

**GRADUATE  
INSTITUTE IN  
LIBERAL  
EDUCATION**



**ST. JOHN'S COLLEGE 1984-85**



## ST. JOHN'S COLLEGE

of Santa Fe, New Mexico and Annapolis, Maryland  
announces the eighteenth annual session of the

### GRADUATE INSTITUTE IN LIBERAL EDUCATION 1984-1985



Designed for teachers and other college graduates  
Leading to the degree of Master of Arts

Summer session (both campuses)  
June 17 to August 10, 1984

Evening program at Santa Fe and Albuquerque  
throughout the academic year

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## ST. JOHN'S COLLEGE

### GRADUATE INSTITUTE IN LIBERAL EDUCATION

## THE COLLEGE

St. John's is an independent college committed to the pursuit of the liberal arts through the study and free discussion of classic works of thoughtful literature in the Western tradition.

"Liberal arts" here means the arts of freedom; that is, those intellectual skills and habits of mind that dispel illusion and foster the unimpeded activity of our most fully human powers of thought and action. Though these surely include the traditional arts of language, logic, and mathematics, they are by no means limited to them. The books studied are chosen for their ability to illuminate the perennial concerns of human life, challenge the conventional assumptions of the current age, and—above all—communicate the delight of discovery and the strength of understanding. Such works may be in any genre or about any subject. The curriculum is meant to include the best of our civilization's poetic, scientific, political, religious, philosophic, and historical literature.

St. John's College is without religious affiliation or political ideology and strives to exercise its independence of judgment to select works which propound diverse doctrines but make their statements at such a level of understanding or with such quality of expression as to render them exemplars of the liberal arts.

When St. John's adopted its present program in 1937, it was in part reaffirming the tradition of classical studies extending back to its founding in Annapolis, Maryland, about two centuries earlier, and beyond that to the European university. On the other hand, by displacing lecture with discussion as the principal mode of classroom work, the college undertook at that time to live by the conviction that the ultimate authority in the most important matters is the intelligence in each student, and that this intelligence is best fostered and shared in frank, open, respectful conversation. The success of this experiment led to the founding of a second campus in Santa Fe, New Mexico, in 1964. In 1967 the same sort of education was extended to graduate students with the opening of the Graduate Institute in Santa Fe; the success of this venture led to establishing the same graduate program on the Annapolis campus in 1977 and to an extension of the Santa Fe program to Albuquerque in 1982.

#### THE GRADUATE INSTITUTE IN LIBERAL EDUCATION

The Graduate Institute offers a program of liberal arts studies based on the experience and educational convictions of St. John's College. The Graduate Institute

invites college graduates with diverse educational backgrounds to join in reading the great books of our civilization and in discussing the trenchant questions these books raise. Though originally conceived with the needs of secondary school and junior college teachers in mind, the program has proved to be of great interest and value for people of many professions and walks of life. This is perhaps natural, since this program involves students in serious thought and conversation about many of the principal concerns of civilized mankind and does so by means of some of the finest works of our intellectual predecessors. The Institute's program of studies includes the following segments: *Politics and Society*, *Philosophy and Theology*, *Literature*, and *Mathematics and Natural Science*.

When a student has successfully completed the four segments of this program, he or she is awarded the degree of Master of Arts. In eight weeks' work in the summer program offered on both campuses, or in sixteen weeks' study in the year-round evening program now available at Santa Fe and Albuquerque, a student will ordinarily complete one of the four segments and earn nine hours' graduate credit. Not more than half of the Graduate Institute course work to be applied to the fulfillment of the requirements for the Master of Arts degree may be taken off-campus. Exceptions to this policy may be granted upon petition by the student. The Graduate Institute on either campus gives complete recognition and full transfer credit to studies completed on the other campus. As many as nine hours of appropriate graduate credits earned in other institutions may be accepted for transfer credit in lieu of one segment, or part of a segment, of the program. This program is accredited by the North Central Association of Colleges and Schools and approved for teacher recertification by the New Mexico and Maryland State Boards of Education.

More than 200 students from all parts of the country and abroad studied with us in the past year, and in a given summer the resident community on a given campus may number well over 100 students. The faculty consists mainly of experienced teachers of St. John's College, together with a small number selected from other institutions. The Graduate Institute in Liberal Education is an equal opportunity institution.

#### THE CAMPUSES

Both campuses of St. John's College are located in historic capitals of the colonial New World, and each enjoys the advantages of its own cultural and artistic



# THE MEANS OF LEARNING

regional heritage, institutions of learning and the arts, and natural scenic and recreational facilities.

