQUIRIES

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



CAMPUS VISIT

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

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

Since the seminar, the most important part of the program,

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

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

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

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

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

The only expense for the visitor will be transportation. He will be provided a room in a dormitory and meals in the dining hall without charge. St. John's students dress informally for tutorials, but more formally for seminar and formal lecture. The seminar readings can usually be located in inexpensive paperback editions in the College Bookstore if a visitor has been unable to locate a copy of the book being discussed in seminar. Linens and soap are provided by the College.

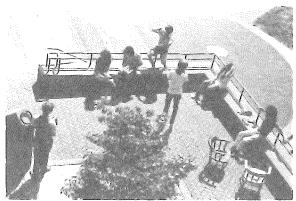
If a visitor arrives weekdays between 9:00 a.m. and 5:00 p.m., he should go to the Admissions Office. Weekends and any day after 5:00 p.m., he should go to the College receptionist. In Annapolis the receptionist is at the switchboard in Campbell Hall; in Santa Fe, in the Student Center.

TRANSPORTATION

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

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

Fees and Financial Aid



The College believes that qualified applicants should not be denied the opportunity to attend St. John's College because of limited finances. St. John's therefore maintains a financial aid program to assist eligible students to the greatest extent possible within the limits of the College's resources.

- A. The following principles underlie St. John's financial aid program:
 1. The primary responsibility for financing a college education lies with the student and the student's parents. The College can offer aid only to supplement funds the family provides.
 2. The ability of a family to meet college expenses is determined by assessing the family's financial strength in terms of income, assets, debts, and additional children to be educated.
 3. Financial aid may be in the form of grant, loan, or part-time employment and will be offered to all students as a package which combines one or more forms of aid.
 4. In keeping with the philosophy that students should contribute to their educational expenses, self-help is the first component of a financial aid award. At St. John's self-help consists of a part-time job and an educational loan.
 5. The total amount of financial aid the College offers a student may not exceed the student's demonstrated financial need.
 6. Financial aid is not automatically renewable; rather, students reapply each year they wish to be considered for aid.
 7. Financial aid awards are made in accordance with the provisions of Title VI of the Civil Rights Act of 1964 and Title IX of the Higher Education Amendments of 1972 which prohibit discrimination on the basis of race, color, sex, creed, or national origin.
- B. The procedure for applying for financial aid is as follows:
 1. Applicants for admission, who wish to apply for financial aid, can obtain the College's application form by request to the Admission's office. (The aid application form for the Santa Fe campus is in the back of the catalogue.)
 2. Applicants must also file a 1978-79 *Financial Aid Form* with the Scholarship Service in Princeton, New Jersey, or Berkeley, California. This form permits applicants or their parents to present a detailed account of the family's financial position. It may be obtained from either secondary schools or the Admissions Office at St. John's.
 3. Candidates for financial aid from the College must first establish their eligibility for the Basic Educational Opportunity

Grant, a Federal program described in section D below. The College Scholarship Service's *Financial Aid Form* enables candidates to indicate that they wish to apply for a BEOG. Students should so indicate. No financial aid award will be made by the College until eligibility for the BEOG has been reported.

4. As part of the application for financial aid, parents of dependent applicants and applicants who claim self-supporting status provide an official copy of their 1977 Income Tax Return.
5. Self-supporting students are required to meet the Federal definition of independence and have an affidavit of non-support on file in the Financial Aid Office. This form will be mailed to parents or guardians upon receipt of the Financial Aid Form if the applicant is claiming self-supporting status.



6. Residents of Connecticut, the District of Columbia, Massachusetts, New Jersey, Pennsylvania, Rhode Island, and Vermont must apply for a State scholarship. Residents of Maryland and New Mexico, applying to or attending Annapolis and Santa Fe respectively, apply for the Maryland State Scholarship or the New Mexico Student Incentive Grant.
7. An applicant who has previously attended an institution of higher education provides a Financial Aid Transcript from that institution. Financial Aid Transcripts can be obtained from the Financial Aid Office.
8. Students applying for and receiving financial aid from St. John's are required to notify the Financial Aid Office of any scholarships, loans, grants, gifts, employment, or other financial benefits for which they become eligible; any change in their or their family's financial situation; and changes of name, marital status, and address.

C. Following are the deadlines and notification dates for financial aid:

Prospective students planning to apply for financial aid should advise the College of that intent as early as possible. The College's financial aid application may be submitted to the Financial Aid Office prior to the application for admission. The College Scholarship Service's Financial Aid Form should be filed with the CSS as soon as possible after January 2 of the year in which the candidate wishes to be admitted or for January entrance as soon as possible in the year preceding the year the candidate wishes to be admitted.

EARLY DECISION CANDIDATES (Santa Fe only)

Students planning to apply for admission and financial aid under the Early Decision Plan should submit the College's application for financial aid at the earliest possible moment. The additionally necessary CSS 1978-79 Financial Aid Form will be available from high schools or from the College on December 1, 1977, but cannot be filed with the College Scholarship Service until after January 2, 1978. It is therefore vital that Early Decision financial aid candidates identify themselves in ample time for the College to provide them with the Financial Aid Form as soon as it is available.

REGULAR CANDIDATES (Santa Fe only)

Although regular candidates may submit their applications for admission at any time, *the deadline by which they must identify themselves as candidates for assistance by submitting the College's application*

for financial aid is March 1, 1978. Beginning on December 1, 1977, the College will provide the necessary 1978-79 Financial Aid Form, which should be completed and filed with the College Scholarship Service on January 2, 1978, or as soon thereafter as possible. Students all of whose financial credentials are received by the Student Aid Office prior to the March 1 deadline will be notified of the decision on their aid application on April 15.

