COLLEGE CALENDAR

ANNAPOLIS		SANTA FE
	1966-67	
September 21	College Opens	September 30
September 23	Freshman Registration	September 30
September 24	Senior Registration	.....
September 25	Convocation	October 2
September 26	Sophomore & Junior Registration	October 1
November 23-27	Thanksgiving Recess	November 23-27
December 16	Christmas Vacation Begins	December 16
January 2	Christmas Vacation Ends	January 2
February 5	First Semester Ends	February 5
February 6	Second Semester Begins	February 6
March 24	Spring Vacation Begins	March 24
April 10	Spring Vacation Ends	April 10
June 9	Second Semester Ends	June 14
June 11	Commencement	.....
	1967-68	
September 13	College Opens	September 6
September 15	Freshman Registration	September 7
September 16	Senior Registration	September 8
September 17	Convocation	September 10
September 18	Sophomore & Junior Registration	September 9
November 22-26	Thanksgiving Recess	November 22-26
December 15	Christmas Vacation Begins	December 15
January 8	Christmas Vacation Ends	January 8
February 4	First Semester Ends	February 4
February 5	Second Semester Begins	February 5
March 15	Spring Vacation Begins	March 15
April 1	Spring Vacation Ends	April 1
June 7	Second Semester Ends	May 31
June 9	Commencement	June 2
	1968-69	
September 18	College Opens	September 11
September 20	Freshman Registration	September 13
September 22	Convocation	September 15

VOLUME XVIII JULY 1966 No. 2

Published four times a year in April, July, September and November. Entered as Second-class matter, February 18, 1949, at the Post Office at Annapolis, Maryland, under the Act of August 24, 1912.

VOLUME XVIII No. 2

BULLETIN OF

ST. JOHN'S COLLEGE

IN ANNAPOLIS

AND

IN SANTA FE

OFFICIAL STATEMENT OF
THE ST. JOHN'S PROGRAM

CATALOGUE

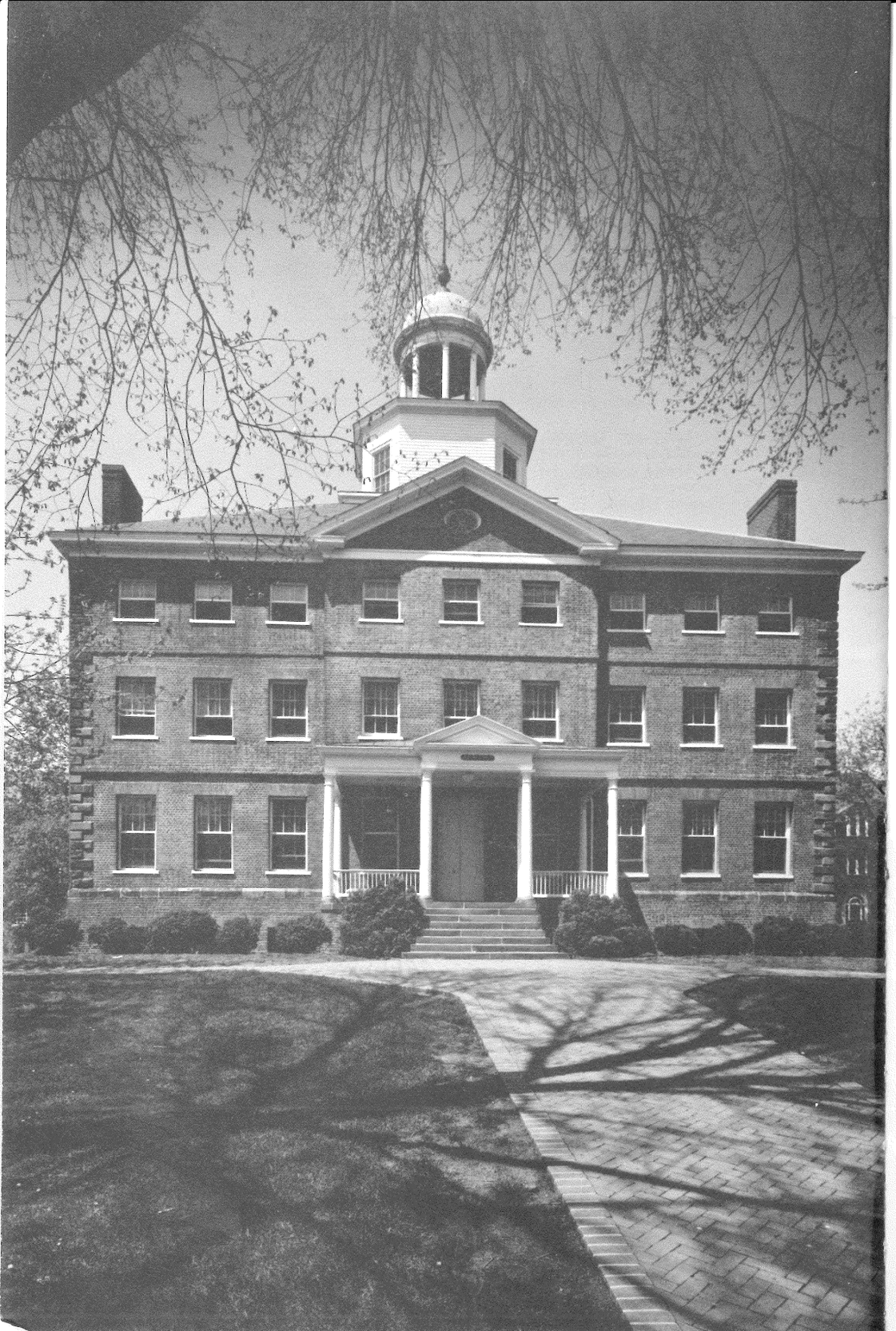
1966-1968

ANNAPOLIS, MARYLAND
JULY, 1966

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

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

TABLE OF CONTENTS



The St. John's Program

The Goal of Liberal Education

That young men and women are in need of education is a generally accepted proposition. But people do not agree as to what education means, what its goals are, and what its methods should be. It can be said, however, that two ideas of education prevail universally. Children and adolescents have to learn, and do learn, the habits and customs of the society to which they belong and into which they grow; they have to assimilate, and do assimilate, the religious, moral, and political traditions of their elders. On the other hand, young men and women have to prepare themselves for their later lives and the specific tasks they will shoulder by choice or necessity; they have to acquire, in addition to fundamental literacy, expertness in certain fields—mechanical skills, for example, or trade experience, knowledge of a definite kind.

Yet these two ideas of education do not define the goal of education sufficiently well. For all depends on the spirit in which those traditions are kept and on the understanding that underlies those various skills, experiences, and knowledges. All customs, all arts and sciences, however particular, embody principles of a general nature. To be aware of these principles means to be able to look beyond the immediate, the accepted, and the necessary. The acquisition of such ability is the goal of a liberal education.

In a free society this goal can never be dispensed with. For in deliberating about a course of action, in deciding what the welfare of an individual and what the common good require, one has to distinguish between the expedient and the just, the apparent and the true, the contingent and the essential; one has to have acquired, in other words, the rudiments of a critical intelligence and an awareness of principles that govern our behavior and our understanding.

Liberal Education and Scholarship

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

There are bodies of knowledge established by the cumulative efforts of many generations of scholars. These are the subjects taught and learned, on different levels, in all schools. Liberal learning occurs when the study of these bodies of knowledge is so organized that the student's faculties for grasping principles among particulars, for discerning the essential in the accidental, are strengthened by exercise and discipline. At the same time as he is acquiring this discipline, the student acquires some understanding of those questions with which the world confronts him. All who strive to live well must ask the questions, however impossible it may seem to answer them.

This liberal learning is the pre-requisite of all further study. Scholarship which advances knowledge depends upon it, and liberal learning in turn is enriched by scholarly discovery. But the mode in which liberal study is carried on is not the mode of scholarship.

Scholarship, by its very nature, requires attention to all the ramifications of a given subject. Though guided by a view of the whole, scholarship depends upon a detailed understanding of all the particulars. Thus scholarly attention cannot avoid being confined to a special subject matter. Scholars must specialize. Applied to the enterprise of liberal education, however, to the process of learning, scholarship seems to entail a fractioning of the student's attention, a multiplication of special disciplines. This means that either the education of the student or his scholarship or both may suffer.

This danger became acute with the triumphant rise in the nineteenth century of the natural sciences and the concomitant, though quite separate, development of historical and philological investigations, claiming equal status with the traditional subjects of study. The elective system was introduced to cope with this situation. The new studies claimed

the right to come into the curriculum on an equality with the old, regardless of the reason for the curricular structure as it had existed. The elective system thus led to a multiplication of subject matters, the effect of which was hardly alleviated by the device of majors. The liberal arts college lost sight of its goal; the ideal of scholarship often degenerated into an empty form; curricula were conceived with reference to the requirements of the graduate, professional, and vocational schools or to the conditions of employment in the contemporary world. Colleges became timidly and obediently preparatory. A revaluation of the content of liberal studies and of their relation to education and to scholarship became imperative.

The Liberal Arts

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

For more than two thousand years, up to the middle of the nineteenth century, the liberal arts were the backbone of formal education. These were conceived, in late antiquity, as divided into two groups, the *trivium* of grammar, rhetoric, and logic, and the *quadrivium* of arithmetic, music, geometry, and astronomy. Language and mathematics were thus established as the mainstays of the traditional curriculum of higher education. With the advance of knowledge and with changes in the fundamental outlook of man, the interpretation and content of these arts changed. It was inescapable, however, that as long as they remained effective as liberal arts they performed their primary function of mediating men's understanding, of giving conscious form to knowledge through systems of signs accommodated to men's intellects—that is, words and numbers.

The liberal arts enable men to win knowledge of the world around them and knowledge of themselves in this world. Under their guidance men can free themselves from the wantonness of prejudice and the narrowness of beaten paths. Under their discipline men can acquire the habit of listening to reason. A genuinely conceived liberal arts curriculum cannot avoid aiming at this most far-reaching of all human goals.

To attempt to recover the true use of the liberal arts St. John's has organized its curriculum around them. Rather than considering its

classes as intended to impart information, the College plans its teaching to foster on the one hand the acquisition of the grammars of language and mathematics, through which ideas are conveyed to human minds; and, on the other hand, to bring the student face to face with the ideas that the great thinkers have formulated in response to their experience and knowledge.

This attempt to recover the true meaning of the liberal arts involved a return to the long tradition of Western thought, but at the same time it amounted to a new approach to this tradition. For the many and varied additions to the fund of knowledge that overwhelmed the academic world in the nineteenth century had brought the danger that the tradition would be broken. St. John's realized that the revived tradition would have to assimilate the new knowledge, not reject it. It was a test of the liberal arts that they should be expected to accomplish this assimilation.

In a way this tradition is not in the books of the Western world, it is rather the heritage by which we live, the spirit which permeates our thinking and speaking, our attitudes and concerns. This heritage, however, can wither away. To prevent this, we must be ready to go back to the sources and to reflect on what they have to say. This is the way in which education can become a deliberate and planned undertaking. And it is at this point that specialized scholarly pursuits may well interfere with the overall educational goal.