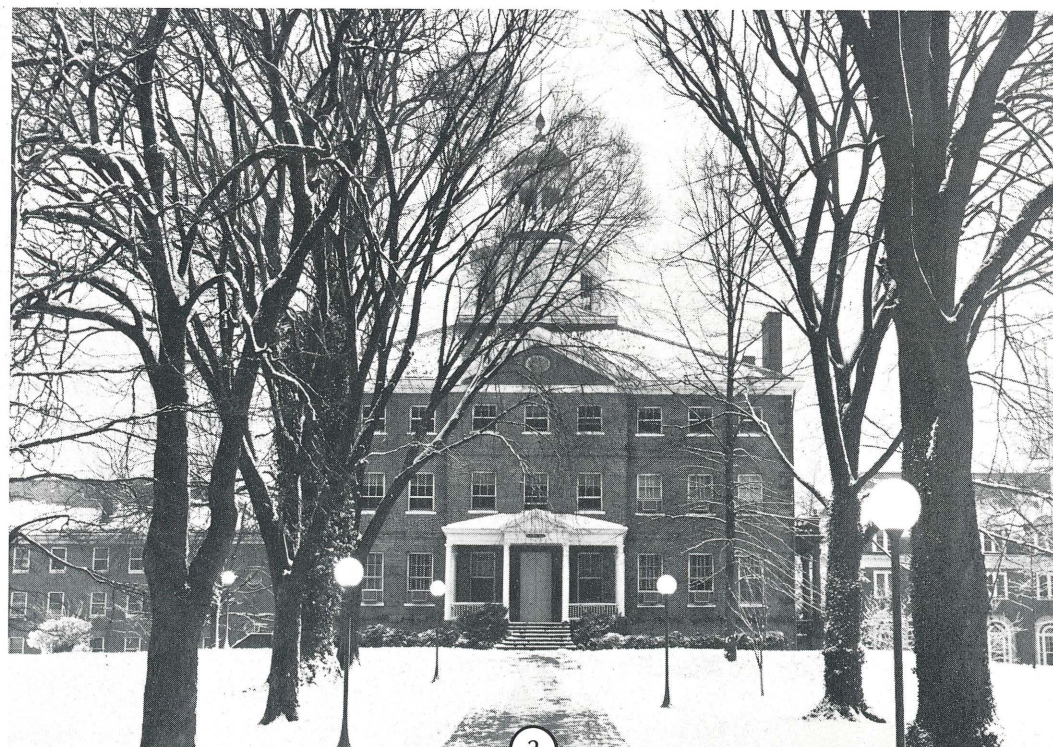
**Santa Fe** was founded by Spanish mission priests more than three and one-half centuries ago; it is the oldest capital city in the United States and has served four sovereign governments as a fortress or administrative center. The city contains ancient landmarks, historical sites, and religious shrines, most of which are carefully preserved and open to visitors. It is surrounded by mountains containing many ancient and contemporary centers of Indian life, Spanish colonial sites and villages, and relics of early Anglo-American settlements. Traditional and contemporary arts abound in Santa Fe, and the Santa Fe Opera Company performs throughout the summer months.

St. John's College in Santa Fe is located within the city limits on a spacious tract on the western slope of the Sangre de Cristo Mountains. Because it stands at an altitude of more than 7,000 feet, the College here enjoys hot summer days and very cool nights. Some warm clothing is necessary for comfort. Casual clothing is customary for classes, but more formal dress is suitable on occasion. The College is a short drive from the downtown Plaza. Frequent transportation to the Plaza and nearby points of interest is

available to Institute students in the summer. Tennis courts and athletic fields are available on campus.

**Annapolis**, founded more than three centuries ago as a British colonial town, is the capital of Maryland and the original home of St. John's College. The city's population of 30,000 people is occupied largely with the training of midshipmen at the United States Naval Academy, with the government of the State and of Anne Arundel County, with the fishing industry and recreational activities of Chesapeake Bay, and with the liberal education of young men and women at St. John's College.

The College's thirty-six-acre Annapolis campus lies one block from the State House and across the street from the Naval Academy yard. Fifteen buildings here constitute the physical plant of the College, including three historic eighteenth-century structures and four completely modern buildings. Graduate dormitory rooms and classrooms are air-conditioned. Campus facilities include tennis courts, a gymnasium, and a boathouse with modest canoeing and sailing facilities. Annapolis is about forty-five minutes from the vast educational, cultural, and governmental facilities of Washington, D.C.



## THE BOOKS

The Graduate Institute was founded to provide mature, college-educated men and women with an opportunity to consider fundamental questions raised and developed within the traditions which have formed our civilization. It has accordingly seemed appropriate to choose texts more for their depth of inquiry, originality of thought, or power of reasoning than for any supposed completeness of coverage of subject matter. Indeed, when we attempt to understand and develop reasoned opinions of our own about the meaning and truth of such classic writings as the *Bible*, Plato's *Republic*, and Hobbes' *Leviathan*, we find that classifications "political science," "philosophy," and "theology" can hardly contain the works; all of them clearly bear upon the same elements of our lives and call for different decisions on the very same matters. These differences develop in the course of time and in the writings of authors responding to the works of their predecessors. Reading such works in chronological sequence conveys a sense of participation in an age-old, continuous conversation about issues of the highest importance. Students and faculty at the Graduate Institute participate in that conversation by reading and discussing these books, and by confronting the books and themselves with possibilities and dif-

ficulties that they find. They try to ascertain not how things were, but how things are and, perhaps must be.

The clear interconnectedness of the parts, subjects, and occasions of this conversation and the elusive unity of the whole make departmental divisions somewhat artificial. Nevertheless, for convenience, the curriculum is divided into the four regions of social, broadly poetic, scientific, and religious or philosophic studies. The unity of these appears constantly, not only in their inclusion in a single extended course of study, but most tellingly in the allusion and cross-reference of classroom conversation. Students in the Literature segment are by no means forbidden to discuss the social responsibility of literary artists or the theological thought of a novelist or lyricist, and reference to Plato, Aristotle, St. Paul, or Freud may very well come naturally in pursuit of some question raised while discussing John Donne or Shakespeare.

## THE FACULTY

To help such conversation occur while guarding it from the dangers of incoherence and irrelevance is the difficult task undertaken by the men and women of the faculty. The kind of teaching and learning that goes on at St. John's presupposes a faculty significantly different





from those of many other schools. There are no academic ranks or departments; all teaching members of the faculty have the title of Tutor. Each tutor has a specialized competence in at least one field of knowledge, but he is willing to learn continually in every other field. He teaches in subjects other than his own specialty, and in every class his own learning goes along with his teaching. What distinguishes a tutor from his fellow students in the classroom should be his openness to the depth and range of the issues and his capacity to pursue questions as far as his class is able. A tutor's most conspicuous classroom activity, accordingly, should be asking and clarifying questions to facilitate the full engagement of the rest of the class in the joint enquiry.

THE PROGRAM

Full-time students at the Graduate Institute enroll in one segment of the curriculum each session. The program in each segment consists of three different classes: a seminar, a tutorial, and a preceptorial.

The seminar is the heart of the program. Two tutors and about eighteen students meet around a large table on Monday and Thursday evenings for at least two hours. A tutor opens the session by proposing a question based on the assigned reading from one of the books of the program; thereafter, students and tutors converse together about the opening question or about related problems. Students do not raise their hands for recognition, and tutors do not moderate by calling on individuals for recitation.