Students whose applications for financial aid are received after March 1 will not be denied consideration for assistance, but the availability of funds for them cannot be guaranteed.

FRESHMEN CANDIDATES (Annapolis Only)

Although the Annapolis campus has no deadline for receipt of financial aid applications, candidates for admission who are in need of financial assistance should indicate that need as soon as possible. The Financial Aid Form/BEOG Application should be filed with the College Scholarship Service as soon after January 2 as possible. Likewise, the St. John's Financial Aid Application should be filed with the Financial Aid Office as soon as possible after its receipt by the candidate so that applicants can be notified of the decision on their application for financial aid within a few days after they have been approved for admission. Applicants should note also that the earlier an aid application is received, the better the chance that their financial need can be fully met. Candidates for admission applying after March 1 for financial aid have a significantly lower chance of receiving all the funds for which they are eligible than those applying early.

RETURNING STUDENTS

Applications are due by March 1, 1978, from enrolled students who are returning to the College and reapplying for financial aid, or are applying for financial aid for the first time. Beginning on December 1, 1977, the Financial Aid Office will provide the necessary 1978-79 Financial Aid Form, which should be completed and filed with the College Scholarship Service on January 2, 1978, or as soon thereafter as possible. Students whose financial aid credentials are received by the Financial Aid Office prior to the March 1 deadline will be notified of the decision on their application on April 1. Applications completed after March 1 will not be considered until awards have been made for applications completed before the deadline. Awards based on applications completed after the deadline will not be mailed until after April 15.

Students whose applications for financial aid are received after the deadline will not be denied consideration for assistance, but the availability of funds for them cannot be guaranteed.

D. Funds for financial aid awards from the College are available from the following sources:

ST. JOHN'S GRANTS

Funds for its grants are provided by the College from its own resources and all awards are made on the basis of financial need.

ST. JOHN'S SPONSORED NATIONAL MERIT SCHOLARSHIP (Santa Fe)

The College sponsors National Merit Scholarships for finalists in the National Merit competition. Finalists who list St. John's College, Santa Fe, New Mexico, as their first choice and who have been admitted by March 1, 1978, are eligible for the College sponsored National Merit awards. Winners are chosen according to merit. Stipends in excess of \$250 are determined by financial need. Awards are renewed annually and those recipients who wish to be considered for stipends in excess of \$250 should apply for financial aid each year.

BASIC EDUCATIONAL OPPORTUNITY GRANT (BEOG)

This Federal program is designed to provide financial assistance to those who need it to attend a post-secondary institution. Basic Grants are intended to be the first form of assistance in a financial aid package and may be combined with other forms of aid in order to meet a student's demonstrated financial need. Eligibility for the Basic Grant, and the amount awarded, are determined on the basis of the financial resources of the applicant and the applicant's family. No repayment of this grant is required.

SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT (SEOG)

The College awards SEOG's to incoming freshmen and enrolled students each year. These grants are made to students who have exceptional financial need and are unable to pursue a course of study without the grant. Eligibility for SEOG is limited to \$4000 for four years of study in pursuit of the first baccalaureate degree. This grant must also be matched dollar for dollar by a National Direct Student Loan, College Work Study, the Basic Educational Opportunity Grant, and institutional grants or scholarships.

COLLEGE WORK STUDY PROGRAM (CWS)

This program permits the College to give part-time employment to students who need such earnings to pursue their course of study. Students are limited to ten hours per week while enrolled and while classes are in session.

NATIONAL DIRECT STUDENT LOAN (NDSL)

These loans are made by the College directly to students using funds provided, for the most part, by the Federal Government. The maximum loan for four years of undergraduate study for the first baccalaureate degree is \$5000. No interest accrues and no payment is required while the borrower is enrolled at the College. Repayment begins nine months after the borrower terminates attendance at the College. There is provision for deferment if the borrower returns to at least half-time study at another institution. Depending on the total loan commitment, the repayment may extend over as many as ten years.

FEDERALLY INSURED/GUARANTEED STUDENT LOAN (FISL/GSL)

These programs enable a student to borrow directly from a bank, credit union, savings and loan association, or other participating lender who is willing to make the educational loan. The loan is guaranteed by a State or a private non-profit agency or insured by the Federal Government. Any student whose family income is less than \$25,000 per year or who demonstrates the financial need is eligible for one of these loans up to \$2500 per year. However, most lending institutions and State agencies limit borrowing to \$1500 per academic year. No interest accrues and no payment is required while the borrower is enrolled at the College. Repayment begins nine months after the borrower terminates attendance at the College. There is provision for deferment of payment if the borrower returns to full-time study at another institution. Depending on the total loan commitment repayment may extend over as many as ten years.

Except for the Federally Insured/Guaranteed Student Loan and the Basic Educational Opportunity Grant, applicants for financial aid need not apply for funds from any of these specific sources. All these sources are automatically considered in making up the College's financial aid awards.

1977-78 STUDENT BUDGET

FALL FRESHMEN

<i>Annapolis</i>		<i>Santa Fe</i>	
dependent/independent		dependent/independent	
\$4000	\$4000	Tuition	\$4000
175	175	Books	150
625	625	Room	625
850	850	Board	850
50	50	Caution Fee ¹	50
500	540	Personal Expenses	500
---	415	Transportation ²	600

Annapolis		SPRING FRESHMEN	
dependent/independent		Santa Fe	
\$3600	\$3600	Tuition	\$3600
175	175	Books	150
563	563	Room	513
577	557	Board	--- ³
50	50	Caution Fee ¹	50
400	425	Personal Expenses	400
---	415	Transportation	475

¹Freshmen only, covers breakage and is refundable.