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

become alive and meaningful in this process. And the acquisition of those intellectual skills indicates that the discipline of the liberal arts has taken hold of the learning mind.

There are many ways to foster this discipline. The curriculum emphasizes four of them: discussion, translation, demonstration, and experimentation. They are followed in all the branches of the program which will be described in the following pages. But whatever the methods used, they all serve the same end: to make the student think for himself, to enable him to practice the arts of freedom. Free minds must be able to view concrete situations, to deliberate by formulating clear alternatives, and to arrive at a deciding choice. This ability presupposes the habit of careful scrutiny and of dispassionate judgment. Inasmuch as this habit characterizes scholarly pursuits, the course of study at St. John's is an exercise in scholarship. Inasmuch as scholarship has to pay attention to all the details and particulars of a given subject matter and thus tends toward expertness in a special field, the course of study at St. John's can be said both to fall short of meeting scholarly demands and to go far beyond them. Scholarly responsibility toward the content of learning is necessary in liberal education; scholarly specialization is not.

The Great Books

The books that serve as the core of the curriculum were chosen over a period of nearly forty years, first at Columbia University, at the University of Chicago, at the University of Virginia and, since 1937, at St. John's College. The list of these books was criticized and tested in actual teaching and learning during that period, and this process still continues under conditions set by the single all-required curriculum which all students at St. John's follow. Every year some books are taken off the list and some are added to it. On the whole, however, the list is now a fairly stable one. Most of the books in it are universally accepted as being among the original sources of our intellectual tradition.

These books are often called the classics, a name that carries with it a wide range of connotations, from "venerable" to "out-of-date." It suggests something remote and even precious. At St. John's the classics are not treated as objects in an art gallery collection or as the ornamental background of a more weighty and seemingly more important daily routine. The books are taken directly into our contemporary life. They

are read in English. In the process a new understanding of the classics and of classical education emerges. The books begin to speak, and what they have to say is not an academic lesson to be learned; it is of immediate concern to the students and can, therefore, touch and move their minds.

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

The Role of Science

The great books, however, are not the only manifestation of the power of the liberal arts. One of the official seals of the College shows seven books surrounding a pair of scales. The balance symbolizes, no less than the books, the tradition of the liberal arts. It stands for the instruments of the scientific laboratory, where the liberal arts are being practiced at their best and fullest in the modern world.

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

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

For this purpose St. John's has set up a four-year laboratory in the natural sciences with the main themes of physics, biology, and chemistry woven together to catch the understandings and insights that are needed. There is the art of measurement, which involves the analytical study of the instruments of observation and measurement; crucial experiments that mark the history of science have to be reproduced; the interplay of hypothesis, theory, and fact has to be carefully scrutinized. All this must be supported by solid training in mathematical techniques. St. John's has, therefore, more required mathematics and laboratory work than any other liberal arts college in the country.

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. Different fields of exploration require different methods and techniques, but the integrity of scientific pursuits stems from sources common to all intellectual life.

The Curriculum

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

It is necessary to preface this description with a general remark about the sequence of books, the teaching function of which largely determines the structure of the curriculum. On pages 43 to 45 the reader will find two listings of the books. The first lists them in more or less chronological order, beginning with Homer and ending with authors of the twentieth century, and represents the required readings for the four years in the various divisions of the program. The second list shows how these books are distributed over the four years and also among the subject matters of the conventional elective system.

The distribution of the books over the four years is significant. Something over two thousand years of intellectual history forms the background of the books of the first two years; about three hundred years of history forms the background for almost twice as many authors in the last two years. The first year is devoted mostly to the Greeks and their special understanding of the liberal arts; the second year contains books which belong to the Roman and medieval periods; the third year has books of the seventeenth and eighteenth centuries, most of which were originally written in modern languages; the fourth year concentrates on books of the nineteenth and twentieth centuries.

The chronological order in which the books are read is largely a matter of convenience and intelligibility; it has little to do with the so-called historical approach to a subject matter. The St. John's curriculum is seeking to convey to the student an understanding of fundamental problems that man has to face at all times. In doing that it may help the student to discover a new kind of historical perspective and let him perceive through all the historical shifts and changes the permanence and ever-present gravity of human issues.

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

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

The Seminar

A seminar consists of from fifteen to twenty-two students, with two faculty members as leaders, all sitting around a large table. It meets twice a week, on Monday and Thursday evenings, from eight to ten. The

session continues well beyond ten if the topic under discussion has aroused a sustained and lively argument. The preparation for each seminar meeting amounts, on the average, to one hundred pages of reading. The reading assignment may be short if the text is a difficult one. It may be lengthy if the text lends itself to an easy understanding.

HOW IT FUNCTIONS

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

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

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

FOLLOWING THE ARGUMENT

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

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

BACKGROUND: THE CONTEMPORARY SCENE

It is apparent that a free discussion of this kind cannot be carried on in a so-called academic or scholarly vein. The students approach the problems raised by the books with assumptions taken from their own experiences and determined by the contemporary scene familiar to them. Wars, politics, movie stars, and big-league baseball may all crop up in a seminar. In continuing the discussion of a particular problem through the four years, the student gradually acquires a new perspective which allows him to recognize both the sameness of a recurrent problem and

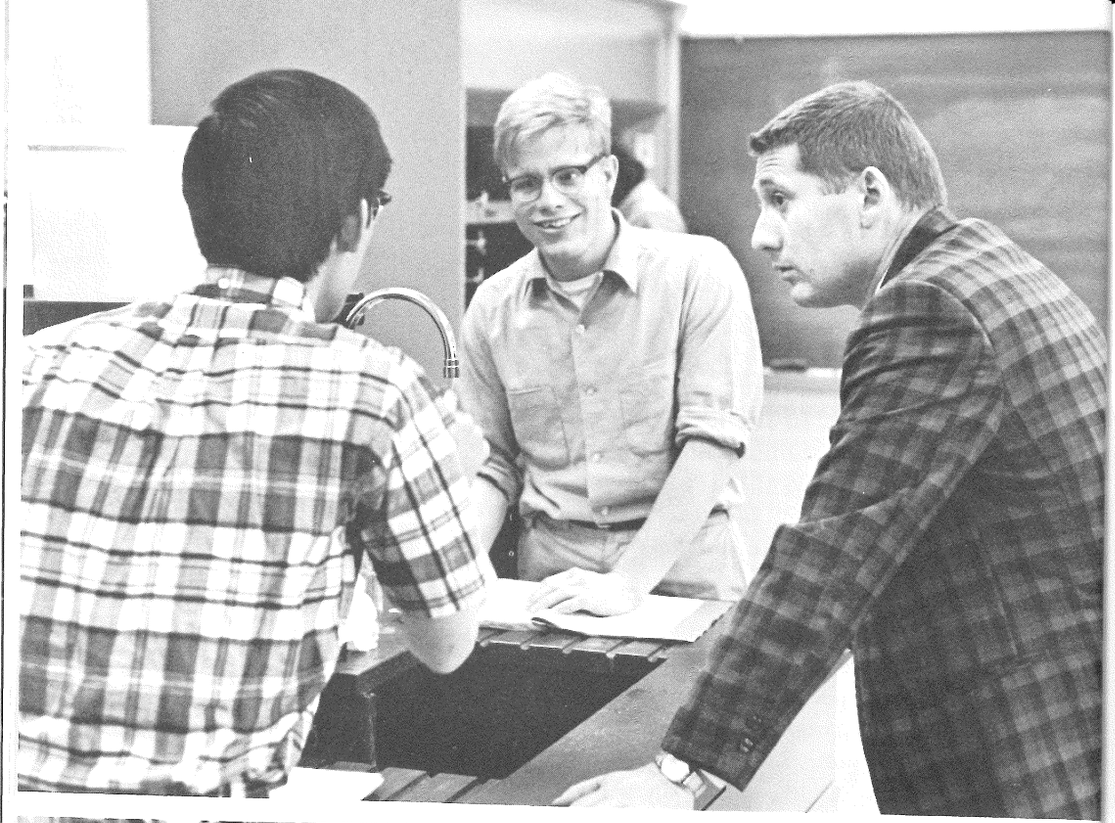
the historical variety of its aspects. The historical background of a book —the knowledge of which is, at least partly, founded on the reading and interpretation of the testimony contained in the great books themselves —is not used as a basis for the discussion. It is of course inevitable that some information on difficult points related to a specific historical situation is obtained by the students through collateral reading or from the seminar leaders. In the main, however, the problems are discussed with the aim of ascertaining not how things were, but how things are; of ascertaining the position which the student might decide to take on rational grounds in the conduct of his own life. This does entail, occasionally, a complete disregard of historically pertinent facts.

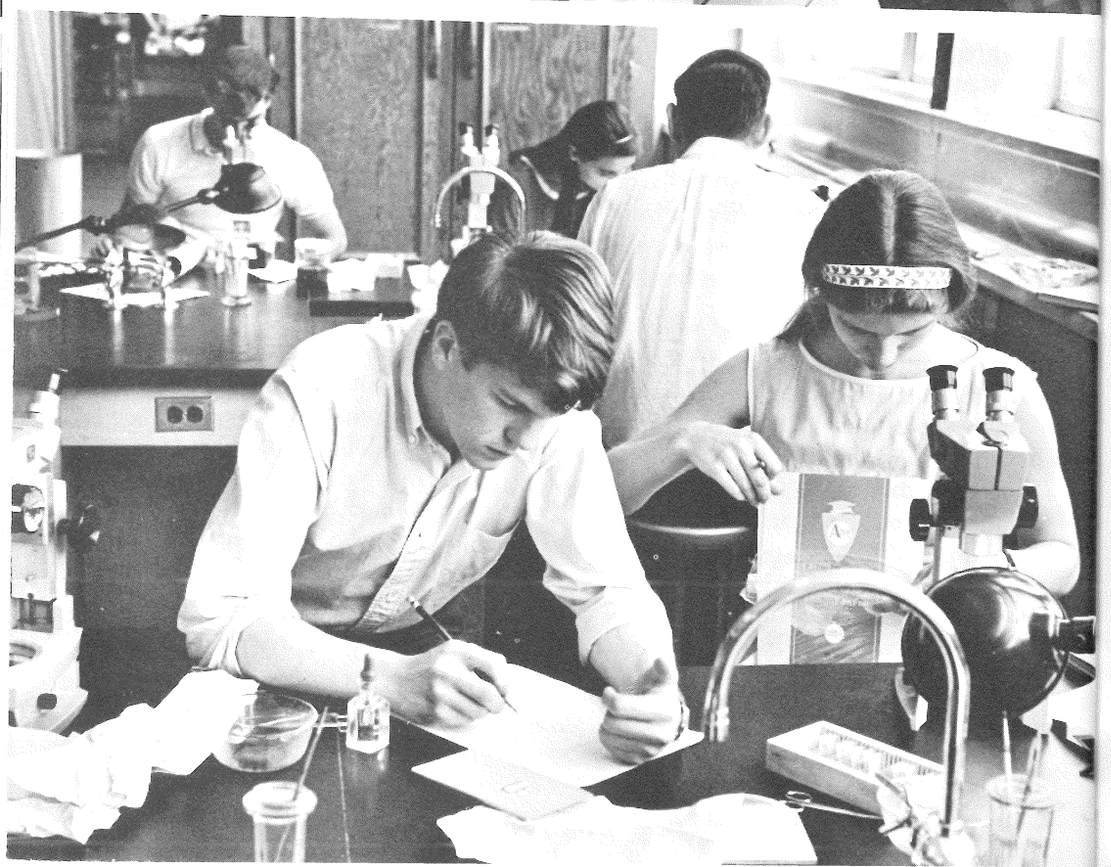
THE AIMS

Such free discussion continuing over a period of four years and dealing with persistently recurring questions, problems, and ideas, in the varied and changing context of the great books, is the core of the St. John's program. The members of the seminar learn to examine their opinions rationally, to put them to the test of argument, and to defend them in free discussion. They likewise acquire a familiarity with the great problems and ideas of Western thought. They gain a better understanding of the terms in which these problems and ideas are expressed, of their ambiguity, and of their full meaning. And this in itself is one of the aims of a liberal education. It is the ultimate aim of the seminar that the process of thought and discussion thus commenced by the student should continue with him throughout life.