The conversation is characterized by openness, concern, and clarity. Openness is expressed in the willingness to state one's own opinions reasonably and to entertain the opinions of others seriously. The conversation can only give rise to genuine discovery and renewed conviction if the participants are attentive and ready to question the significance of their own mental habits. Concern arises in the effort of each member to grasp the importance of both what is said in the book and around the table, and to understand what is said in the best possible light; the seminar is not a debate. Clarity emerges when, often with the help of others, the participants are able to formulate what is thought or felt in such a way that it is accessible for all to consider.

Near the end of the eight-week seminar session, there is a thirty-minute oral examination for each student; this is based on the seminar assignments and conducted by seminar tutors. Its purpose is to give the student an opportunity to think through an issue like those considered in seminar, but in a more concentrated and self-directed way. Though the student's retention of the argument or main lines of the author's discourse is necessarily presupposed, that is not what is to be tested. At best an oral examination becomes an intimate seminar in which new problems and insights are generated.

The tutorial is a class of ten to fourteen students and one tutor which meets about twice as often as the seminar for periods of at least an hour and a quarter. The custom in Santa Fe is that these occur four of the five weekday mornings during the summer session. In Annapolis tutorials generally meet four afternoons a

week through the summer session. Assignments are shorter than in seminar, and the emphasis is upon close reading and criticism. Students are usually asked to supplement their contributions to the discussion with two brief papers during the early weeks of the session.

The preceptorial is a class of eight to twelve students and one tutor studying a single book or problem, meeting usually for four hours per week, although laboratory preceptorials may meet for longer periods. Each student chooses a topic pertinent to the book or problems under discussion and, with the help of several individual conferences with the tutor, writes a long essay. This essay is the only lengthy paper that students are asked to write during the session; the preceptorial essays written over the course of three or four sessions replace the conventional master's thesis for Institute students.

All seminars and tutorials in a given segment of the curriculum study the same materials. There are usually two to five different preceptorials among which the students may choose; topics are announced in May for the summer session and early in the semester during the academic year. Every effort is made to place students in the segment and in the preceptorial which they elect as first choices.

Toward the middle of the session each student has a scheduled conference with his tutors. This conference takes the form of a conversation about the progress of the student's learning; he is invited to say how he thinks his work is progressing, how his tutors might help him, or how the program or the conducting of his classes might be made more useful to him. The tutors generally respond with statements of their perception of the student's progress and of the difficulties raised by the student. The aim of the conference is to enable all the participants to gain a sense of the student's work as a whole.

ACADEMIC YEAR PROGRAMS

During the academic year in Santa Fe and Albuquerque, the work described in the following tables is spread over a sixteen week semester. The academic year programs are considered part time and all classes are held Monday and Thursday evenings, to make the program possible for students who work during regular business hours. The Tutorial meets for the entire sixteen weeks in the early evening on Mondays and Thursdays. The Seminar meets at 8 p.m. on these same evenings for the first eight weeks. Preceptorials take over the meeting time of the Seminar for the second eight weeks.

THE CURRICULUM

The following tables show the readings in the various classes as they are arranged for the eight-week summer session on both campuses.

The segments of the curriculum to be offered in the 1984-85 academic year program at Santa Fe are Literature in the fall semester and Mathematics and Natural Science in the spring semester. A second segment may be offered, depending on student needs.

In Albuquerque, Politics and Society will be offered in the fall of 1984 and Philosophy and Theology in the spring of 1985.

THE CURRICULUM

Literature

SEMINAR	WEEK	TUTORIAL *
Homer: <b>Iliad</b> , I–VI	1	The Sonnet: Sidney, Shakespeare, Donne, Milton, Wordsworth, Keats, Hopkins, Yeats
<b>Iliad</b> , VII–XII		
<b>Iliad</b> , XIII–XVIII	2	
<b>Iliad</b> , XIX–XXIV		
<b>Odyssey</b> , I–VIII	3	
<b>Odyssey</b> , IX–XVI		
<b>Odyssey</b> , XVII–XXIV	4	Hume: <b>Of the Standard of Taste</b>
Plato: <b>Ion</b>		
Aeschylus: <b>Agamemnon</b>	5	Chaucer: <b>Canterbury Tales</b> in Middle English, selections
<b>Choephoroe; Eumenides</b>		
Sophocles: <b>Oedipus Rex</b>	6	
<b>Antigone</b>		
<b>Philoctetes</b>	7	Shakespeare: <b>King Lear</b>
Aristotle: <b>Poetics</b>		
Euripides: <b>Hippolytus</b>	8	
<b>Bacchae</b>		

\*These lists record the reading assignments for the summer of 1983. There may be some changes for summer 1984; students will be notified accordingly about April 15. The reading lists are subject to minor changes for the academic year programs. Reading assignments for the First Seminar and Tutorial should be completed before the first class meeting.

Preceptorial

Preceptorial topics are selected and announced about April 15. Typical preceptorials offered in previous sessions are:

- ☐ Cervantes: **Don Quixote**
- ☐ Shakespeare: **Hamlet**
- ☐ Dante: **The Divine Comedy**
- ☐ The Theory of Comedy
- ☐ Joyce: **Ulysses**
- ☐ Tolstoy: **What is Art?**
- ☐ Mann: **The Magic Mountain**
- ☐ Vergil: **Aeneid**
- ☐ Plato: **Symposium**
- ☐ Whitman: **Leaves of Grass**
- ☐ Saussure: **Introduction to Linguistics**
- ☐ Yeats: Selected Poetry
- ☐ Swift: **Gulliver's Travels**
- ☐ Homer: **Iliad**
- ☐ Dostoyevsky: **The Brothers Karamazov**
- ☐ Shaw: Selected Plays