²The Annapolis transportation allowance for dependent students is the cost of two round trip air fares to the major city closest to their homes to a maximum of \$784 for distances greater than 400 miles; the transportation allowance for distances less than 400 miles is 10¢ per mile. Santa Fe transportation allowance for all students is the cost of two round trip air fares to the closest major city for non-New Mexico residents who are allowed two round trip bus fares; if a student has an automobile the transportation allowance is \$375 per academic year.

³Undetermined as of time of publication.

BILLING AND DEPOSITS

Billing is done prior to each semester. The total for the year may be paid at the first billing, or payment may be made in equal parts at each of the semester billings, or in monthly installments that may be spread over as much as seven years. First semester fees for freshmen are due on or before August 1. Those who wish to use the monthly installment plan should inquire of the Treasurer about commercial tuition loan plans available. Students with outstanding debts to the College may not register for classes at the beginning of the second and subsequent semesters unless they have made appropriate arrangements with the Treasurer.

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

Each student is required to make a deposit of \$50, called the caution fee, which is subject to charges for laboratory breakage, dam-

age to or loss of College property, and other minor mishaps. This fee must be at the full amount at registration each semester. If unused it is refunded on request at the end of the academic year or when a student leaves the College.

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

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

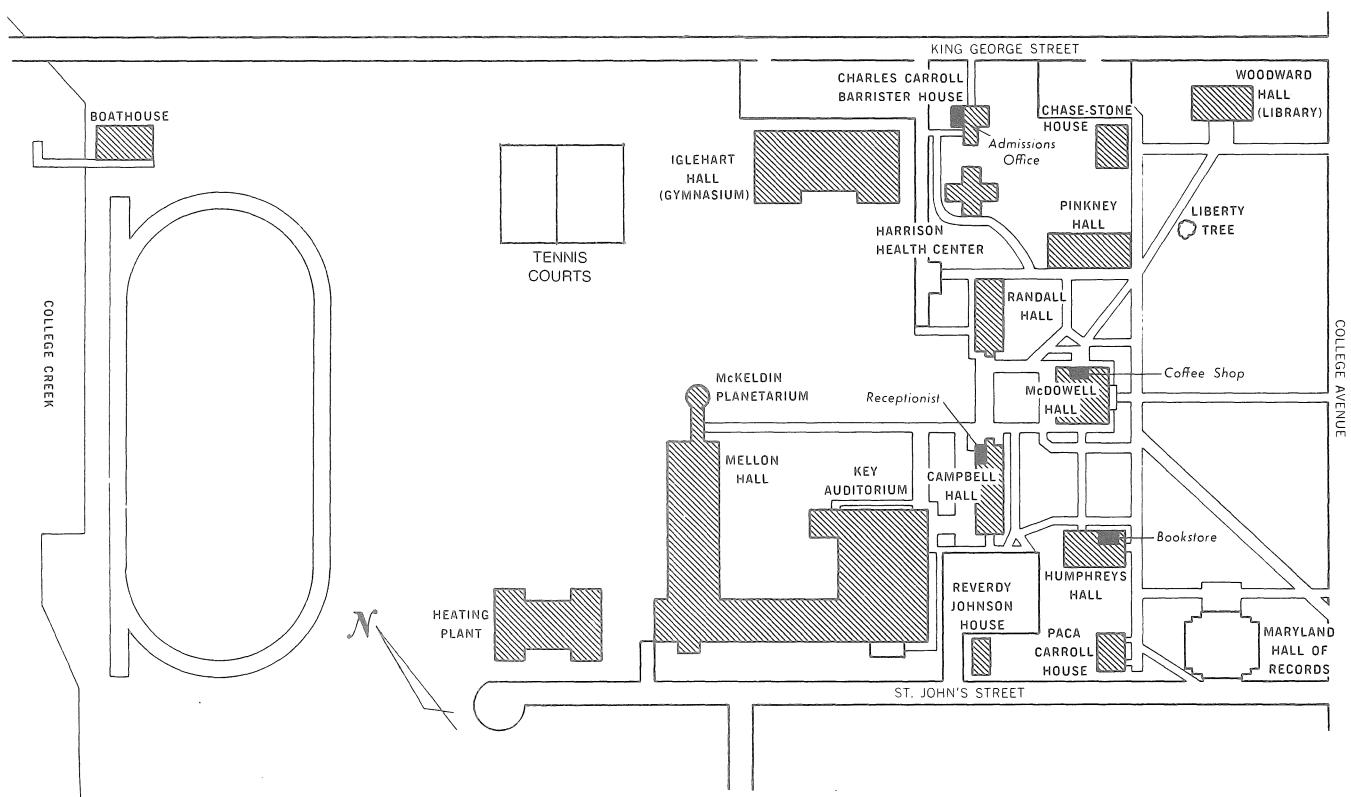
Veterans and social security recipients qualified to receive educational benefits through the Veterans Administration may arrange with the Treasurer's Office a schedule for the payment of fees. These arrangements must be made prior to the beginning of the academic year and after the veteran has received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

In compliance with Federal and State regulations, St. John's has developed a set of policies on minimum standards of progress for veterans enrolled at the College.