THE PRECEPTORIAL

For the junior and senior classes the seminars are interrupted for nine and a half weeks in the winter to be replaced by preceptorials. The students are divided into smaller groups of five or six members each who meet weekly with one tutor to study intensively one book, or one subject treated in several of the great books. Some eighteen different subjects for preceptorials are offered by the seminar tutors. A major purpose of the preceptorial is to invite and to guide the student to a thorough and responsible study of a text, or of a small group of texts concerned with a specific question. The preceptorial period begins the last week of November and continues till the start of the thesis-writing period in late February.





The Tutorials

The seminar, although the heart of the St. John's program, cannot alone suffice as a means to the end of liberal education unless aided by more specialized and stricter disciplines. By its very nature the seminar does not give the student an opportunity to cultivate the habits of methodical and rigorous study. It has to be supported, therefore, by other instructional devices, principally the language, mathematics, and music tutorials. Throughout the four years of a student's course at St. John's two tutorials, or classes, are scheduled each morning, one in language and one in mathematics. Thrice a week sophomores meet also in the music tutorial.

Here, around a table, eight to fifteen students study and learn together under the direct guidance and instruction of a tutor. Other tutors often attend, seeking to learn about a particular subject. A tutorial is meant to provide the conditions for collaborative study and for the manifold teaching and learning relations that hold in a company of good friends. There is opportunity for each student to contribute his measure of instruction to his fellows. Each tutorial session is one hour in length. A tutorial meets four days a week, except in the senior year, when the tutorials meet three days a week.

The Language Tutorial

The advent of specialization in higher education has led to a profound neglect of language skills. As country is separated from country by the barrier of language, so profession is separated from profession by the use of technical jargon. The language tutorial attempts to remedy this condition by a training in the means of precise communication and persuasion. In a broad sense, it may be conceived of as a resurrection of the age-old arts of grammar, rhetoric, and logic. The tutorials concern themselves with seeking to understand the relation between language and thought. To do this they must study the basic articulations of speech, the modes of signifying things, the varied connotations and ambiguities of terms, the role of metaphors and analogies, and the logical relation between propositions.

PRIMARY AIMS

The primary purpose of the language tutorials is thus not the mastery of any foreign languages. By studying them, however, and by

translating from them into English, by comparing them with each other and with English, the student learns something of the nature of language in general and of his own in particular. During the four years, then, he is studying language as such, the discourse of reason, and, through the medium of foreign tongues, his own native English. He is discovering the resources of articulate speech and learning the rules that must govern it if it is to be clear, consistent, and effective; if it is to be adequate and persuasive. The media for accomplishing this are Greek in the first and second years and French in the third and fourth years.

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

The second purpose of the language tutorial is support of the seminar discussion. The student reads and carefully analyzes a few great examples and models of prose and poetry in Greek, English, and French. Some of these relevant texts are not parts of the seminar readings. The further the student advances, the more the language tutorial tends to influence the seminar discussion by bringing issues to the fore which otherwise might have been neglected and by introducing more precision into the terms in which a problem is being discussed.

The choice of the foreign languages is in part dictated by the exigencies of the seminar reading schedule and is in part arbitrary. A different set of languages might well be used without changing the basic patterns and aims of the language tutorial. At one time Latin and German were included in addition to the two languages now studied.

This resulted in a scattering of energies with no real and lasting profit to the student.

The French tutorial in the third year begins with a brief but intensive study of French grammar followed by a rapid reading of a simple and excellent French text. The aim here is economical progress towards fluency in the reading and writing of simple French. The rest of the year is given over to examining the form and discussing the content of outstanding examples of French prose ranging from single sentences to complete works. In the examination of form the simpler kinds of grammatical, logical, and rhetorical analysis are used as foundations for the consideration of questions of purpose and problems of choice in speech and writing. 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 fourth year, after a period of grammar review, the chief interest of the third year is again taken up for a time, with different materials. Passages from standard English writers are translated into French: discussion of students' versions is helped by comparison with expert translations of the texts chosen. The principal activity of this year, however, is the reading of French poems, including a complete play in verse. This work has as its immediate object the understanding and enjoyment of each poem in its parts and as a whole. It also provides a substantial basis, when supplemented by some of the preceding work in language tutorial and in seminar, for discussion of the art of poetry and its relation to the traditional liberal arts of language. The writing assignments include exercises in translation more ambitious than those attempted in the third year.

SUBORDINATE AIM

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

the individuality of another language is to extend the limits of one's sensibility.

READING KNOWLEDGE EXAMINATIONS AND ESSAYS

To implement this latter aim, the reading knowledge examinations were instituted. The requirements for the final degree of Bachelor of Arts include the possession of a reading knowledge of the two foreign languages. Passing the Greek tutorial satisfies the requirement in Greek. Reading knowledge examinations in French are given three times a year. Failure the first time in these examinations does not preclude later attempts.

In each of the four years the student tests his linguistic skills by writing a number of essays on themes emerging from the discussion in the tutorials or seminars, as approved by his language tutor. Each of these essays is criticized in detail by the language tutor and is usually the subject of a conference between the tutor and the student. St. John's is concerned that each student acquire the ability to express his thoughts clearly and skillfully, no less in writing than in speaking. The language tutorial is one of the means that contribute to this end.

The Mathematics Tutorial

Next to their mother tongue the language of numbers and figures is the most important symbolic possession of men. In view of the scientific and industrial conditions of modern life, the elimination of mathematics as a requirement in education is most disturbing. This default has become so common now that many persons believe that they natively lack mathematical ability. It is obvious that high aptitude for mathematics, as exhibited in great mathematicians, is rather rare. But the language of numbers and figures is not a matter of special aptitude. Even before reaching its explicit scientific formulation, mathematics is an integral part of our understanding of the world that surrounds us. St. John's is trying to overcome this alleged mathematical disability, and through improved teaching techniques is trying to effect an understanding of the fundamental nature and intention of mathematics.

ITS CONTENT

The student begins with the *Elements* of Euclid, using his organization of the mathematics discoveries of the Greeks to gain a notion of deductive science and a mathematical system in general, and to become

acquainted with one view of mathematical objects—this view finds its central expression in the theory of ratios—which is buried in 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 mathematical "hypotheses" constructed to "save the phenomena."

In the second year he continues the study of Ptolemy, emphasizing those difficulties and discrepancies of his geocentric system which point straight toward the "Copernican revolution." He studies Copernicus's—purely theoretical—revision of Ptolemy. He next takes up the *Conics* of Apollonius to investigate a synthetic presentation of the very objects whose analytic treatment by Descartes marks the beginning of modern mathematics. After this a study of analytic geometry gives rise to a discussion of the meaning of the treatment of conics in algebraic form and of algebra as the "analytic art" in general.

The third year continues this introduction to modern analysis with a study of the calculus, preparatory to a consideration of the roots of mathematical physics. These are discovered in Galileo's attempt in his *Two New Sciences* to present mathematically a descriptive science of motion. Kepler's work is then studied as an intermediary and Newton's *Principia* as a successful attempt to bring heavenly and earthly motions under one law, and to supersede a purely geometric astronomy with a "dynamic" theory in which the orbits are governed by force laws.

In the fourth year the reading of Lobachevski's approach to a non-Euclidean geometry invites reflection on the starting point, the postulates of geometry, as well as on the nature of the geometric art as a whole. An alternative to Euclidean geometry—in fact, alternatives—having been given, a study of axiomatic systems begins. This study leads to a consideration of the theory of sets, the foundation of modern mathematics. The mathematics program concludes by extending the study of astronomy that began with Ptolemy, Copernicus, Galileo, Kepler, and Newton to the geometrization of physics proposed by Einstein in the theory of relativity.

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

LOGICAL RIGOR AND IMAGINATION

The work done in the mathematics tutorials imposes upon the student the duty of rigorous demonstration; the blackboard becomes the arena of intensive logical struggles. The student is made to see how the discovery of logical inconsistencies leads to a revision of the assumptions upon which mathematics builds. But it is not only logical rigor that is expected of the student; his imagination is constantly brought into play. Any devices that might help imaginative effort—geometrical models, mechanical linkages, astrolabes, etc.—are used, and often the student himself is asked to construct them. Whenever the occasion requires it, the student has to exercise his skills in the solution of problems. All this detailed preoccupation with mathematical objects and methods, however, is subservient to the more general consideration of the relation that mathematics has to problems raised in the seminar. On the other hand, the mathematics tutorials often refer directly to the work done in the laboratory.

THE CHIEF AIM

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

The Music Tutorial

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 the acquisition of a linguistic capacity, as it were, for understanding musical ideas. The study of music is not properly a separate department of intellectual activity. 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. In short the liberal art of music is based on the existence of ratios among numbers. The study of music is valuable in training the mind to a sense of ratio and proportion.

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, all students sing in a chorus. In the sophomore year a regular tutorial, meeting three times a week, brings the study and analysis to completion.

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 hand it is a unique and self-sufficient art which has its roots deep in nature.

The work includes an investigation of rhythm in words as well as notes; a thorough investigation of the diatonic system; a study of the ratios of the 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, the instrumental works of Beethoven, and, from this century, one of the major works of both Stravinsky and Schoenberg, are the real text-books. 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 the composition and familiarize themselves with the score prior to the seminar. Group discussion of a work of music, as of a book, facilitates and enriches the understanding of it.