THE CURRICULUM

Politics and Society

SEMINAR	WEEK	TUTORIAL*		
Plutarch: <b>Lives of Lycurgus and Solon</b>	1	Aristotle: <b>Nicomachean Ethics</b> , I; II; V, 1-7; VI, 5-8; VIII; IX; X, 6-9		
Plato: <b>Republic</b> , I-II				
<b>Republic</b> , III-IV	2			
<b>Republic</b> , V-VI				
<b>Republic</b> , VII-VIII	3			
<b>Republic</b> , IX-X				
Aristotle's: <b>Politics</b> , I, III	4		Aquinas: <b>Treatise on Law</b> Qq. 90-92	
Machiavelli: <b>The Prince</b>				
Hobbes: <b>Leviathan</b> , 1-9	5			
<b>Leviathan</b> , 10-16				
<b>Leviathan</b> , 17-21, 26	6	Declaration of Independence; U.S. Constitution  <b>Federalist Papers</b> : 1, 10, 39, 49, 51, 71, 78, 84 Selected U.S. Supreme Court Decisions		
Locke: <b>Of Civil Government</b> , I-XI (omit paragraphs 64-86 in VI & VII and 100-122 in VII)				
Rousseau: <b>On the Origin of Inequality</b> , I	7			Tocqueville: <b>Democracy in America</b> , selections
<b>On the Origin of Inequality</b> , II				
Marx & Engels: <b>1844 Manuscripts</b>	8			
<b>1844 Manuscripts</b>				

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Preceptorial

Preceptorial topics are selected and announced about April 15. Typical preceptorials offered in previous sessions are:

- ☐ Aristotle: **Politics**
- ☐ The Corporation and the Polity
- ☐ Education in a Republic
- ☐ Justice and the Judicial Process
- ☐ Locke: **Of Civil Government**
- ☐ Machiavelli: **Discourses**
- ☐ Montesquieu: **The Spirit of the Laws**
- ☐ Plato: **Laws**
- ☐ Plato: **Republic**
- ☐ Rousseau: **The Social Contract**
- ☐ Smith: **Wealth of Nations**
- ☐ Speeches of Abraham Lincoln: **Limits of Political Life**
- ☐ Tocqueville: **Democracy in America**
- ☐ Tolstoy: **War and Peace**
- ☐ Trotsky: **History of the Russian Revolution**
- ☐ Weber: **Politics and Philosophy**

THE CURRICULUM

Mathematics and Natural Science

SEMINAR	WEEK	TUTORIAL*	
Plato: <b>Timaeus</b> , beginning - 47	1	Euclid: <b>Elements</b> , Book 1	
<b>Timaeus</b> , 48 - end			
Lucretius: <b>On the Nature of Things</b> , I-III	2		
<b>On the Nature of Things</b> , IV-VI			
Aristotle: <b>Physics</b> , II	3		
<b>Physics</b> , III			
<b>Physics</b> , IV	4		
<b>Physics</b> , VIII			
Bacon: <b>The New Organon</b> , Preface; 1	5	Lobachevski: <b>The Theory of Parallels</b>	
Descartes: <b>Rules for the Direction of the Mind</b> , 1-12			
<b>Rules for the Direction of the Mind</b> , 13-17, <b>Principles of Philosophy</b> , selections	6		
Galileo: <b>Two New Sciences</b> , selections Descartes: <b>Principles of Philosophy</b> , selections			
Hume: <b>Enquiry Concerning Human Understanding</b> , 1-7	7		Wolfe: <b>Introduction to Non-Euclidean Geometry</b>
Darwin: <b>Origin of Species</b> , 1st Edition, I-III			
<b>Origin of Species</b> , 1st Edition, IV-XIV	8		
Freud: <b>On Dreams</b>			

\* These lists record the reading assignments for the summer of 1983. There may be some changes for summer 1984; students will be notified accordingly about April 15. The reading lists are subject to minor changes for the academic year programs. Reading assignments for the First Seminar and Tutorial should be completed before the first class meeting.

Preceptorial

Preceptorial topics are selected and announced about April 15. Typical preceptorials offered in previous sessions are:

- ☐ Ptolemy and Copernicus
- ☐ Maxwell: **Theory of Heat**
- ☐ Genetics and Evolution
- ☐ Organic Evolution
- ☐ The Size and Structure of the Universe
- ☐ The Atomic Theory in Chemistry
- ☐ The Copernican Revolution
- ☐ The Development of a Theory: **The Origin of Species**
- ☐ Ancient and Modern Views of Motion
- ☐ The Ecology of Evolution



## THE CURRICULUM

### Philosophy and Theology

SEMINAR	WEEK	TUTORIAL*
Plato: <b>Phaedo</b> , 58-89	<b>1</b>	Plato: <b>Meno</b>
<b>Phaedo</b> , 89-118		
<b>Genesis</b> , 1-11	<b>2</b>	Aristotle: <b>Metaphysics</b> , I, 1-2; VI.; IX, 1-8; XII, 6-10
<b>Genesis</b> , 12-50		
<b>Exodus</b>	<b>3</b>	Descartes: <b>Meditations</b>
<b>Job</b>		
<b>Matthew</b>	<b>4</b>	
<b>John</b>		
<b>Romans</b>	<b>5</b>	Hume: <b>Enquiry Concerning Human Understanding</b>
Augustine: <b>Confessions</b> , 1-5		
<b>Confessions</b> , 6-9	<b>6</b>	
<b>Confessions</b> , 10-11		
Aquinas, <b>Summa Theologiae</b> , I, 1-2	<b>7</b>	Plato: <b>Theaetetus</b>
<b>Summa Theologiae</b> , I, 13		
Kierkegaard: <b>Philosophical Fragments</b> , I-III	<b>8</b>	Kant: <b>Fundamental Principles of the Metaphysics of Morals</b> (same as <b>Groundwork of the Metaphysics of Morals</b> )
<b>Philosophical Fragments</b> , IV-V		

\*These lists record the reading assignments for the summer of 1983. There may be some changes for summer 1984; students will be notified accordingly about April 15. The reading lists are subject to minor changes for the academic year programs. Reading assignments for the First Seminar and Tutorial should be completed before the first class meeting.