1. St. John's will report to the Veterans Administration within 30 days all incidences of official termination or change of status that would affect benefits.
2. Minimum acceptable grades of a C average is expected. If a student falls below this average and/or his tutors think there is a serious academic problem, the don rag committee will recommend a consultation with the Dean who may ask the student to leave the College or may place him on academic probation. During that probation period, support and counseling is available. Failure to meet standards through two semesters of probation must be reported to the V.A. A third semester of certification may not be granted for V.A. benefits without approval of a V.A. counseling psychologist.
3. V.A. requires that grades be given for all courses undertaken and that all grades be considered in arriving at a grade point average. Should a V.A. enrolled student withdraw from any course at any point subsequent to the midterm point of any semester, a grade of F will be assigned.
4. St. John's will report to the V.A. when a student has not successfully completed 75% of the credits attempted.
5. St. John's will inform students on V.A. benefits of this new policy on minimum standards of progress.

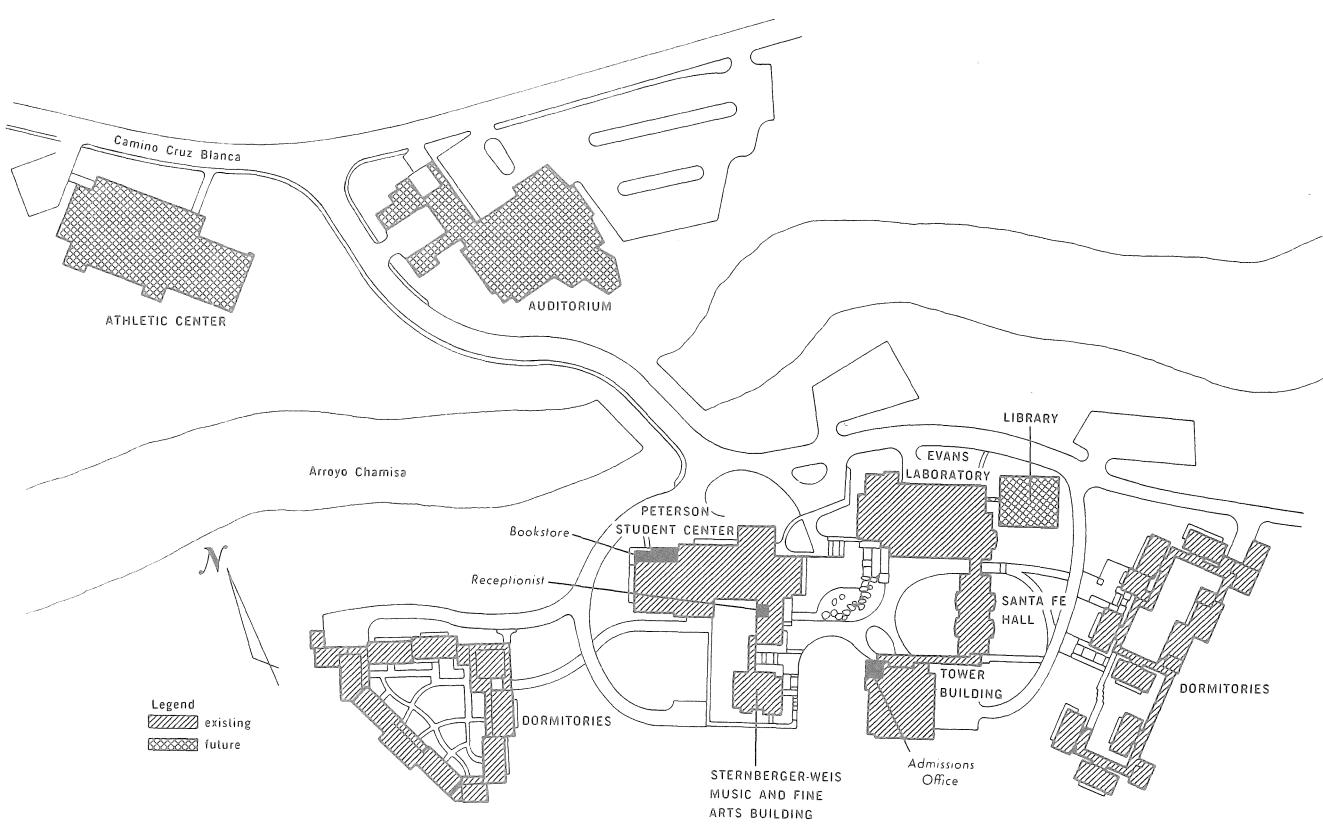
SITE PLAN OF ST. JOHN'S COLLEGE

Annapolis, Maryland



SITE PLAN OF ST. JOHN'S COLLEGE

Santa Fe, New Mexico



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BOARD OF VISITORS AND GOVERNORS

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The Dean of Santa Fe
The Vice President of Annapolis
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New York, NY
- Mrs. Walter B. Driscoll
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- Karl Van Tassel
Lake Forest, IL
- Dr. Dalton M. Welty
Hagerstown, MD

FACULTY

TUTORS

President

Richard Daniel Weigle

B.A., 1931, M.A., 1937, Ph.D. in American Diplomatic History, 1939, Yale University; LL.D., 1957, Washington College, 1958, LaSalle College, 1960, Wabash College, 1965, College of Notre Dame in Maryland, 1969, The Colorado College; L.H.D., 1970, Bard College, 1972, St. Francis College; Litt.D., 1975, St. Mary's College of Maryland; Instructor Yali Union Middle School, Changsha, China, 1931-33; Executive Secretary, Yale-in-China Association, 1934-38; Instructor in History, International Relations and Economics, Carleton College, 1939-42; active duty with the Army Air Corps, 1942-45; Documents Officer, Far Eastern Commission, and Executive Officer, Office of Far Eastern Affairs, Department of State, 1945-49; President, St. John's College; 1949-; Vice-Chairman, Maryland Hall of Records Commission, 1952-; Chairman, Commission on Liberal Education, Association of American Colleges, 1955-57, Treasurer, 1963-66, Vice-Chairman, 1966-67, Chairman, 1967-68; Board of Education of Anne Arundel County, Member, 1951-63, President, 1958-62; President, Maryland Association of Boards of Education, 1961-62; Vice-Chairman, Independent College Funds of America, 1967-68; Chairman, Maryland Commission on the Capital City, 1967-77; President, Board of Trustees, The Key School, 1972-74; Trustee, Yale-China Association; Trustee, St. Mary's College of Maryland.