The Laboratory

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

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

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

THE ORGANIZATION OF THE LABORATORY WORK

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

A laboratory section consists of fourteen to twenty 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 Galen, Harvey, Lavoisier, Huygens, Newton, Fresnel, Darwin, Dobzhansky, 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 as texts, 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. In terms of traditional names for various branches of scientific endeavor, the work schedule may be outlined roughly as follows:

	First Semester	Second Semester
1st Year	Theory of measurement	Chemistry
2nd Year	Biology	
3rd Year	Topics from mechanics, optics, magnetism and electricity	
4th Year	Atomic theory	Relativity theory

PHYSICAL SCIENCE

In the first semester, freshmen study the problem of measurement. The student learns the elementary processes of measuring length, area, volume, weight, density, musical pitch, pressure, temperature, and heat, and becomes aware of the theoretical assumptions underlying these measurements. He also considers the problems of summarizing the data of measurement and of determining its accuracy.

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

The entire laboratory program has undergone reexamination and partial revision in the last four years. The junior and senior years of the laboratory are still in the process of revision, though the general outline of the junior year is established. The senior year is provisional, but some indication of its character can be given.

In the third year the laboratory deals with topics common to a number of the traditional divisions of physics such as mechanics, optics, magnetism, and electricity. Since the third year mathematics tutorial begins the calculus, the topics first confronted include such questions as the representation of forces by algebraic formulae and vector methods. The description of motion, acceleration, work, energy, and potential has to be direct, qualitative, Galilean. As the tools of the calculus become more available, these ideas can be reformulated in more appropriate terms; at the same time the physical concepts serve to illustrate the mathematical ideas. Later the concepts of mechanics can be used to formulate notions of optics. The appropriateness of the alternative

mechanical models of light—corpuscular and wave—is considered. Electromagnetism will be developed beyond these other branches of "classical" physics to the general characterization of the electromagnetic field by Maxwell's equations. Optics is then reexamined as a possible consequence of Maxwell's equations, and as a branch of electromagnetism.

In the senior year the investigation of atomic theory is resumed from the point where the freshman year left it. Now the student has a theory of electricity in terms of which ionization can be discussed. Through a number of classical papers the development of the notion of atomic structure is pursued until it reaches Bohr's paradoxical resolution of the problem of the stability of the nuclear atom. Finally, the laboratory turns to Einstein's Special Theory of Relativity. Here is presented another set of difficulties in the grand structure of traditional physics. The schedule of the senior laboratory is designed to be flexible. Time is given for reading and reflection on the general nature of science, as the student has approached its study through the preceding four years.

BIOLOGICAL SCIENCE

The second year of the laboratory is devoted to biology. The exercises in biology are presented in three units. Unit One may be regarded primarily as an inquiry into the nature of the vertebrate organism. The student confronts such general problems as parts and whole, individual and class, form and function, homologous and analogous structures, the external and the internal environment. Specifically, he investigates the anatomy of the frog and the cat, with special emphasis on observation and the technique of dissection. Experiments are performed in connection with anatomical studies where feasible. The student also reproduces the experiments described in Harvey's *Disquisition on the Motion of the Heart and Blood in Animals.*

Unit Two is devoted to genetics; using the fruit fly the student conducts breeding experiments to demonstrate Mendel's principles of heredity, modified Mendelian ratios, linkage and crossing over, and chromosome-mapping. The related discussions begin with a careful reading of Mendel's experiments in plant hybridization after which the development of the gene theory of heredity is investigated.

Unit Three deals with embryology. The student becomes acquainted with the cell as a level of biological organization. Modern embryological concepts, such as the organizer theory and the perennial antithesis of preformation and epigenesis, are reviewed and evaluated.

The Formal Lecture

Most of the teaching at St. John's takes the form of a discussion: the dialectical methods of the seminar are carried over into the tutorials, although the tutorial work itself consists mainly of recitation of paradigms, translation and interpretation of texts, demonstration of theorems, and solution of problems. As much as possible, the actual instruction in all classes and laboratories is made dependent on the activity and initiative of the students. The tutor, except for occasional lecturing required in a given situation, 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.

On Friday nights, however, the pattern of instruction is a different one. The formal lecture is the occasion upon which the students are required to listen steadily and attentively. These lectures are given either by a member of the faculty or, more frequently, by a guest speaker; the latter is a scholar or a poet or a man of public affairs whose work, although not directly connected with the activities at St. John's, bears some relation to them. Sometimes concerts take the place of Friday-night lectures. These concerts are an integral part of the St. John's music program.

The formal lecture may last an hour and a half. It is followed by an extensive discussion period that very often takes the form of a seminar. Here the content of the lecture is subjected to a prolonged and intensive scrutiny on the part of the students. The faculty has a share in the discussion. Thus, the formal lecture serves two purposes: it inculcates in the student the habit of listening and following the condensed 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 skills in a setting very different from that of the class room. 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 large variety of subjects. Some of the lectures have immediate repercussions in the seminars and tutorials. Others may have a lasting effect on the direction that a student's work takes within the frame of the program. The student is often confronted with opposing views on a given subject, since many lectures, of necessity, bear on the same theme.

The Academic Order

The Faculty

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

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

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

The kind of teaching and learning that goes on at St. John's presupposes, then, a faculty differing in many ways from the faculties of more conventional colleges. Each tutor normally has 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 certain competence in the liberal arts. This may mean that he has to reeducate himself. He is expected to teach some classes in fields other than his field of competence. Ideally, the tutor will after some time have taught classes in every part of the program. He has the opportunity to do so by the very nature of the St. John's program. He attends classes in the same way as a student: his own learning goes along with his teaching; just as the students do, he progresses from year to year in the curriculum; and this continuous learning and teaching brings him, in ever increasing measure, into closer 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 one tutorial and a laboratory section. Each faculty member is constantly passing on the special skills that he possesses to his colleagues who might require them in their respective classes. The collaborative effort at St. John's is especially evident in the cooperative teaching of the faculty.

Since it is necessary, on the other hand, that members of the faculty probe more deeply into the foundations and wider contexts of the subject matters that are the teaching materials at St. John's, to avoid the malignant growth of staleness and the ever-present danger of succumbing to routine performance, a faculty study group with yearly rotating membership has been set up by the College. Members of this study group are relieved to some extent of their ordinary teaching duties. They engage in a thorough study and exploration of a subject matter chosen by the faculty. Scholars from other institutions may join the group for a limited period of time. Although the subject matter under study may not be directly related to the St. John's curriculum, the work of the study group opens new perspectives to the common teaching and learning at St. John's.

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

Apollonius: *Conics,* Books I-III
Ptolemy: *Mathematical Composition (Almagest)*
Galen: *Introduction to Logic*

Augustine: *On Music*
Scotus Erigena: *The Division of Nature*
Grosseteste: *On Light*
Oresme: *On the Breadths of Forms*
Copernicus: *On the Revolution of the Spheres*
Kepler: *Epitome of Copernican Astronomy,* Books IV, V
Pico: *On the Dignity of Man*
Alexander of Aphrodisias: *Commentary on the 12th Book of Aristotle's Metaphysics*
François Viète: *Introduction to the Analytical Art*

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

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

The work of the study group, the translation of texts, and the constant reinterpretation of the book list which occurs as an immediate by-product of the discussions in seminars, tutorials, and the laboratory, represent research for the sake of teaching. Production for publication and learned societies is and should be a secondary result of such research.

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

The Instruction Committee

The Instruction Committee shares with the Dean and the Associate Dean responsibility for the curriculum and instruction of the College. It consists of twelve tutors, in addition to the Dean, the Associate Dean, and the President. Six of the tutors are elected from each division of the College. The Committee meets annually, alternating between the two campuses. The members of the Committee from each division constitute the Instruction Committee for that division, to supervise the instructional program throughout the year.

The Library

The great books chosen for study at St. John's are collected in the library in the best editions and translations that can be obtained. These

students will see the implications of liberty in Pericles' funeral oration. These are the educational realities that a common schedule marks and emphasizes.

Except for the preceptorials in the junior and senior years and certain periods of laboratory work for which the upperclassmen may choose their own time, the schedule is the same for all students. Each morning for either three or four days of the week they spend one hour in a language tutorial and one hour in a mathematics tutorial; sophomores also spend three hours in music tutorial. Twice a week they spend three hours in the laboratory. Two evenings from eight to ten they attend a seminar for organized discussion of the assigned readings. A formal lecture or concert is given once—or occasionally twice—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, separated by a week during which the seminars meet as usual but the tutorials and laboratory sessions are suspended. Special events may be scheduled for this period, which is not considered a vacation but a welcome change in the instructional routine. During this week students are required to remain in residence.

ORAL EXAMINATIONS

There are oral examinations at the end of each semester. These are conducted by seminar leaders with the help of other tutors. The students are questioned freely and informally on the texts they have read, on their critical or interpretative opinions, and encouraged to consider parts of their study in relation to each other and in relation to fresh problems that may not have been treated in their classes. The first oral examinations for freshmen are given before the Christmas vacation.

THE DON RAG

A few days after the examination at the end of a semester the student meets all his tutors in the so-called "don rag." The don rag is a brief consultation between tutors and student for the purpose of diagnosis and prescription rather than for report of marks. It usually lasts fifteen minutes for each student, but may be extended well beyond that. In it the tutors report to one of the seminar leaders on the student's work during the semester; the student is 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, nor are they the center of interest. The first freshman don rags are held the week before the Christmas vacation rather than at the end of the first semester.

ANNUAL ESSAYS

Before the end of the second semester each student submits an annual essay on some theme suggested by his seminar reading. Seminar leaders must approve his choice, and he is examined orally on the essay.

PRELIMINARY ENABLING EXAMINATIONS

At the end of the second year the sophomores take a set of comprehensive examinations, the so-called preliminary enabling examinations, which determine whether and under what circumstances a student may continue as a candidate for the degree of Bachelor of Arts. They consist of a half-hour oral examination on the annual essay and three-hour written examinations in each of the following areas: language, mathematics, music, and the theoretical part of the laboratory work. The results of these examinations, together with the student's records, are surveyed by the Instruction Committee, which decides whether a student may be permitted to continue as a candidate for the degree of Bachelor of Arts.

THE ENABLING ORAL EXAMINATION

The enabling oral examination is given to the student in the fall before the fourth year begins. It is focused on a number of books corresponding to about twelve seminar reading assignments and chosen by the Instruction Committee each year. The passing of this examination confirms a student's status as a candidate for the degree of Bachelor of Arts.

THE FINAL THESIS AND ORAL EXAMINATION

During the first semester of the senior year the student makes his final choice of a thesis. As a candidate for the degree of Bachelor of Arts he must present a dissertation on a thesis related to some aspect of the work done in seminar or laboratory. This is not a piece of specialized research, but a sustained performance in the liberal arts. The student submits his dissertation for the approval of the faculty, and must defend it satisfactorily in an hour-long public oral examination

given toward the end of the second semester. Three weeks before the spring vacation are reserved for the writing of the thesis; during this period the student attends no classes. Under some circumstances the student may request more time to prepare and submit his thesis.

THE READING KNOWLEDGE EXAMINATION

Before being granted the degree each student must have passed an examination to show his reading knowledge of the French language.