### Preceptorial

Preceptorial topics are selected and announced about April 15. Typical preceptorials offered in previous sessions are:

- |                                                                                            |                                                                            |
|--------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|
| <input type="checkbox"/> Al Ghazzali, Ibn Tufayl, Ben Maimon: Selected Works               | <input type="checkbox"/> Nietzsche: <b>Beyond Good and Evil</b>            |
| <input type="checkbox"/> Aristotle: <b>Ethics</b> , and Kant: <b>Metaphysics of Morals</b> | <input type="checkbox"/> The Presocratic Greek Philosophers                |
| <input type="checkbox"/> Aristotle: <b>On the Soul</b>                                     | <input type="checkbox"/> Thomas More: <b>Utopia</b>                        |
| <input type="checkbox"/> Berkeley: <b>Three Dialogues</b>                                  | <input type="checkbox"/> Pascal: <b>Pensees</b>                            |
| <input type="checkbox"/> Edwards: <b>Freedom of the Will</b>                               | <input type="checkbox"/> Plato: <b>Symposium</b>                           |
| <input type="checkbox"/> <b>Genesis</b> and <b>Exodus</b>                                  | <input type="checkbox"/> Unamuno: <b>The Tragic Sense of Life</b>          |
| <input type="checkbox"/> Hesiod: <b>Birth of the Gods</b>                                  | <input type="checkbox"/> Wittgenstein: <b>Philosophical Investigations</b> |
| <input type="checkbox"/> Kierkegaard: <b>Philosophical Fragments</b>                       | <input type="checkbox"/> Spinoza: <b>Ethics</b>                            |

## ACADEMIC PROCEDURES

### ADMISSIONS

The program of the Graduate Institute is open to any qualified person holding an acceptable B.A. or B.S. degree. An application form is bound into the back of this bulletin; additional forms may be obtained by writing to the directors at either of the addresses given on the form. Applications will be considered at any time, but it is advantageous to the applicants and helpful to the Institute if applications for the summer sessions are completed by the beginning of April. In the case of Santa Fe and Albuquerque academic year sessions, enrollment is closed when admissions reach a pre-determined level. Applications should be submitted as early as possible before July 1 for fall semester; November 1 for spring semester. Applications are considered in the order in which they are completed. Applicants will be notified of a decision within three weeks after receipt of a completed application and supporting documents. There is no application fee but all admitted students must secure places by remitting an advance deposit. Students who wish to live on campus are required by the Graduate Institute to show proof of medical insurance coverage by the time of registration; this may be privately obtained or purchased through the College.

### EVALUATION

Work at St. John's College is a personal matter, engaging the talents and concerns of the individual and manifesting itself in conversation and writing uniquely for each student. Accordingly, the most important of our evaluative procedures is the conference; for there the student and his tutors are able to share constructive criticisms, discuss the work, and reason their way toward an understanding of the quality and meaning of a student's accomplishment. But since other educational institutions and professional boards usually require some simple evaluation of academic work on a numerical grade scale, the conventional A-B-C-F system of grading is used on transcripts. For such purposes tutors attempt to summarize their assessments of students' progress, evaluated by the College's standards, so far as possible in the language of the grade scale.

The seminar grade is based partly on the oral examination but principally on the quality of the student's contribution to class discussions. In both contexts, the student is expected not merely to demonstrate that he has read or understood the books, but to use his knowledge and understanding to help other participants in the

discussion discover problems and insights that might not emerge from solitary reading. The tutorial grade is likewise based on class participation, although the emphasis is on close reading of shorter assignments; the brief tutorial papers are also considered. In the preceptorial the student's long essay is a major factor in determining his grade, although participation in class discussions is again taken into account.

It is expected that the grades earned by graduate students will be predominantly B or better. Students who earn any substantial number of grades below B may be declared ineligible to receive the degree or asked not to continue in the program. Such decisions are made by a faculty committee after careful consideration of all relevant information; they are not made on the basis of a required grade point average.

In no case can a course be claimed for graduate credit if the student receives a grade below C-.

### DEGREE REQUIREMENTS

The basic requirement for the degree of Master of Arts from the Graduate Institute in Liberal Education is completion of four segments (36 credit hours) of the program with work of satisfactory graduate quality. Segments need not be taken in any particular order. Under normal circumstances all credits offered for the degree must have been taken within a period of eight years.

As many as nine credit hours of acceptable graduate course work from other institutions may be applied in lieu of a segment or part of a segment of the program, reducing the number of required segments of the Institute to three. The subject matter of the transferred credits need not be identical with the subject matter of the curriculum segment that they replace, but the Director of the Graduate Institute is the final arbiter of the appropriateness and acceptability of such credits. All transfer credits must have been earned prior to the student's last session at the Institute.

### REGISTRATION

Registration and the first day of classes begin on June 18 for the Annapolis and Santa Fe summer sessions, September 3 for the Santa Fe and Albuquerque fall sessions, and January 14 for the Santa Fe and Albuquerque spring sessions.

Continuing students and admitted applicants will receive notification early in the year about available segments in the summer sessions and will have the opportunity to select classes by mail. Preference is given to the segment selection of full-time students.



# CAMPUS ACCOMMODATIONS AND FEES

## STUDENT FEES

Full-time tuition	\$1,260.00	Board fee for Annapolis summer session	350.00
Part-time tuition (per credit hour)	140.00	Board fee for Santa Fe summer session	
Matriculation fee (for new students)	40.00	adult	430.00
Advance deposit requirement	150.00	child from 2 to 6 years	215.00
Dormitory fees		child under 2 years	0.00
adult	320.00	Day camp during Santa Fe summer session	
first child 11 years or older	320.00	for each of first two children per family	300.00
other children	160.00	for each additional child	150.00
children under 2 years	0.00		

*fees may be changed upon written notice*

## ADVANCE DEPOSIT REQUIREMENT

The advance deposit will be credited to tuition charges in the session for which it is designated or it may be applied to the following session if the student withdraws six weeks prior to the beginning of the designated period. Deposit deadlines are March 15 for continuing students and new students admitted prior to March 1 for the summer sessions, August 1 for the fall semester in Santa Fe and Albuquerque, and December 1 for the spring semester in Santa Fe and Albuquerque. Deposits will not be accepted for any segment in the academic year programs other than the ones announced; a waiting list of those interested in other segments will be kept.