ANNAPOLIS

Dean of the College in Annapolis

Edward Grant Sparrow

B.A., Harvard College, 1951; LL.B., Harvard Law School, 1954; M.A., Teachers College, Columbia University, 1957; Tutor, St. John's College, Annapolis, 1957-, Addison E. Mullikin Tutorship, 1971-; Acting Director, Integrated Liberal Arts Curriculum, St. Mary's College, California, 1964-66; Dean, 1977-.

Joseph Winfree Smith, Jr.

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

Hugh P. McGrath

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

Curtis A. Wilson

B.A., University of California, Los Angeles, 1945; M.A., 1946, Ph.D., 1952, Columbia University; Tutor, St. John's College, Annapolis, 1948-64, 1973-, Santa Fe, 1964-66; Dean, Annapolis, 1958-62, 1973-77; Visiting Research Fellow, Birkbeck College, University of London, 1962-63; Visiting Associate Professor, 1966-68, Professor, 1968-73, University of California, San Diego; Corresponding Member, Academie Internationale d'Historie des Sciences, 1971-; Andrew W. Mellon Tutorship, 1974-; Sabbatical Leave, 1977-78.

Bert Thoms

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

Barbara Hopkins Leonard

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

Douglas Allanbrook

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

James M. Tolbert

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

Eva T. H. Brann

B.A., Brooklyn College, 1950; M.A., 1951, Ph.D., 1956, Yale University; Fellow of the American Numismatic Society, Summer, 1952; Fellow of the American School of Classical Studies at Athens, 1952-53; Member of the staff of the American Agora Excavations at Athens as Sibley Fellow of Phi Beta Kappa; Instructor in Archeology, Stanford University, 1956-57; Member, Institute for Advanced Study, Princeton, 1958-59; Member, U.S. Advisory Commission for International Education and Cultural Affairs; Tutor, St. John's College, Annapolis, 1957-, Addison E. Mullikin Tutorship, 1971-; Fellow, Woodrow Wilson International Center for Scholars, 1976-77.

Bryce DuVal Jacobsen

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

Edward Malcolm Wyatt

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

Thomas J. Slakey

B.A., St. Mary's College, California, 1952; M.A., Universite Laval at Quebec, 1953; Ph.D., Cornell University, 1960; Tutor, St. John's College, Annapolis, 1959-64, 1976-; Santa Fe, 1959-64; Vice-President for Academic Affairs, 1971-74, Associate Professor, 1974-76, St. Mary's College.

Beate Ruhm von Oppen

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

Laurence Berns

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

Samuel S. Kutler

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

Michael S. Littleton

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

Robert B. Williamson

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

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

Joseph P. Cohen

B.A., St. John's College, Annapolis, 1956; J.D., University of Maryland Law School, 1976; Department of Philosophy, The University of Chicago, 1956-57, 1959-62; University of Vienna Summer School, 1957; United States Army, 1957-59; Lecturer in the Liberal Arts, University College, The University of Chicago, 1960-62; Tutor, St. John's College, Annapolis, 1962-; Visiting Fellow, Yale Law School, 1971-72.

John Sarkessian

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

David H. Stephenson

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

Robert Louis Spaeth

B.S., St. John's University, Minnesota, 1959; Graduate study in physics, University of Illinois, 1959-60; Graduate study in mathematics, University of Wisconsin, 1961-62; United States Army Signal Corps, 1954-56; Teacher, Cathedral High School, St. Cloud, Minnesota, 1960-61; Mathematics Writer, Educational Research Council of Greater Cleveland, 1962-63; Tutor, St. John's College, Annapolis, 1963-; Assistant Dean, 1966-71, Director of the Summer Program, 1969, 1970, 1975, Co-Director of Admissions, 1974-75; Assistant Director of the Graduate Institute in Liberal Education, Santa Fe, 1974-75; Director, The Graduate Institute in Liberal Education, 1975-77; Alderman of the City of Annapolis, 1969-73; Member of the Anne Arundel County Democratic State Central Committee, 1970-73; Fellow of the Institute for Ecumenical and Cultural Research, Collegeville, Minnesota, 1973-74; Visiting Professor, St. John's University, Minnesota, 1977-78.

Louis N. Kurs

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

Benjamin Charles Milner, Jr.

B.A., Emory University, 1949; B.D., Columbia Theological Seminary, 1955; Ph.D., Harvard University, 1965; Teaching Fellow, Harvard Divinity School, 1957-59; Rockefeller Fellow, 1959-60; Instructor in Biblical History, Literature, and Interpretation, 1959-62; Assistant Professor, 1963-65, Wellesley College; Tutor, St. John's College, Annapolis, 1965-; Assistant Dean, 1977-78.

