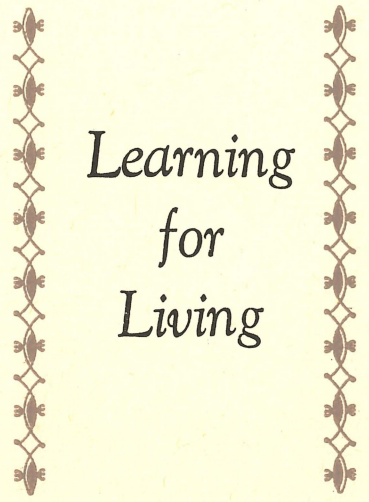


Learning
for
Living



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*The St. John's Approach
to the
Liberal Arts and Sciences*

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Learning for Living

EVERY young person choosing a college might well ask himself this question:

Do I want to be *trained*, or

Do I want to be *educated*?

There is a great difference.

It is relatively simple—as well as enormously important—to train people for specific jobs and skills—to become engineers, lawyers, doctors, accountants, salesmen or skilled craftsmen.

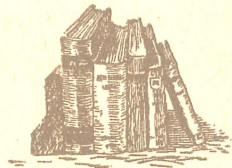
But the more difficult job is the task of education. For true education must be far broader than training. To educate a person does not mean to educate him for a

specific job. It means rather to educate him in the liberal arts so that he understands himself and the society in which he lives. Only then can he choose intelligently, and on good grounds, the job he is best suited for—and more generally the kind of life he is going to live.

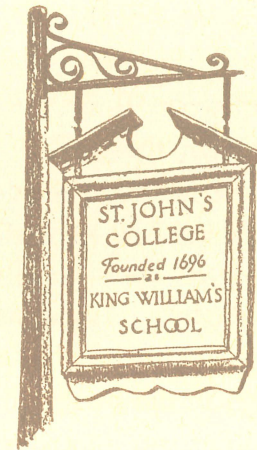
Atomic energy, the United Nations, penicillin, communism, jet propulsion, social security, universal military training—these are all results of the struggles that have gone on and still go on in the minds of men. These are part of the complicated world—the world of ideas—which you have inherited. These are your problems.

To be educated means to be able to understand this world and to take part in the struggle of ideas. You have to see how you and what you do are related to the world around you. You have to see the way facts and ideas fit together.

Only the man with more than training—with education—will be able to use his training intelligently and guide his own life in an increasingly complex world. This stress on *learning for living* is an underlying principle at St. John's College in Annapolis, Maryland. How this principle is applied in practice is explained in the following pages.



How the St. John's Program Started



IN any good college or university it is possible for you to find and follow the way of the liberal arts. But St. John's College is perhaps the only college completely dedicated to this way.

Established originally in 1696, St. John's has in effect restored and brought up to date the education which the founding fathers of our Republic received. The present program was put into effect in 1937, when a group of educators revolted against the trend toward excessive specialization in modern education, the trend toward placing students in narrow slots and pigeon-holes as future engineers, future doctors, future lawyers, future technicians.

These educators felt that the compartmentalized courses of many colleges were producing graduates who had "majored" and "minored" in one subject or another,

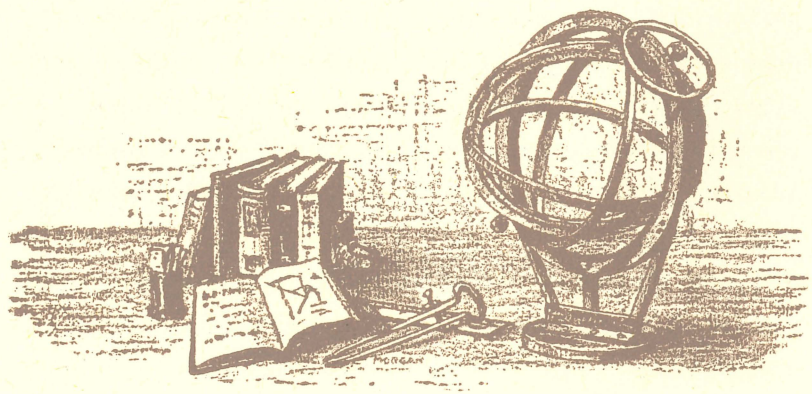
who were loaded with undigested information, but who were not prepared to think with breadth and balance.

Such graduates found it difficult to develop fully their abilities as human beings. They had never grappled strongly with the basic questions, the eternal questions of living. They had never come into possession of the rich heritage of Western thought.

St. John's College stands for the idea that the liberal arts college should be concerned with transmitting this heritage and with continually examining it and restating it in fresh terms that will have meaning for you and all other students.