Academic Standing

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

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

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

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

The St. John's Degree of Bachelor of Arts

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

Languages (Greek, English, French)	26
Literature	10
Political Science	5
History	2.5
Philosophy	15.5
Economics	1
Psychology	2
Logic	2
Mathematics	25.5
Sciences (Physics, Astronomy, Chemistry, Biology)	32.5
Music	6
Total	128

It should be noted that instruction in written English is not confined to the item "English" listed above, but is carried on in the preparation of annual essays, of laboratory reports, and of regularly assigned exercises in the tutorials throughout the four years.

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

The question is sometimes asked whether the graduate and professional schools acknowledge the St. John's degree of Bachelor of Arts, in view of the highly unconventional program under which St. John's operates. It must be noted first of all that St. John's is accredited by the Middle States Association of Colleges and Secondary Schools. The experience that the College has had with its graduates so far shows that a St. John's graduate has little difficulty inherent in his degree if he chooses to continue his studies. Since St. John's offers no majors in

specific subjects, however, he may find it necessary to take some undergraduate courses.

The following table shows the professions or fields of advanced study entered by one or more St. John's graduates; Mathemathics, Law, Medicine, Philosophy, and Theology have attracted the greater numbers:

Archeology
Architecture
Art
Biology
Bio-Physics
Business Administration
City Planning
Dentistry
Drama and Playwriting
Economics
Education
Engineering
Geology
History
History of Art
History of Science
International Relations
Journalism
Languages
Law
Library Science
Literature and Writing
Logistics Management
Mathematics
Medicine
Meteorology
Music
Nursing
Oceanography
Philosophy
Physics
Political Science
Psychology
Public Administration
Social Anthropology
Social Work
Sociology
Theology

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

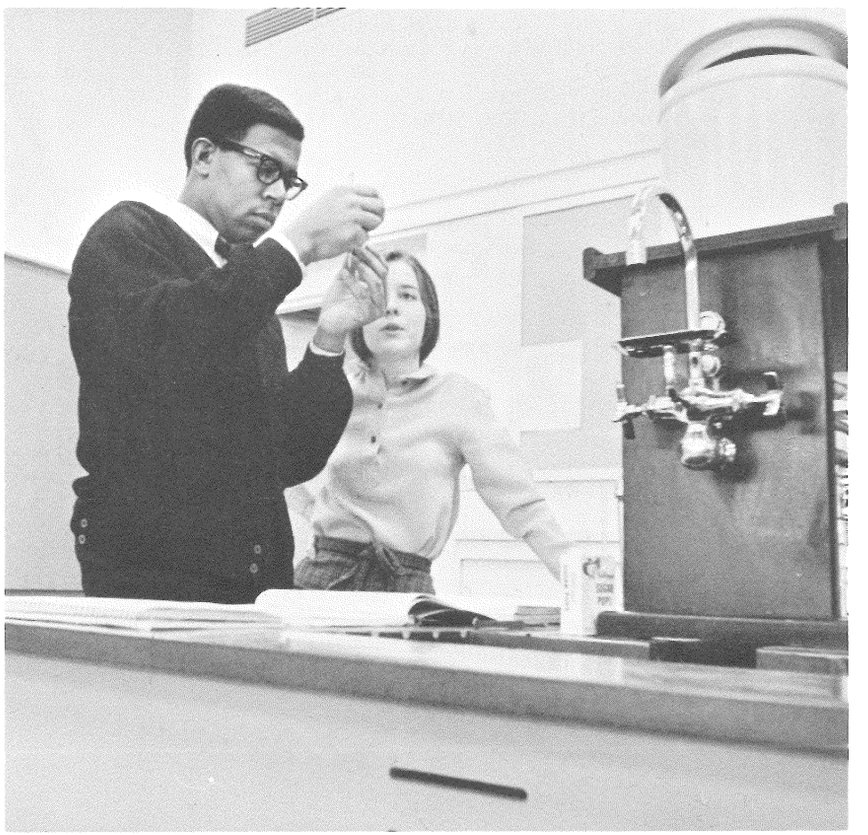
Whatever the attitude of the graduate schools, St. John's refuses to accept the imposition of heavy pre-professional, specialized requirements on its liberal curriculum. The College knows well enough that to educate a man requires less, and yet far more, than is required to satisfy the shifting standards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

The St. John's Degree of Master of Arts

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

(1) A Master's degree may be awarded to anyone who has completed two years of teaching at St. John's College. He must petition the Instruction Committee of the College 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.

(2) In 1967 a summer school, primarily for teachers, is planned for the Santa Fe campus. A sequence of tutorials and seminars, arranged so as to complete in four summers study in history, mathematics, natural science, literature, and philosophy, will be the prerequisite to the awarding of a Master of Arts degree.



Instruction Charts

The St. John's List of Great Books

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

Homer:	*Iliad, Odyssey*
Herodotus:	*History**
Aeschylus:	*Agamemnon, Choephoroe, Eumenides, Prometheus Bound*
Sophocles:	*Oedipus Rex, Oedipus at Colonus, Antigone*
Euripides:	*Hippolytus, Medea*
Aristophanes:	*Clouds, Birds*
Plato:	*Ion, Gorgias, Meno, Republic, Apology, Crito, Phaedo, Symposium, Parmenides,* Theaetetus, Sophist, Timaeus, Phaedrus*
Thucydides:	*History of the Peloponnesian War*
Aristotle:	*Generation of Animals,* On the Soul,* Physics II, III, IV, VIII, Metaphysics I,* V,* VI, VII,* XII, Nicomachean Ethics,* Politics,* Organon**
Euclid:	*Elements*
Epictetus:	*Discourses,* Manual*
Archimedes:	*Selected Works**
Apollonius:	*Conics I-III*
Lucretius:	*On the Nature of Things*
Virgil:	*Aeneid*
*The Bible**	
Tacitus:	*Annals**
Plutarch:	*Lives**
Nicomachus:	*Arithmetic**
Ptolemy:	*Almagest**
Galen:	*On the Natural Faculties*
Plotinus:	*Fifth Ennead*
Augustine:	*Confessions*
Anselm:	*Proslogium*
Thomas Aquinas:	*Summa Theologica**
Dante:	*The Divine Comedy*
Chaucer:	*The Canterbury Tales**
Rabelais:	*Gargantua and Pantagruel**
Machiavelli:	*The Prince, Discourses**
Calvin:	*Institutes**
Copernicus:	*On the Revolution of the Spheres**
Montaigne:	*Essays**
Bacon:	*Novum Organum*
Gilbert:	*On the Magnet**
Kepler:	*Epitome of Copernican Astronomy IV, V*
Donne:	*Poems**
Shakespeare:	*Richard II, Henry IV, Parts 1 and 2, As You Like It, Twelfth Night, Othello, Hamlet, Macbeth, King Lear, Tempest*

Cervantes: *Don Quixote*
Harvey: *On The Motion of the Heart and Blood*
Galileo: *Two New Sciences**
Descartes: *Rules for the Direction of the Mind,** *Discourse on Method, Geometry,** *Meditations*
Hobbes: *Leviathan**
Spinoza: *Theological-Political Treatise*
Milton: *Paradise Lost**
Pascal: *Pensées**
Racine: *Phèdre*
La Fontaine: *Fables**
Newton: *Principia,** *Optics**
Huygens: *Treatise on Light**
Locke: *Essay Concerning Human Understanding,** *Second Essay on Civil Government*
Berkeley: *Principles of Human Knowledge*
Leibniz: *Discourse on Metaphysics, Monadology*
Swift: *Gulliver's Travels*
Fielding: *Tom Jones*
Hume: *Enquiry Concerning Human Understanding, Dialogues Concerning Natural Religion*
Gibbon: *The Decline and Fall of the Roman Empire**
Rousseau: *The Social Contract*
Adam Smith: *The Wealth of Nations**
Kant: *Critique of Pure Reason,** *Critique of Practical Reason**
Lavoisier: *Treatise on Chemistry**
United States Constitution
*Federalist Papers**
De Tocqueville: *Democracy in America*
Goethe: *Faust**
Hegel: *Philosophy of History, Lordship and Bondage, Preface to the Phenomenology*
Kierkegaard: *Fear and Trembling*
Lobachevski: *Theory of Parallels*
Stendhal: *The Red and the Black*
Flaubert: *Madame Bovary*
Darwin: *Origin of Species**
Marx: *Capital,** *Communist Manifesto, Preface to Critique of Political Economy**
Mendel: *Experiments in Plant Hybridization**
Tolstoi: *War and Peace*
Nietzsche: *Birth of Tragedy, Beyond Good and Evil*
Austen: *Emma*
Dostoevski: *The Possessed*
Baudelaire: *Poems**
William James: *Psychology—Briefer Course**
Freud: *A General Introduction to Psychoanalysis*
Whitehead: *Modes of Thought*
Peirce *Philosophical Papers**
Valéry: *Poems**
Einstein: *Relativity: the Special and General Theory*
Documents from American History
Charter of the United Nations

Classification, By Years, According to Elective Subject Matter

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

Preceptorials—1965-66

1. Homer, *The Iliad.*
2. Plato, *Theaetetus.*
3. Aristotle, *The Physics.*
4. Dante, *Purgatorio.*
5. Shakespeare's Sonnets.
6. Luther, *Three Treatises.*
7. Kant, *Critique of Pure Reason.*
8. Kant, *Critique of Judgement.*
9. Developmental Genetics.
10. Evolution.
11. Entropy.
12. Faraday, The Unmathematical Philosopher.
13. A Study in Case Law: *The Talmud.*
14. Some 20th Century Protestant Theologians.
15. Mozart, Two Comedies.
16. Plato, *Republic.*
17. Freud's Social Philosophy.
18. Whitehead's Cosmology.