Geoffrey Comber

Diploma in Education, University of London, 1953; A.R.C.M., Royal College of Music, 1954; M.A., Ohio State University, 1957; Fulbright Scholar, 1955; Instructor in Music and Graduate Studies in Philosophy, Ohio State University, 1958-61; Assistant Professor of Philosophy, Huron College, Ontario, 1962-65; Visiting Professor, University of Waterloo, Ontario, 1964; Tutor, St. John's College, Annapolis, 1965-; Assistant Dean, 1970-74, Assistant Director, The Graduate Institute of Liberal Education, Santa Fe, 1970-74; Director of Adult Education, 1968-74, 1975-, Director of Summer Program, 1974, 1976, Associate Director, The Graduate Institute in Liberal Education, Annapolis, 1977-.

George Doskow

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

Howard J. Fisher

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

Brother S. Robert, F.S.C.

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

Gisela Berns

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

Nicholas Maistrellis

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

Harry L. Golding

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

Harvey Flaumenhaft

B.A., 1960, M.A., 1962, The University of Chicago; Woodrow Wilson Fellow, Harvard University, 1960-61; Graduate study, The University of Chicago, 1961-65; Lecturer in the Liberal Arts, The University of Chicago, 1965-66; Lecturer in Political Science, Roosevelt University, 1965; Instructor in Government, Wheaton College, Massachusetts, 1966-68; Tutor, St. John's College, Annapolis, 1968-; Sabbatical Leave, 1977-78.

Ray A. Williamson

B.A., The Johns Hopkins University, 1961; Ph.D., University of Maryland, 1968; Assistant Astronomer, Institute for Astronomy, University of Hawaii, 1967-69; Tutor, St. John's College, Annapolis, 1969-; Assistant Dean, 1974-; Smithsonian Fellow, 1977-78.

Wye Jamison Allanbrook

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

William W. O'Grady, Jr.

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

John F. White

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

Leon Kass

S.B., The University of Chicago, 1958; M.D., The University of Chicago Medical School, 1962; Ph.D., Harvard University, 1967; Fellow, Guggenheim Foundation, 1972; Tutor, St. John's College, Annapolis, 1972-; Leave of Absence, 1976-.

David Edward Starr

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

Leo F. Raditsa

B.A., Harvard College, 1956; University Scholar, 1960-61, University Fellow, 1961-62, M.A., Columbia University, 1962; President's Fellow, 1962-63; Fulbright, University of Munich, 1964-65; Berlin, 1965; Instructor, New York University, Washington Square College, 1965-68, Assistant Professor, 1968; Ph.D., Columbia University, 1969; Tutor, St. John's College, Annapolis, 1973-; Fellow, Hoover Institution on War, Peace, and Revolution, Stanford, California, 1977-78.

Reed Woodhouse

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

Alan Harvey Dorfman

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

David Bolotin

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

Deborah Schwartz Renault

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

Saul Benjamin

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

Joe Sachs

B.A., St. John's College, Annapolis, 1968; Graduate student, The New School for Social Research, New York, 1971-73; M.A., Pennsylvania State University, 1975; Teaching assistant, Pennsylvania State University, 1973-74; Tutor, St. John's College, Annapolis, 1975-.

Amy Kass

A.B., The University of Chicago, 1962; M.A., Brandeis University, 1964; Ph.D., The Johns Hopkins University, 1973; Tutor, St. John's College, Annapolis, 1975-. Leave of Absence, 1976-.

Michael Comenetz

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

Channinah Maschler

B.A., City College of New York, 1953; M.A. in philosophy, Yale University, 1955; University Fellow, Yale University, 1953-55; Alice Freeman Palmer Fellow, work on Peirce, Yale University, 1956-58; Department of Philosophy, Pennsylvania State University, 1959-61; Department of Philosophy, C.C.N.Y., 1961-62; Department of Philosophy, Barnard College, 1962-64; Reader and Translator for Harper Torchbooks, 1965-1970; Queens College A.C.E. Program, 1970-72; Queens College Liberal Arts Institute, 1972-76; Bank Street College of Education, 1972; Tutor, The Graduate Institute in Liberal Education, St. John's College, Santa Fe, 1970, 1972, 1975, 1976; Tutor, St. John's College, Annapolis, 1976-.

Robert P. Druecker

B.S., Marquette University, 1966; Graduate study, philosophy, Yale University, 1966-68; M.A., Boston University, 1974; Woodrow Wilson Fellow, 1966-67; Teacher, Rye Country Day School, Rye, New York, 1968-69; Teacher, Friends Seminary School, New York, 1969-70; Teacher of English and German, Institut France Audio-Visuell, Paris, 1971; University of Paris, 1970-71; University of Florence Summer School, 1971; Teaching Assistant, Department of Mathematics, Boston University, 1972-76; Fulbright and American Scandinavian Foundation Fellow, Norway, 1976; Tutor, St. John's College, Annapolis, 1977-.

Mary Pollingue

B.A., Newcomb College, 1968; M.A., University of Kansas, 1969; National Defense Education Act Fellow, 1968-72; William Rainey Harper Fellowship, 1972-73; Faculty member, Northern Illinois University; Tutor, St. John's College, Annapolis, 1977-.

Thomas E. Flynn

B.A., St. Mary's College, California, 1969; M.S., 1970, and Ph.D., 1973, Mathematics, The University of Chicago; Assistant Professor of Mathematics in the Integral Liberal Arts Curriculum, St. Mary's College, 1973-77; Tutor, St. John's College, Annapolis, 1977-.

Peter Kalkavage

B.A., Pennsylvania State University, 1973; M.A., Pennsylvania State University, 1976; Instructor in Philosophy and the Humanities, Pennsylvania State University, 1976-77; Tutor, St. John's College, Annapolis, 1977-.