Whatever you expect to do in life, you will find a liberal arts education the best preparation for living. The liberal arts—skills of thinking clearly, expressing ideas, and making right decisions—really set free the mind of a man. They are not identical with any college course, but they can be developed by reading, discussion, study, and experiment.

Let us now see how this is done at St. John's—



The St. John's Program



Learning through Discussion—The Seminar

AT St. John's everything depends on the student's active participation. He does not have to sit passively, hoping that a notebook filled with lecture notes will pass for learning.

The seminar is a good illustration of how the student participates.

At a St. John's seminar, you and nineteen other students gather around a large table. Here, every Monday and Thursday evening, you will discuss, with two or three of your teachers taking part, some of the important ideas or questions which come out of the reading assignment. Mostly they are big questions, as important now as when first raised.

You read Homer's *Iliad*, and might discuss why wars are fought.

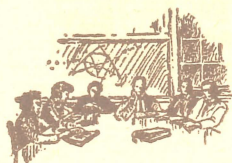
You might consider whether it is ever right to disobey an unjust law, after reading Plato's *Crito*.

You might ask whether the Declaration of Independence is correct in stating that "all men are created equal."

You might ask why *Moby Dick* is a great novel, or how the ideas of Freud or Darwin stand up today under examination.

Your reading will involve the great books of our heritage—ranging from Homer to the *Federalist Papers*, and from the *Bible* to Tolstoi. You will learn how to read them, how to understand the ideas in them, how to put across your opinions in conversation, how to see both sides of a question clearly, and how to make an intelligent choice or decision.

This is the seminar—you learn to think in the give and take of argument and discussion.



Learning through Symbols—The Tutorials

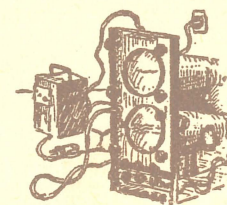
WHenever you read, discuss, write or figure you use symbols—letters, words, numbers, figures, and sounds. Man can have no understanding without them.

At St. John's you will explore these symbols and learn to understand their use. You will learn that there are

different kinds of language—the language of mathematics, for example, or the language of music.

Every morning you will have two classes—called tutorials—where you and eleven of your classmates will study the symbols of language and mathematics, with a faculty member taking part as tutor—and again with maximum student participation.

In one tutorial you will study foreign languages in order better to understand and use your own language, English. In another tutorial, by working with mathematical proofs and problems, you will come to understand the language of numbers and figures. During your first year you will also spend two hours a week learning about music.



Learning through Experiment— The Laboratory

YOU can hardly expect to understand the world around you without acquainting yourself with the ways in which science has changed it and continues to change it. You will, therefore, have to explore the principles and methods of science. The best way to do this is to

work in a laboratory, and thus come to grips with science and the scientific method.

Twice a week you will meet with nineteen of your classmates in the laboratory and learn how to measure, how to observe and how to conduct experiments. During your four years at St. John's you will thus learn how the sciences of physics, biology and chemistry are built up. And you will discover how what you do in the laboratory is related to your tutorial and seminar work.

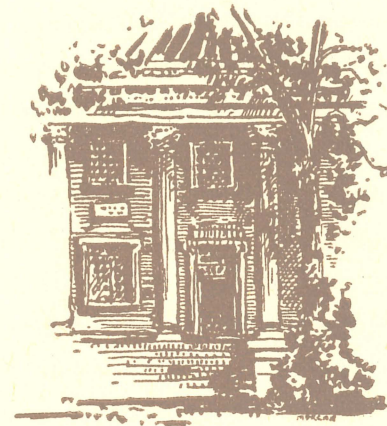
Learning through Listening

The Formal Lecture

WHILE there is no lecturing in the seminars and tutorials, every Friday evening the whole college gathers to listen to a formal lecture. The lecturer may be a member of the faculty or a guest—a scholar, a poet, a man of public affairs. He speaks on some subject of general interest, which is followed by an extensive and informal discussion period.

This is where you learn to listen attentively—without taking notes—and where you are able to put into practice the intellectual skills which you have acquired. Occasionally a concert replaces the formal lecture. At such times, it is the custom for the visiting artists to remain on the campus over the week-end, giving informal concerts and talking with students.

A Community of Learning



THE seminar, the tutorials, the laboratory, and the formal lecture support each other. What you learn in one of the branches of the program always has some bearing on what you learn in the others. There is coordination of learning throughout, as there should be in a well-planned course of study.

But such coordination cannot be achieved merely by fitting pieces of your learning together. It is the teachers who really make it possible.