Language Tutorials—Classroom Hours

Assigned Exercises	*First Year (Greek, English)*	*Second Year (Greek, English)*	*Third Year (French)*	*Fourth Year (French)*
Memorizing paradigms, selections	64 hours Grammar	30 hours Comparative Grammar	32 hours Grammar	14 hours Grammar Review
Translation and analysis of texts	52 hours Plato's *Meno*	20 hours New Testament Greek Poetry	12 hours Voltaire	20 hours Translation (English into French)
			24 hours Pascal La Roche-foucauld	22 hours Analysis of Selected Poems
Practice in analytical commentary	12 hours Aristotle's *Physics*	18 hours Donne Shakespeare	60 hours Descartes Corneille	11 hours Baudelaire 20 hours Racine
Logic		28 hours Formal Logic		
Totals	128 hours	96 hours	128 hours	87 hours

Mathematics Tutorial—Classroom Hours

	First Year	*Second Year*	*Third Year*	*Fourth Year*
Plane geometry	44	...	...	...
Solid geometry	24	...	...	...
General theory of ratio and proportion	16	...	...	...
Introduction to number theory	3	...	...	...
Conic sections	...	44	...	...
Trigonometry	1	4	...	...
Astronomy and celestial mechanics	40	40	44	...
Analytic geometry	...	40	...	...
Dynamics	...	...	42	...
Calculus with introduction to differential equations	...	...	42	...
Non-Euclidean geometry	...	...	...	30
Projective geometry	...	...	...	54
Totals	128	128	128	84

Laboratory—Classroom Hours

	First Year	*Second Year*	*Third Year*	*Fourth Year*
BIOLOGY				
Anatomy and physiology (vertebrate)	...	50	...	...
Embryology	..	40	...	...
Genetics	...	60	...	...
CHEMISTRY	92	...	...	...
PHYSICS				
Measurement	28	...	...	...
Heat	8	...	3	...
Sound	8	...	...	...
Mechanics	20	...	90	...
Optics	...	...	24	...
Electricity and magnetism	...	...	72	...
Introduction to atomic physics	...	...	...	90
Relativity theory	...	...	...	66
Totals	156	150	189	156

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

Typical Laboratory Exercises

First Year

Theory of Measurement

Measurement of length: construction of plane, straight-edge, right angle, and scale of length
Area and volume; precision and accuracy; indirect methods of measurement
Weight: extensive and intensive magnitudes; ratio scales and ordinal scales
Significant figures and estimates of probable error
Density: derivative measurement of an intensive characteristic on a ratio scale
Spirals and calculating machines: the logarithmic spiral
Spirals and calculating machines: construction and use of the slide rule
Musical intervals and logarithmic scales of measurement
The chromatic and diatonic scales
The law of moments: derivative measurement of an extensive magnitude (Archimedes)
Hydrostatics: the crown problem (Archimedes)
Measurement of pressure: the barometer (Archimedes)
Measurement of temperature on an interval scale: the mercury thermometer (Fahrenheit)
Measurement of heat: the calorimeter (Joseph Black)
The laws of Boyle and Charles; measurement of temperature on an absolute scale: the gas thermometer

Foundations of the Classical Atomic Theory

Study of homoeomeric stuffs
Changes of state and the nature of heat
A classification of compounds
The three laws of chemical combination and the atomic hypothesis
The kinetic-molecular theory and molecular structure
  Volume-combining ratios of gases
  Molecular weight by vapor density
Molecular properties of solutions: osmosis and Raoult's law
  Molecular weight of a solute by freezing-point
Valence: ionization and molecular structure
  Valence
  Ionization and ionic valence
  Covalence and molecular structure
The periodic table of the elements

Second Year

Anatomy and Physiology

Chemistry of protoplasm
Physical nature of protoplasm
Dissection of leopard frog (the organism as a whole)
Morphology of the digestive organs of the cat
Physiology of digestion
Lungs and air passages of the cat
  Analysis of inspired air
  Analysis of expired air
Dissection of the heart and lungs of the sheep
Dissection of the arteries and veins of the cat
Motion of the heart and blood
Anatomy of the skeleton and muscles (locomotion)
Nature of muscular activity
Dissection of the sheep eye; investigation of the sense of touch (sensation)
Dissection of the nervous system of the frog
Physiology of the nervous system of the frog
  Muscle-nerve physiology
  Reflex behavior
  Localization of function in frog's brain

Cytology

The microscope and its use
The cell: representative plant and animal cells
Cell division: mitosis in the whitefish blastula and in the onion root tip

Embryology

Germ cells
Early development of the starfish
Development of the frog
Development of the chick

Genetics

Breeding experiments with the fruit fly:
  Dihybrid cross
  Linkage cross
  Chromosome mapping
  Problem crosses
Chromosome (gene) theory of inheritance:
  Mendelian heredity
  Meiosis and fertilization
Mendelian ratios and modern genetical theory
Modification of Mendelian ratios
Probability
Sex-related inheritance
Linkage and crossing over
Chromosome mapping
Multiple alleles
Multiple factors
Chromosome aberrations
Mutations
Structure of the hereditary material; Watson-Crick model
Biochemical genetics and the genetic code
Genes and embryonic development
Population genetics: the Hardy-Weinberg rule

Third and Fourth Years

Mechanics

Falling bodies and uniformly accelerated motion
Newton's second law of motion
Rigid body equilibrium for co-planar forces
The conservation of momentum and energy
Hooke's law
Centripetal force
Rotation: the circular motion analogy
The simple pendulum
Simple harmonic motion and the spring pendulum
The mechanical equivalent of heat
Motion of a vibrating string as a mechanical system

Sound

Motion of a vibrating column of air as a mechanical system
Rectilinear propagation and velocity of sound

Optics

Rectilinear propagation and velocity of light
Laws of reflection and refraction
Interference and diffraction

Electromagnetism

Magnetostatics: the magnetic field, Coulomb's law, the intensity of the earth's field
Electrostatics: the notion of charge, Coulomb's law, electrical potential
Electric current: the absolute calibration of the ammeter and voltmeter
Ohm's and Kirchhoff's laws
Capacitance and the ratio of the esu to emu of charge
Electromagnetic induction: Faraday's law of induction; the generation of alternating current
Electromagnetic waves

Atomic Theory

Verification of Einstein's photoelectric equation
Determination of the charge and mass of the electron
Investigation of the spectrum of hydrogen in relation to the Bohr model of the atom
Alpha-particle scattering and the nuclear atom
The statistics of radioactive decay
Fourier analysis of periodic phenomena
Electromechanical analogies
Interference of radio and lightwaves

Music Program

Tutorials

Gregorian Chants
Old hymn tunes
Bach, Preludes and Fugues from *The Well-Tempered Clavichord;* two and three part Inventions; *B Minor Mass; St. Matthew Passion*
Chopin, Mazurkas and Polonaises
Beethoven, Piano Sonatas; Bagatelles; *7th Symphony*
Schubert, Piano Compositions; Songs
Haydn, String Quartets
Schuetz, *St. Matthew Passion*
Palestrina, *Missa Papae Marcelli*
Schoenberg, Quartets
Stravinsky, *Symphonie des Psaumes*
Mozart, Operas

Chorus

Bach, Chorales; Canons from the 16th and 17th centuries; Byrd, *Mass for Three Voices*

Seminars

Sophomores:
Bach, *St. Matthew Passion;* Verdi, *Otello*

Juniors:
Mozart, *Don Giovanni*

Seniors:
Wagner, *Tristan und Isolde*

Formal Lectures 1964-65

ANNAPOLIS

Arts and Sciences ..... John S. Kieffer
Philosophical Rediscovery of India ..... Raja Rao
Shakespeare ..... Charles G. Bell
The Merit of Being a Fool ..... John M. Anderson
Poetry Reading ..... Mark Van Doren
Concert ..... Curtis String Quartet
The Problems of Alienation in the Writings of Karl Marx ..... William B. Donahoo
Relativity and the Universe ..... M. A. Melvin
Some Theological Problems in Locke's Chapter *Of Property* ..... Robert A. Goldwin
Music in Thomas Mann ..... Victor Zuckerkandl
The American Bill of Rights: The Principle of Order ..... George Anastaplo
Seurat's "Sunday Afternoon on the Island of La Grand Jette" ..... James I. Gilbert
The Evolution of Homo Sapiens ..... John L. Sarkissian
On Dante's Mount of Purgatory ..... Jacob Klein
Tonight We Improvise ..... Modern Theatre Group
The Meaning of Sex ..... Karl D. Fezer
Concert ..... Lee-Makanowitzky Duo
Music and the Common Measure ..... Molly Gustin
The Romantic Revolution in Ethics and Politics ..... Isaiah Berlin
The Duty of Negro Partisanship ..... Herbert Storing
Symmetry Principles, Conservation Laws, and Elementary Particles ..... Frank Levin
Truth and Politics ..... Hannah Arendt
What Actually Does the Parthenon Frieze Imitate? ..... Peter H. von Blanckenhagen
Gorgias ..... Hugh McGrath
Aristotle's *Metaphysics* ..... J. Winfree Smith

SANTA FE

The Liberal Arts ..... Clarence J. Kramer
Captive Greece ..... John S. Kieffer
The *Iliad* ..... William A. Darkey
Concert ..... Bela Magy
Music and Knowledge ..... Victor Zuckerkandl
Freedom from, with and for ..... Forrest W. Williams
Gorgias ..... Hugh McGrath

Greek Mathematics and Some Modern Problems ..... Stanislas Ulam
How to Read a Platonic Dialogue ..... Scott Buchanan
On the Reduction of Thermodynamics to Anything Else ..... Curtis A. Wilson
Music and the Common Measure ..... Molly Gustin
"Improvisation" ..... Sylvia Rabinof
Why Science Education for Non-Scientists? ..... Herman Hoerlin
The Wolf and the Shepherd ..... Robert Bart
Greek Gods and Heroes in Clay and Marble ..... Helmut von Erffa
Power from Fusion: The Challenge and the Promise ..... James L. Tuck
History and Myth ..... Stringfellow Barr
Gregorian Chant ..... Singing Brothers of St. Michael's College
A Dialogue on the *Elements* of Euclid ..... Samuel S. Kutler
Plato's *Phaedo* ..... Jacob Klein
Concert ..... Douglas Allanbrook
Scholarship, Education and the Bible ..... Luther A. Weigle
Alcibiades, or Great Books Without Tears ..... Ford K. Brown
Aristotle's *Metaphysics* ..... J. Winfree Smith
From Socrates to Plato ..... Hans Meyerhoff
Three Views on Immortality (Aristotle, Plato and ?) ..... Journet G. Kahn
Love: War's Ally and Foe ..... J. Glenn Gray
Molecular Mechanism of Heredity ..... George Gamow

Formal Lectures 1965-66

ANNAPOLIS

Books and Balances ..... John S. Kieffer
The Will as Orderer of Symbols ..... Brother S. Robert
Hegel ..... Victor Gourevitch
The Memory of Peace ..... William A. Darkey
Alcibiades, or Great Books Without Tears ..... Ford K. Brown
A Dialogue on Euclid's *Elements* ..... Samuel S. Kutler
From Counting to Division Algebras—the Development of the Number Concept ..... Kenneth O. May
How to Find the Message of the Bible ..... Balmer H. Kelly
The Cassandra Scene in the *Agamemnon* of Aeschylus ..... Bernard Knox
A Midsummer Night's Dream ..... King William Players
The Wolf and the Shepherd ..... Robert S. Bart
A Hero and a Statesman ..... Douglas Allanbrook
Long Day's Journey into Night ..... Modern Theatre Group
Concert ..... Gerle-Allanbrook
Concert ..... Noel Lee
Dante ..... Charles S. Singleton
The Myth of Virgil's *Aeneid* ..... Jacob Klein
A Midsummer Night's Dream ..... Howard B. White
Concert ..... Fine Arts String Quartet
The Music of the *Republic* ..... Eva T. H. Brann
The Odyssey ..... James Redfield
Concert ..... Martha Lipton
On the Nature of Logic ..... John Corcoran
Richard II ..... Allan Bloom
Dead Cats and Turnip Tops ..... Barry Slepian
Logic and Literary Form in Plato ..... Rosamond Sprague
Clio, Urania, and Calliope: The Judgment of Descartes ..... Richard Carter
Fundamental Particles; Building Blocks of the Physical World ..... M. A. Melvin