Donald Conroy

B.A., St. Mary's College, California, 1970; M.A., University of California, Santa Barbara, 1972; Ph.D., Princeton University, 1976; Teaching Assistant, University of California, Santa Barbara, 1970-72; Teaching Assistant, Princeton University, 1974-76; Assistant Professor in the Integral Liberal Arts Curriculum, St. Mary's College, 1976-77; Tutor, St. John's College, Annapolis, 1977-.

SANTA FE*Dean of the College in Santa Fe***Robert S. Bart**

B.A., Harvard College, 1940; M.A., St. John's College, 1957; Sheldon Traveling Fellow, Harvard University, 1940-41; Tutor, St. John's College, 1946-, Addison E. Mullikin Tutorship, 1968-; Dean, 1977-.

William A. Darkey

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

Thomas King Simpson

B.A., St. John's College, Annapolis, 1950; M.A. in Teaching, Wesleyan University, 1955; Ph.D., The Johns Hopkins University, 1968; Instructor, American University at Cairo, Egypt, 1950-53; Teaching Intern, St. John's College, Annapolis, 1955-56; Tutor, 1956-; Santa Fe, 1973-, Curriculum counselor and member of the faculty, The Key School, 1970-73.

Michael Ossorgin

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

Charles G. Bell

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

Samuel Emmons Brown

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

Dean R. Haggard

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

Robert D. Sacks

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

Robert A. Neidorf

B.A., 1951, M.A., 1955, The University of Chicago; Ph.D., Yale University, 1959; Instructor and Assistant Professor of Philosophy, Bucknell University, 1959-62; Tutor, St. John's College, Annapolis, 1962-64, Santa Fe, 1967-, Director, Graduate Institute in Liberal Education, Santa Fe, 1970-73; Dean, St. John's College, 1973-77; Sabbatical leave, 1977-78; Assistant and Associate Professor of Philosophy, State University of New York at Binghamton, 1964-67.

John S. Steadman

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

Thomas A. McDonald

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

David Clifford Jones

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

Robert M. Bunker

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

Don B. Cook

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

Elliott T. Skinner

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

Richard Bowen Stark

The Colorado College, 1941-42, A.B., Colorado State College of Education, 1948; M.M., Yale University School of Music, 1948-52; United States Air Force, 1942-45; Associate Professor of Piano, Director of the Choir, 1958, Fisk University, Tennessee; Visiting Professor of Music, Wesleyan University, Connecticut, 1959-60; Curator of Collections, 1962-66, Curator of Music Research, 1966-70, Museum of International Folk Art, Santa Fe, New Mexico; Part-time Tutor, St. John's College, 1965-72; Tutor, Santa Fe, 1972-76; Musician-in-Residence, 1976-; Research Project in Spain, National Endowment for the Humanities and International Folk Art Foundation, 1973-74; Research Project in Spain, National Endowment for the Humanities, Summer, 1976.

Stuart Boyd

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

Roger S. Peterson

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

E. Ray Davis, Jr.

University of Wisconsin, 1953-55; B.A., St. John's College, 1962; M.A., History and Philosophy of Science; University of Indiana, 1965; N.D.E.A. Fellowship, University of Indiana, 1962-65; Tutor, St. John's College, Santa Fe, 1966-, Assistant Dean, 1977-.

Ralph Swentzell

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

Timothy P. Miller

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

R. Thomas Harris, Jr.

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

Glenn A. Freitas

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

Paul David Mannick

B.A., California State College at Long Beach, 1970; M.A., St. John's College, Santa Fe, 1973; Ph.D., University of St. Andrews, Scotland, 1977; Tutor, St. John's College, Santa Fe, 1974-77.

Philip LeCuyer

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

Alfreda L. Verratti

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

Howard Zeiderman

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

James R. Mensch

B.A., St. John's College, Annapolis, 1967; M.S.L. (Licentiatus in Studiis Mediae Aetatis), The Pontifical Institute of Mediaeval Studies, Toronto, 1970; Ph.D., University of Toronto, 1976; Instructor, University of Toronto, 1970-71; Canada Council Fellow in Philosophy at the University of Toronto, 1970-71, University of Innsbruck, 1971-72, University of Munich, 1972-73; Tutor, St. John's College, Santa Fe, 1973-.

Richard L.L. Michaud

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

Stephen R. Van Luchene

University of Guadalajara, Summer, 1967; Universidad Nacional de México, Summer, 1968; B.A., Arizona State University, 1969; M.A., 1971, Ph.D., 1973, University of Notre Dame; Journalist, Arizona Magazine, 1969; Teacher, English as a Second Language, Bell School, Cambridge, United Kingdom, 1969; Teaching Assistant, Department of English, Notre Dame, 1971-73; Tutor, St. John's College, Santa Fe, 1973-.

Bruce E. Venable

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

Gerald Lee Myers

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

David L. Townsend

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

Kent H. Taylor

B.A., Yale University, 1963; M.A., University of Georgia, 1965; Ph.D., University of California at Santa Cruz, 1976; University of California at Santa Cruz, 1967-68; Defense Language Institute, Monterey, California, 1968-69; Heidelberg University, 1971-73; Instructor, University of Georgia, 1965-67; Teaching Assistant, University of California at Santa Cruz, 1967-71; Tutor, St. John's College, Santa Fe, 1974-.

Georgia S. Knight

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

Elizabeth S. Engel

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

John Joseph Verdi

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

Philip Prescott Chandler, II

B.A., St. John's College, Santa Fe, 1968; Ph.D., University of California at San Diego, 1975; Junior Fellow, Center for the Study of Democratic Institutions, 1968-69; Graduate study, mathematics and philosophy, Oklahoma State University, 1969-70; N.D.E.A. Fellow, 1970-73, Dissertation Fellow, 1973-74, University of California at San Diego; Instructor, mathematics, Oklahoma State University, Summer, 1973, Summer, 1975; Instructor, 1974-75, Assistant Professor, 1975-76, Assistant Director, Spring, 1976, Collegiate Seminar Program, University of Notre Dame; Tutor, Graduate Institute in Liberal Education, St. John's College, Santa Fe, 1976, Tutor, St. John's College, Santa Fe, 1976-.