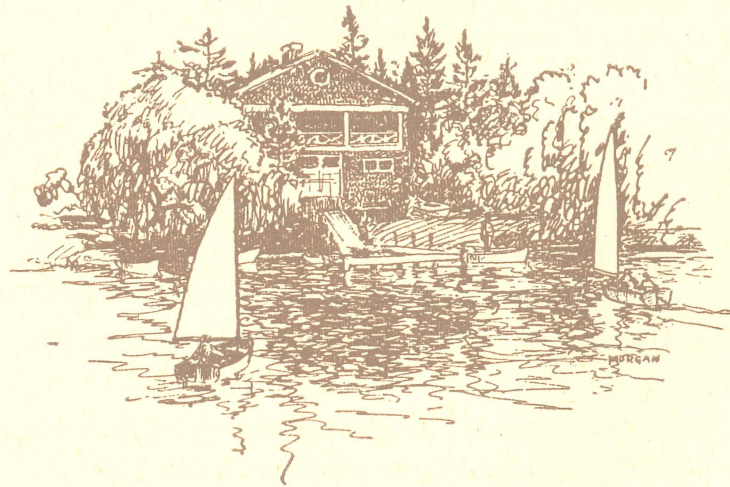
At St. John's, no member of the faculty is confined in his teaching to a single subject, or to one branch of the program. Each teaches in various tutorials, seminars, and laboratory sections. He knows what the student is learning in all of them.

The teacher acts as a link between the various branches of the program and—more important—as a link between

you and the great heritage of ideas. He considers himself as much a learner as a teacher. He learns with you as you learn with your classmates. The faculty and students are a true community of learning.

Classrooms, of course, are not the only places where learning goes on. At St. John's students learn wherever they find themselves, whether inside the classroom or out—in the dining hall, in the coffee shop, in the bookstore.

Extra-curricular activities at St. John's are many and varied. There are good intramural athletic programs, sailing in the college fleet, theatrical performances by the King William Players, movies, dances, art activities, a college paper—there are also Bible classes. Most of these activities are in the hands of the students—controlled by the student government. All of them fit into the main goal of the College, which is—to give you an education.



What Do St. John's Graduates Do?

THIS all makes sense, you might say, but what will I be able to do when I finish at St. John's. I will not have majored in anything. Can I enter graduate school? Will I be able to get a job? After all, I have to make a living!



Here is the answer. The graduates of the College over the last dozen years have gone into almost every field of activity. One quarter are in the professions—teaching, law, medicine, and the ministry. One out of five have gone into industry or commerce. Others are in farming, labor union offices, newspaper work, radio and television, the theatre, social service work, and government jobs. In short, St. John's alumni do practically anything.

St. John's graduates have built up a good reputation for themselves in graduate and professional schools. More than half of all recent alumni have entered upon graduate work, studying in over twenty different fields, including law, philosophy, literature, medicine, education, mathematics, and physics. They have chosen sixty universities for this study, many of them going to Columbia, Chicago, Yale, Harvard, Virginia, and the Johns Hopkins University.

This is the record.

In Summary

The Most Important Task

THIS college holds that its most important task is the development of a man's mind to an understanding of himself and the world about him. It also holds that education should not stop with graduation from college. A man or woman must grow throughout life by the wise use of leisure. St. John's wants to impart the impulse to keep on with your education so that your life may become meaningful and satisfying.

Choosing Your Goals

FEW students know now what they want to be. Their experience at the start of college is not yet broad enough to guarantee a wise choice of specialized training. At St. John's—and this is an important point—you are not forced to make up your mind about your career *while in college*—and that is often an advantage. How much more sensible to develop your intellectual capacities so that you are able to know what you can and should do when you graduate! You will then make the choice freely, and with greater maturity and wisdom. It is of course possible to decide upon your future before you graduate—the St. John's curriculum then allows you to devote more time to the area of your major interest.

Effect on Your Future Career

IN this world of specialists and technicians, the man or woman most in demand is the one who understands the broad picture, who can think, express ideas, and make wise decisions. A lawyer must be more than a law clerk, an engineer more than a draftsman, a government official more than a bureaucrat. The skills you learn at St. John's—critical analysis, logical reasoning, clear expression—will enable you to perform the particular requirements of any job with greater effectiveness and understanding.

The Good Life

VASTLY more important than the choice of a career is the way you will live your life. You have and will continue to have intellectual and spiritual needs which you cannot escape. Man does not stand still in his questioning. He is perpetually seeking. And that means that he must educate himself continually. There is no limit to your education.

The four years at St. John's will be *learning for living*. They will impel you to go on with your learning throughout your lifetime. Living and learning must always go together. This is the way man should live. This is the only way to achieve the good life.

St. John's College limits its enrollment to 300 students. It is non-sectarian and admits both men and women. There are no racial, religious or economic bars. Entrance requirements are contained in the Catalogue, a copy of which may be obtained by addressing—

*The Director of Admissions
St. John's College
Annapolis, Maryland*