Students with outstanding debts to the college may not register for classes for subsequent semesters or summer session, nor will transcripts be sent for them, until the debt is paid. The College may charge interest on all unpaid balances at rates and on schedules to be determined and published each year.

## REFUNDS

The matriculation fee, the advance deposit, and the Santa Fe dormitory and day camp fees are not ordinarily refundable. The remainder of the tuition fee is

returnable for students who withdraw before the end of the first week of the session; thereafter, no tuition refunds are granted. At Santa Fe, board fees are refunded on a prorated basis for students who withdraw or move off campus at any time.

When a full fellowship holder has completed registration and all fees have been covered by the granting agency, the \$150 deposit will be remitted to the student. In the case of students holding fellowships, refunds are not paid to the student unless the fellowship fund has been completely reimbursed.

## DORMITORY ACCOMMODATIONS AND BOARD

The Institute endeavors to accommodate the needs and convenience of students in matters of dormitory assignment. In Annapolis, all dormitory rooms are air-conditioned. Single and one-room doubles are available. In Santa Fe, there are four kinds of dormitory rooms: singles, three-room suites, two-room suites and one-room doubles. Each dormitory room is furnished with a bed, chair, desk, lamp, closet and chest of drawers for each occupant. Pillows, linens and blankets are not provided. Laundry facilities are available on campus. Col-

lege regulations prohibit pets, drugs and firearms on campus.

Accommodations for students' families are available only during the summer sessions. During those sessions, to the extent that space is available, dormitory rooms may be used to house members of the immediate families of full-time, on-campus students. Parents must provide their own crib for children under 2. At Santa Fe all dormitory occupants must take their meals in the college dining hall.

During the academic year sessions at Santa Fe and Albuquerque, dormitory accommodations and board are not available.

## FINANCIAL AID

**General fellowships** are awarded by the Institute to promising students who have demonstrable financial need. Part-time students are not eligible. The average amount awarded is \$350 for one summer session; reapplication is permitted. All inquiries regarding financial aid should be addressed to the Director of Financial Aid on each campus. All qualified applications received by March 1 are considered together and answered by March 15; those received after March 1 are answered within three weeks. The academic year program in Santa Fe financial aid deadlines are July 1 for Fall Semester and November 1 for Spring Semester.

**Designated fellowships** are open only to the professional personnel of certain colleges, schools or school systems stipulated by the fellowship donors. These fellowships vary in the amount of aid.

In Santa Fe a very limited number of opportunities for **part-time employment** with the College are open to Institute students each summer; application should be made in advance.

## DAY CAMP

During the Santa Fe summer session the Day Camp provides supervised activities, transportation, snacks and incidental supplies for children between the ages of 3 and 12, Monday through Friday from 9 am to 4 pm. Enrollment is required for children between the ages 3 and 12 who live with their parents in the dormitory. Parents will be required to sign releases and waivers for each child enrolled in the Day Camp. Forms will be provided by the Graduate Institute.



## HEALTH SERVICES

The College maintains a well-equipped, modern health office and employs a registered nurse on each campus. Physicians are available for sick call during the week and for consultation during regular hours in Santa Fe. In Annapolis the nurse refers students to a physician when needed. There is an infirmary on campus where more seriously ill students are cared for.



## THE FACULTY

### *President*

**Edwin Jules Delattre**—B.A., 1963, University of Virginia; Ph.D in Philosophy, 1970, The University of Texas at Austin; Instructor of Philosophy, Texas Lutheran College, 1967; Instructor-Associate Professor of Philosophy, University of Toledo, 1968-76; Member, National Humanities Faculty, 1972-; Director, 1976-80; President, St. John's College, 1980-.

### *Director in Santa Fe*

**Stephen R. Van Luchene**—B.A., Arizona State University, 1969; M.A., 1971, Ph.D., 1973, University of Notre Dame; Teaching Assistant, Department of English, Notre Dame, 1971-73; Tutor, St. John's College, Santa Fe, 1973-; Director of Admissions, 1979-81, Director of The Graduate Institute in Liberal Education, 1982-.

### *Director in Annapolis*

**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; Tutor, St. John's College, Annapolis, 1965-; Director of The Graduate Institute in Liberal Education, St. John's College, Annapolis, 1977-81, 1983-.

### *Registrar in Santa Fe*

**Susan Lindblom Friedman**—A.B., 1967, Oberlin College; MSW, 1980, New Mexico Highlands University.

**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, Annapolis, 1946-75, 1976-77, Santa Fe, 1975-76, 1977, 1982-; Dean, 1977-82.

**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, 1943-45; Assistant Professor of English, 1945-49, Princeton University; Assistant Professor of Humanities, University College, University of Chicago, 1949-56; Tutor, St. John's College, Annapolis, 1956-67, Santa Fe, 1967-; Director, Graduate Preceptorial in Dimensions of History, 1972-73.