SANTA FE

All Things Are Full of Gods ..... Clarence J. Kramer
The Dead Sea Scrolls ..... O. R. Sellers
Space Science ..... Samuel Glasstone
To Meet Plato ..... John S. Kieffer
Concert ..... Aphrodite Mitchell
The Memory of Peace ..... William A. Darkey
The Physiologic Aspects of Consciousness ..... George Austin
Anthropological Linguistics ..... Benjamin N. Colby
Huck Finn's Lightning ..... Robert Bunker
Contemporary Situation in Poetry ..... Robert Creeley
Paul and Augustine: Justification and Grace ..... Thomas J. Slakey
Form and Circumstance (The Aesthetics of Cinema) ..... Forrest W. Williams
Concert ..... Trampler-Monteux
The God of the Philosophers and the God of the Bible ..... J. Winfree Smith
Cosmology, an Observational Science ..... Neville J. Woolf
The East and the West—Basic Differences ..... Henry R. Luce
Thucydides ..... Ford K. Brown
Hell: The Fifth Canto ..... Robert S. Bart
The Myth of Virgil's *Aeneid* ..... Jacob Klein
The Relevance of Classical Democratic Theory ..... Marvin Zetterbaum
Concert ..... Gerle-Allanbrook
Warfare in Utopia ..... Richard G. Stevens
Rabelais ..... Brother S. Robert
Theaetetus—Knowledge and Learning ..... Malcolm Brown
Alcestis ..... William Arrowsmith
The Contemporary State of Medicine ..... Robert H. Ebert
The Music of the *Republic* ..... Eva T. H. Brann

Extracurricular Activities

It is the policy of the College to encourage any spontaneous group activity that shows promise of a contribution to the life of the community. Generally, such activities are under the sponsorship of the Student Polity in Annapolis. In Santa Fe, for the most part, they are sponsored informally by the students themselves. The administration cooperates in the financing of those activities that require expenditures, and gives advice when it can be helpful.

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

STUDENT ORGANIZATIONS

Annapolis

Some student activities are really an extension of the curriculum; for example, the Bible classes, the Astronomy Club, and the Play-Reading Group. Others are carried on by organizations chartered by the Student Polity. Among these are the following:

The *St. John's Collegian* is a periodical that publishes original contributions from the community relevant to its academic life.

The King William Players serve as a center for a variety of dramatic activities such as play readings, classical drama, and original works. The

Modern Theatre Group concentrates on full-length plays of the twentieth century.

The Film Club presents a series of foreign and domestic films—the "classics" of cinematic art.

The Cotillion Board arranges College dances.

The Artist-in-Residence conducts classes in the art studio for students interested in drawing, painting and modeling. The Graphic Arts Committee arranges art exhibits.

The Rifle Club and the Photography Club have been chartered when interest has warranted.

The Boat Club engages principally in Tempest class sailing. In addition to operating and maintaining its facilities, the Boat Club provides for regular periods of instruction in sailing.

The Small Chorus, composed of faculty and students, meets once a week under the direction of a tutor.

The Poetry Reading Group meets once a week to read and discuss poetry.

Santa Fe

Since the opening of St. John's College in Santa Fe, a number of extracurricular groups have been formed.

Language classes in Russian, conversational French, Hebrew, Spanish, and German have been held at various times.

Informal seminars of students and faculty meet regularly on contemporary literature and contemporary theology.

The Film Society presents a series of films, both foreign and domestic, for the students and townspeople. The film showing is occasionally followed by an informal discussion.

A Fine Arts Group meets in the art studio under the direction of a local artist. When facilities permit the art program will be expanded to include work with media other than drawing and painting.

A Student Coordinating Committee has been organized and occasionally publishes original contributions from students and faculty.

The Small Chorus, made up of students and faculty, meets weekly

under the direction of a tutor and participates in community choral concerts.

An amateur orchestra has been formed of students and faculty for the pleasure of enjoying chamber music.

For students interested in developing their skill in the photographic arts, a new darkroom has been equipped for use of the college community.

The College has organized other activities in such areas as drama and poetry reading, modern and folk dancing, and voluntary service work with some of the social, religious and educational institutions in the vicinity. The College arranges field trips to local archeological sites, Indian pueblos, museums, the Los Alamos Scientific Laboratory, and other places of interest.

FACILITIES FOR STUDENTS

The College Bookstore at Annapolis stocks all books and texts the student requires for his classes. It also maintains a general stock of books related to all phases of its program. It is operated by the College as a nonprofit business to provide for the student's needs at the lowest possible cost. In Santa Fe the College has arranged with a local bookstore to stock the books required for classes and to sell stationery supplies.

As supports for an active social life, the College provides on both campuses a coffee shop and a junior common room for the use of the whole college. In addition, there are smaller social rooms equipped with comfortable furniture.

In the woodwork shop in Annapolis every student wishing to work on some project of his own, small or large, finds all necessary equipment.

RELIGIOUS ACTIVITIES

The Charter of 1784 established St. John's College as a nondenominational institution. In its early years, however, there were some ties with the Protestant Episcopal Church. Except for the annual baccalaureate service, the College participates in no formal religious services. Instead, students are encouraged to attend the churches of their choice in town. It is customary, however, for extracurricular Bible classes to be conducted by tutors of the College.

ATHLETICS

Annapolis

Since 1939 athletics at St. John's have been organized on an intramural basis, with active participation by more than two-thirds of the student body. With the aid of student athletic assistants, the Director of Athletics conducts a program of individual and team sports throughout the entire year. The athletic facilities, which are open equally to men and women, include a well-equipped gymnasium, large playing fields, tennis courts, and a boathouse with a number of sailboats. Excellence of performance in a wide variety of sports, including sailing, tennis, handball, squash, badminton, touch football, soccer, volleyball, softball, basketball, fencing, archery, field hockey, and track, is the instructional ideal and is recognized through a number of individual and team awards.

The College recognizes that there may be certain values to be gained from intercollegiate contact, whether on the athletic field or in other activities. No participation in major sports is envisioned. Future intercollegiate activity in such fields as tennis, soccer, and lacrosse will depend upon the interest of the student body and the decision of the faculty as to the compatibility of the proposed activity with the scholastic requirements of the College's program.

Santa Fe

Until the College Athletic Center is built, the athletic program at St. John's College in Santa Fe will be confined largely to outdoor activities, although an exercise room has been reserved for a fencing class, judo class and weight-lifting class, and has been equipped with wrestling mats and barbells. In the fall of 1965, tennis courts and a playing field were constructed, and an intramural program of soccer, volleyball, and softball has been organized.

The recreational facilities provided by the city and county of Santa Fe are available to students and form an integral part of the College's athletic program. Students have ample opportunity for hiking and camping. The municipal indoor swimming pool is open for student use during certain weekday evenings and weekends throughout the college year. Arrangements have been made for use of a local school gymnasium for basketball. The Santa Fe Ski Basin, located just north of the campus in the Sangre de Cristo Mountains, is in operation from November to May. Special rates are in effect for students each Thursday afternoon during the skiing season.

COMMUNITY GOVERNMENT

Annapolis—The Student Polity

The Student Polity, originally formed in 1945, is the organ of student government. Its purposes are as follows:

(1) to promote a consciousness in the student body of political and communal responsibilities to both the College and the civic communities,

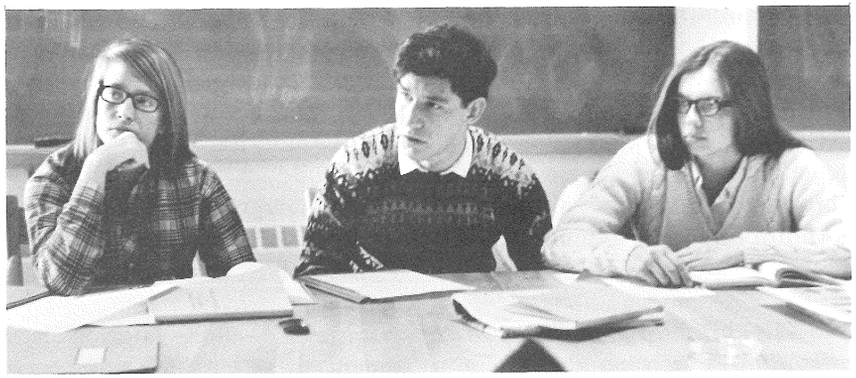
(2) to discover and submit to the administration of the College student opinion on all problems common to both the students and the administration,

(3) to review annually the activities of all student organizations and to grant charters and allocate funds to those organizations whose activities are judged to be consistent with the aims of the College community,

(4) to determine further, jointly with the administration, the proper delimitation of jurisdiction in the community.

Santa Fe

Problems of general concern to the college community are discussed and resolved in a variety of ways. Currently the Student Coordinating Committee serves as liaison with the College Faculty and Administration. This group of students meets when necessary with administrative officers and faculty members.



Residence

ANNAPOLIS

Since its founding as King William's School in 1696, St. John's College has been situated in the colonial seaport town of Annapolis, capital of the State of Maryland. Its population of 25,000 people are occupied principally 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 campus of thirty-six acres lies one block from the State House and across the street from the Naval Academy yard. Seventeen buildings provide the physical plant of the College, including four historic eighteenth-century structures and four completely modern buildings erected within the last decade. There are seven student dormitories, five for men and two for women.

SANTA FE

Since the fall of 1964, St. John's College has had a second campus in the seventeenth-century Spanish colonial city of Santa Fe, capital of the State of New Mexico. Its population of 35,000 people are occupied principally with the government of the State and of Santa Fe County, with cultural pursuits in museums, the fine arts, and the opera, with catering to tourists, and with education of Indians and other young people.

The campus of 260 acres lies in the southeast corner of the city, two miles from the historic Plaza and Governor's Palace. At an elevation of 7,300 feet, it commands views of three mountain ranges. Twelve initial buildings have been constructed: a classroom building, a laboratory, the student center and dining hall, and dormitories. Subsequent construction will include an administration building, an auditorium, a library, an infirmary, a gymnasium and swimming pool. A second dormitory complex to house 126 will be ready for occupancy early in 1967.

DORMITORIES

The dormitories form small communities within the larger college communities, helping the incoming student to accept and enforce re-

straints upon himself and also to make proper use of the help and support that other students can give him in his college life. All unmarried students not living at home are required to live in the College dormitories and to take their meals in the College Dining Hall.

Room assignment is the responsibility of the Assistant Deans. New students are informed of their room assignments upon arrival on the campus. 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 Christmas vacation on either campus. In Annapolis, students may be granted permission to reside on campus for academic or financial reasons during spring vacation.

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 Faculty and approved by the Board of Visitors and Governors. Every entering student is informed of them the summer before he enters, and returning upperclassmen are reminded of them each fall. In general they forbid members of the opposite sex from visiting in each others' room, while providing common rooms in which, during specified hours, students of both sexes may gather. Furthermore, a curfew is in effect in the women's dormitories. The rules differ in certain details on the two campuses, though in general following the same pattern.