Lynda Jean Johnson

B.A., St. John's College, Santa Fe, 1971; M.A., University of North Carolina, 1975; Ph.D. Candidate, The Catholic University of America; Tutor, St. John's College, Santa Fe, 1977-.

TUTORS EMERITUS

Jacob Klein, Ph.D., Dean, St. John's College, 1949-58.

William Kyle Smith, B.S., Th.B., Th.M.

Simon Kaplan, Ph.D.

Wiley W. Crawford, B.A., M.A., Ph.D.

HONORARY FELLOWS

Paul Mellon

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

John Gaw Meem

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

OFFICERS, ASSOCIATES, AND STAFF**ANNAPOLIS**

President

Richard D. Weigle

Dean

Edward G. Sparrow

Vice President

William B. Dunham

Treasurer

Charles T. Elzey

Assistant to President

Charles A. Cooley

Assistant Deans

Barbara H. Leonard

Benjamin Milner

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Leanore B. Rinder

Director of Admissions

Joanne Aitken

Librarian

Charlotte Fletcher

Director of Athletics

Bryce DuVal Jacobsen

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Philip Aaronson

Director of Adult Education

Deborah Renaut

Deputy Director, College Relations

Director of Alumni Activities

Thomas Parran, Jr.

Alumni Secretary and

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Business Manager

Joseph A. Jackins, Jr.

Director of Placement

Brenda Robertson

Superintendent of

Buildings and Grounds

David W. Tucker

College Physicians

Charles Kinzer

Sigmund A. Amitin

James L. Rivers, Jr.

College Nurse

Marilyn Kyle

SANTA FE

President

Richard D. Weigle

Dean

Robert S. Bart

Vice President

J. Burchenal Ault

Treasurer

Emery C. Jennings

Director of Graduate Institute

Dean R. Haggard

Assistant Dean

E. Ray Davis, Jr.

Registrar

Ellen Gant

Director of Admissions

Richard D. Stephenson

Librarian

Alice H. Whelan

Director of Student Activities

Istvan Fehérváry

Director of Financial Aid

Alberta L. Rivera

Director of Adult Education

John S. Steadman

Director of Placement

Beverly Smith

Superintendent of

Buildings and Grounds

Stanley Nordstrum

College Physician

Alfred W. Pinkerton

College Nurse

Peggy H. Elrington

PROFILE: FALL 1976 AND JANUARY 1977 CLASSES

	Annapolis	Santa Fe		Annapolis	Santa Fe
States Represented	31	30	Canada	4	
Arizona	1	4	Egypt	2	
Arkansas	1	1	England		1
California	5	24	Ireland	1	
Colorado		6	Mexico		1
Connecticut	6	1	Number of Students	136	101
Delaware	1		Men	78	46
District of Columbia	5	2	Women	58	55
Florida	2		National Merit		
Georgia	2		Honors	45	33
Hawaii		1	Scholars	3	4
Idaho		1	Finalists	9	6
Illinois	5	7	Semi-Finalists	3	5
Indiana	1		Commended		
Iowa		2	Students	30	18
Kentucky	2		Early Entrance	7	11
Louisiana			Previously Attended		
Maine	1		College	44	41
Maryland	19		Ranges of Ages	15-59	16-31
Massachusetts	4		Veterans	3	4
Michigan	3		Kind of School		
Minnesota	1		Attended		
Mississippi			Public	100	84
Montana	1		Independent	23	10
New Jersey	10		Parochial	13	7
New Mexico			Receiving Financial		
New York	10		Aid	57	58
North Carolina	2		Rank in Class*		
Ohio	6		First Fifth	58%	72%
Oklahoma			First Tenth	46%	50%
Oregon			Second Tenth	12%	22%
Pennsylvania	11		Second Fifth	22%	15%
Rhode Island	1		Third Fifth	9%	9%
South Dakota	1		Fourth Fifth	7%	2%
Tennessee	1		Last Fifth	4%	2%
Texas	1	10			
Utah					
Vermont	1				
Virginia	20	2			
Washington	2	3			
Wisconsin	2	1			

*Not included in the Annapolis table are 27 students and in the Santa Fe table 13 students for whom rank in class was not available.

ST. JOHNS COLLEGE

ANNAPOLIS, MARYLAND • SANTA FE, NEW MEXICO

Application for Admission

The following questions are designed to give you an opportunity to write fully and freely about yourself. We want a large sample of your writing. Every application is read carefully by members of the Admissions Committee. We know that many applications for admission to St. John's are written by persons under academic and other pressures; we do not expect perfection. We ask all applicants to answer questions 1-5. Successful applicants usually write six to ten typewritten pages, and often more, in their answers to questions 1-5.

- Evaluate the strengths and weaknesses of the formal education you have had until now.
- Describe your reading habits and your experience with books. Choose some book that you have liked well and discuss some single aspect of it (not the book as a whole).
- Explain in detail why you wish to go to college and why, in particular, you wish to attend St. John's. What does your family think of your educational plans?
- Select some experience from which you have derived exceptional profit, and describe it, explaining its value to you.
- If you are now in school, tell how you spent the last two summers. If you are not in school, tell how you have been occupied since leaving school.

Questions A-L are all optional. Answer those that you think are relevant to your application.