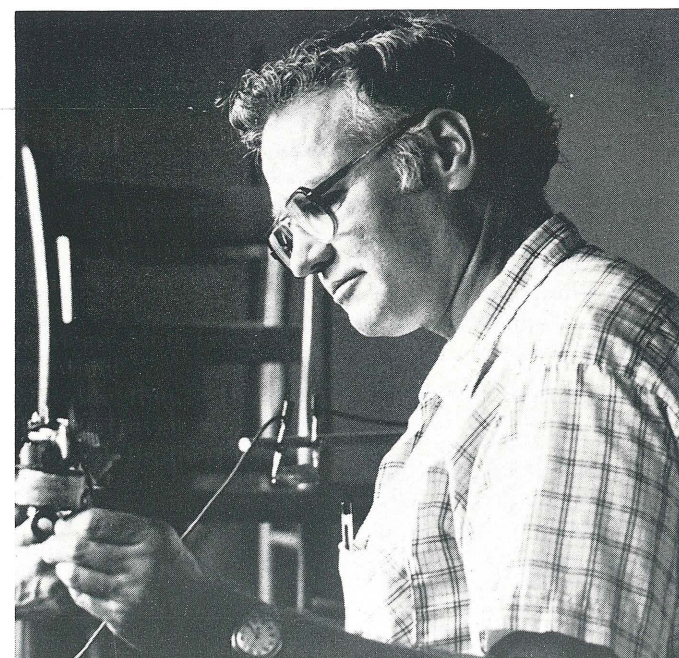
**Eva T. H. Brann**—B.A., Brooklyn College, 1950; M.A., 1951, Ph.D., 1956, Yale University; Fellow of the

American School of Classical Studies at Athens, 1952-53; Member of the staff of the American Agora Excavations at Athens as Sibley; Tutor, St. John's College, Annapolis, 1957-; Addison E. Mullikin Tutorship, 1971-; Fellow, Woodrow Wilson International Center for Scholars, 1976-77.

**Nicholas A. Capozzoli, M.D.**—B.S., Manhattan College, 1964; M.D., New York University, 1968; M.A., St. John's College, 1981. Practicing neurologist in the Baltimore-Annapolis area, 1974-.

**Anthony James Carey**—St. John's College, Annapolis, 1963-65; B.A., University of North Carolina, 1967; M.A., The New School for Social Research, 1973; Graduate Study in Music, University of North Carolina, 1969; Part-time instructor in Philosophy, East Carolina University, 1974-78; Part-time Instructor in Philosophy, North Carolina Wesleyan College, 1976-78; Tutor, St. John's College, Annapolis, 1979-.

**John Christensen**—B.A., University of California, Santa Barbara, 1970; M.A., Northwestern University, 1971, Ph.D., 1974; Director of Admissions, St. John's College, Annapolis, 1978-.



**David A. Cressy**—B.A., University of Cambridge, 1967; M.A., University of Cambridge, 1971, Ph.D., University of Cambridge, 1973; Assistant Professor of History, Pitzer College, 1971- and Claremont Graduate School, 1973-.

**William A. Darkey**—B.A., St. John's College, Annapolis, 1942; M.A., Columbia University, 1949; Tutor, St. John's College, Annapolis, 1942-46, 1949-64, Santa Fe, 1964-; Associate Dean, 1968-70, Dean, 1968-73, Director, Task Force on the Liberal Arts, 1974-.

**Gail Donohue**—B.A., Rosary College, Illinois, 1969; M.S., University of Illinois, 1973; M.A., St. John's College, 1982; Director of Creative Writing, University of Houston, 1982-.

**David C. Dougherty**—B.A., West Liberty State College, West Virginia, 1964; M.A., Xavier University, 1966; Ph.D., Miami University, 1970; Chairman, Department of

English, Loyola College, 1975-80; Professor, Loyola College, 1980-.

**Arthur J. Eaves**—B.A., Columbia University, 1965; M.A., University of Notre Dame, 1973; Department of Languages and Literature, Austin Peay State University, 1978-.

**Dean R. Haggard**—B.A., Reed College, 1955; Instructor in Mathematics, Loyola College, 1957-60; Fels Fund Fellow in Philosophy, Johns Hopkins University, 1960-61; Tutor, St. John's College, Annapolis, 1961-66, Santa Fe, 1966-; Assistant Dean, 1971-73.

**R. Thomas Harris, Jr.**—B.A., Reed College, 1955; M.A., 1956, Ph.D., Mathematics, 1959, University of Illinois; Research Instructor, Duke University, 1959-60; Assistant Professor, 1960-65, Associate Professor, University of Maryland, 1965-68; Tutor, St. John's College, Santa Fe, 1968-.

**Catherine Tobin Ingraham**—B.A., St. John's College, 1973; M.A., The Johns Hopkins University, 1980; Ph.D., The Johns Hopkins University, 1983; Department of English, University of Washington, 1983-.

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

**Jack Lincoln**—B.A., St. John's College, Annapolis, 1974; M.A., Philosophy, McMaster University, Hamilton, Ontario, 1978, Ph.D. candidate, 1978-79; Teacher, Maritime Sciences, Mathematics, Social Sciences, Christchurch School, Christchurch, VA, 1980-81; Tutor, The Graduate Institute in Liberal Education, St. John's College, Santa Fe, 1981, 1982; Tutor, St. John's College, Santa Fe, 1982-.

**Thomas J. May**—B.A., Loyola College, 1971; M.A., Fordham University, 1975; Assistant Professor, Loyola College, 1975-79; Tutor, St. John's College, 1979-.

**Benjamin Charles Milner, Jr.**—B.A., Emory University, 1949; B.D., Columbia Theological Seminary, 1955; Ph.D., Harvard University, 1965; Assistant Professor, Biblical History, Wellesley College, 1959-1965; Tutor, St. John's College, Annapolis, 1965-; Director of The Graduate Institute in Liberal Education, St. John's College, 1981-83.



**Lynda Jean Myers**—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–.

**Franz Nauen**—B.A., Harvard College, 1959; M.A., Harvard Graduate School, 1969; Ph.D., The Hague, 1971; Professor, Department of Philosophy, Haifa University, Mount Carmel, Israel, 1974–.

**Robert Schlaer**—B.A., Art History, Columbia College, 1963; M.A., Experimental Psychology, Columbia University, 1966; Ph.D., Sensory Psychology and Neurophysiology, University of Rochester, 1970; Associate in Neurosurgery (research), Northwestern Memorial Hospital, 1971–73; Lecturer in General Honors, 1978–80, University of New Mexico; Clinical Associate in Neurology, University of New Mexico Medical School, 1982–; Tutor, St. John's College, Santa Fe, 1982–.

**Grietje Sloan**—B.A., Radcliffe College, 1958; M.A., 1963, Ph.D. in History, 1974, University of California at Berkeley; Instructor in History, 1968–69, Lecturer, 1977, University of California at Berkeley; Instructor, Chico State University, California, Spring, 1975; Instructor, University of New Mexico, 1977–78; Tutor, St. John's College, Santa Fe, 1978–.

**David Edward Starr**—B.A., Gordon College, 1962; M.A., 1966, Ph.D., 1972, Boston University; 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, 1972–80, 1982–, Director of The Graduate Institute in Liberal Education, Santa Fe, 1980–82.

**Ron Swigger**—B.A., University of New Mexico, 1963; Ph.D., Indiana University, 1967; Assistant Professor, Brooklyn College, 1967–69; Assistant Professor, University of Maryland College Park, 1969–76; Lecturer, University of New Mexico, 1977–.

**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 Georgia, 1965–67; University of California at Santa Cruz, 1967–68; Defense Language Institute, Monterey, California, 1968–69; Heidelberg University, 1971–73; Instructor, Teaching Assistant, University of California at Santa Cruz, 1967–71; Tutor, St. John's College, Santa Fe, 1974–.

**Jonathan S. Tuck**—B.A., Columbia University, 1969; B. Phil., Oxford University, 1971; M.A., University of California, Berkeley, 1972; Woodrow Wilson Fellow, 1969–70; Kellett Fellow in the Humanities, Brasenose College, Oxford, 1969–71; Kent Fellow (Danforth Foundation), 1971–77; Associate, Department of English, University of California, Berkeley, 1976–78; Tutor, St. John's College, Annapolis, 1979–.

**Fred H. White**—A.B., Georgia State University, 1965; M.A., University of North Carolina, 1968; Ph.D., University of North Carolina, 1975; Chair, Department of English, Goucher College, 1980–; Associate Professor, Goucher College, 1981–.

**John F. White**—A.B., 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–.

**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–.

**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, 1973–77, Annapolis, 1978–.

**Elliott Zuckerman**—B.A., 1952, M.A., 1955, Ph.D., 1962, Columbia University; B.A., 1954, M.A., 1959, Cambridge University; Tutor, St. John's College, Annapolis, 1961–.



## Application for Admission / 1984–1985

Date \_\_\_\_\_

Full Name \_\_\_\_\_  
(Last Name) (First Name) (Middle Name) (Maiden Name)

Social Security Number \_\_\_\_\_

Home Address \_\_\_\_\_  
(Street Address, City, State and Zip Code)

Home Telephone \_\_\_\_\_ Business Telephone \_\_\_\_\_

Date of Birth \_\_\_\_\_ Age \_\_\_\_\_ Marital Status \_\_\_\_\_ No. of Children \_\_\_\_\_

Person to Notify in Case of Emergency \_\_\_\_\_  
(Name)

(Address)

(Phone)

There is no application fee. Your application is complete when the Institute has received the following materials:

1. This form completely filled out.
2. An essay containing your answers to these questions:
  - A. What are the strengths and weaknesses of the formal education you have received?
  - B. Why do you wish to attend the St. John's College Graduate Institute? Include any information that you consider relevant. Answer fully enough to permit us to judge your ability to express reasoned thoughts.
3. Official transcripts of your undergraduate and graduate (if any) records. You must arrange to have these sent directly to the Graduate Institute.
4. Two letters of recommendation from appropriate persons. You must ask them to send their letters directly to the Graduate Institute. There is no recommendation form.
5. A physician's statement concerning the general condition of your health. (Santa Fe and St. John's campus there are located at an altitude of 7,000–7,300 feet; persons with health conditions likely to be affected by altitude should consult their physician before applying for the Santa Fe campus.)

Which campus do you wish to attend? ☐ Annapolis ☐ Santa Fe ☐ Albuquerque  
☐ Summer 1984 ☐ Fall 1984 ☐ Spring 1985

In which segment of the curriculum would you prefer to enroll during your first session? Please indicate a second choice as well.

☐ Politics and Society \_\_\_\_\_ ☐ Literature \_\_\_\_\_

☐ Philosophy and Theology \_\_\_\_\_ ☐ Mathematics and Natural Science \_\_\_\_\_

What housing arrangements would you desire? ☐ Dormitory accommodations for myself only.  
☐ Dormitory accommodations for myself plus:  
☐ Spouse ☐ Children (summer only)

Children who will be on-campus: Ages on June 17, 1984. Names, Sexes:

\_\_\_\_\_  
\_\_\_\_\_

☐ No dormitory accommodation; living off campus.

(see reverse side)

☐ I wish to apply for financial aid.



**Colleges or Universities attended as Undergraduate and Graduate Student:**

School Address Major Field Dates Degree

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**Employment History** (present position first)

Place of Employment Address Dates Duties

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How did you first become aware of St. John's College/Graduate Institute (please be as specific as possible)?

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**Address all inquiries to:**

Director  
Graduate Institute in Liberal Education  
St. John's College  
Annapolis, Maryland 21404  
Phone 301/263-2371 Ext. 83

Director  
Graduate Institute in Liberal Education  
St. John's College  
Santa Fe, New Mexico 87501  
Phone 505/982-3691 Ext. 249

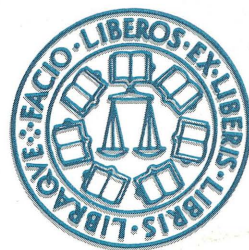


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Eugene Iorgov, Robin West, M.E. Warren

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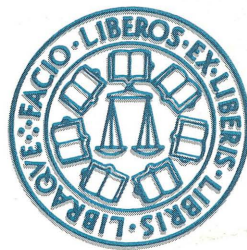
ST. JOHN'S COLLEGE  
ANNAPOLIS, MARYLAND  
SANTA FE, NEW MEXICO

# GRADUATE INSTITUTE IN LIBERAL EDUCATION



ST. JOHN'S COLLEGE 1984-85





ST. JOHN'S COLLEGE

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ANNAPOLIS, MARYLAND

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SANTA FE, NEW MEXICO