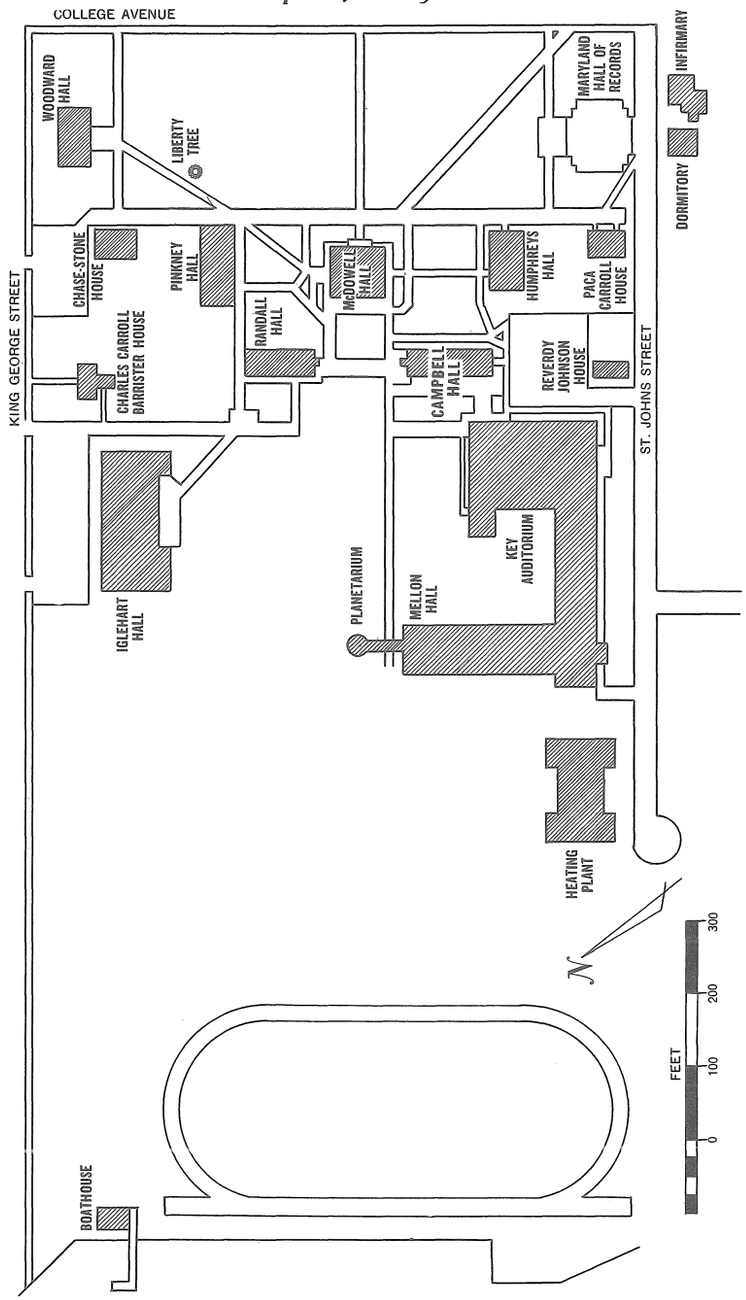
The academic and intellectual life of the community is inseparable from the communal life. The building of a good community requires the faculty and college officers to show respect for the individuality of each student. There is a limit, however, to toleration. The education of students stands to benefit from the proper blending of tolerance for youthful 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 the withdrawal of the offending student.

PROPERTY DAMAGE

The College provides a housekeeping staff to care for the dormitories. The College reserves the right to inspect the rooms periodically,

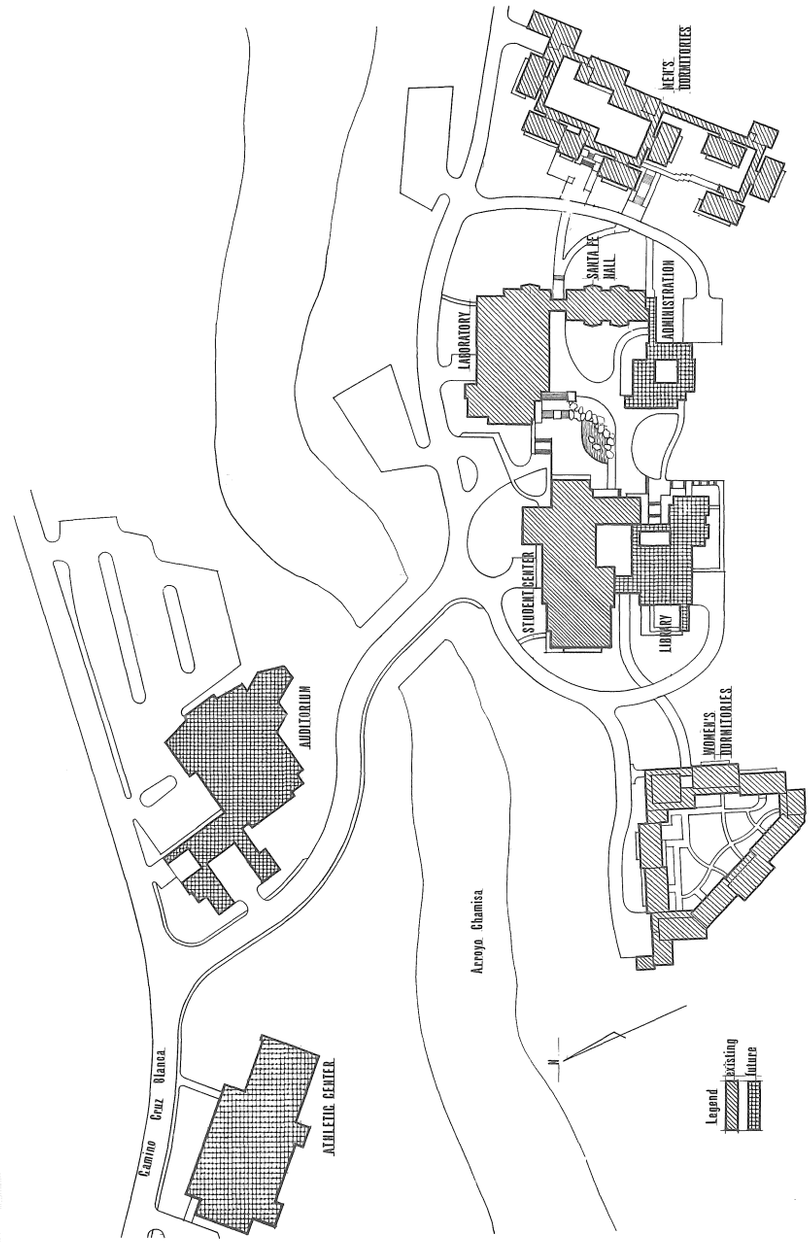
SITE PLAN OF ST. JOHN'S COLLEGE

Annapolis, Maryland



SITE PLAN OF ST. JOHN'S COLLEGE

Santa Fe, New Mexico



and to repair, at the expense of the occupant or occupants, any dormitory room and furniture which 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.

DINING HALL

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

INFIRMARY SERVICE

Well equipped infirmaries are maintained at both campuses, each under the supervision of a College Physician and a College Nurse. Medical reports are made daily to the Dean.

Admissions

The College admits one entering class each year, in the fall. It accepts new students only as freshmen, and every freshman class includes a large number of persons who have had one or more years of study at another college. The College is co-educational. It does not discriminate on the basis of race, religion, or color.

The purpose of the admissions procedure is to determine whether an applicant has the necessary preparation and ability to do satisfactorily the work of the entire College program. Academic achievement and promise are of first importance, but the Admissions Committee also takes into account all available evidence of maturity, stability, self-discipline, and desire to do intellectual work.

Every applicant will be interviewed, if possible, by the Director of Admissions, or by another member of the Admissions Committee, or by an alumni representative (see inside back cover). Office hours of the Director of Admissions are 9 a.m. to 5 p.m. Monday through Friday. Interviews are by appointment.

REQUIREMENTS

With the exception mentioned in the next paragraph, an applicant must be a graduate of an accredited secondary school to be eligible for admission. Ordinarily it is expected that he will have followed a college preparatory course and will have taken two years of algebra, one year of geometry, and two years of a foreign language; additional work in mathematics and language study is advised, as well as two or three years of natural sciences. In addition, every applicant must take the Scholastic Aptitude Test of the College Entrance Examination Board; must present letters of reference, including one from an officer or teacher in the school last attended; and must be recommended by his school for study at St. John's. In exceptional cases certain of these requirements may be waived.

Occasionally St. John's accepts an applicant who is not a secondary school graduate. He must be eminently well qualified to profit from the College program, and, in addition to meeting the above requirements, must be specifically recommended for early entrance. The interview with a member of the Admissions Committee is especially important for such an applicant.

PROCEDURE

1. The applicant fills out and sends to the Director of Admissions

the preliminary application form on the last page of this catalogue. A non-refundable fee of $10 must accompany this application.

2. The Director of Admissions sends the applicant a formal and detailed application form, which the applicant fills out and returns.

3. The Director of Admissions sends the applicant forms to be used by his references and a transcript form to be used by his school. As soon as these documents and the Scholastic Aptitude Test scores are assembled, the application is reviewed by the Admissions Committee, and the applicant is notified at once of his acceptance or rejection. The process normally takes three to five weeks after the formal application is received.

4. An accepted applicant is required to submit a non-refundable deposit of $100, which is credited to his first year's fees. St. John's observes the College Board Candidate's Reply Date and thus does not require submission of the deposit before that date.

5. An applicant unable to pay the full College fees should submit a Parents' Confidential Statement to the College Scholarship Service; this form may be obtained from guidance counselors or other authorities at secondary schools (see page 69). The applicant should also request of the Director of Admissions the College's supplement to that form. An application for aid can be acted on by the College as soon as admission has been approved.

6. A physical examination is required of each student before registration. A medical-report form will be sent to the applicant upon receipt of the $100 deposit.

CAMPUS VISITS

A student considering enrolling at St. John's should make every effort to visit the College for one or two days. He may have a room in a dormitory and take his meals in the College dining hall without charge. He may attend tutorials, seminars, laboratories, and all other activities of the College, curricular and extracurricular. During the visit he will be interviewed by a member of the Admissions Committee. Since the seminar, which is the core of the program, meets on Monday and Thursday evenings, one of these evenings should be included in the visit. Such a visit should be arranged well in advance with the Director of Admissions.

SCHOLASTIC APTITUDE TEST

The Scholastic Aptitude Test of the College Entrance Examination Board is normally given several times a year at convenient places throughout the country and in foreign countries. Applications to take the test must be addressed three weeks before the date of the test to the College Entrance Examination Board. For testing in the following places, the Board's address is P. O. Box 27896, Los Angeles 27, California: Arizona, California, Colorado, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, Wyoming, Alaska, Hawaii, Mexico, Alberta, British Columbia, Australia, and all Pacific islands including Formosa and Japan. For testing elsewhere, the address is P. O. Box 592, Princeton, New Jersey. The Board will supply each applicant all the information he needs.

Address Inquiries to:

Director of Admissions
St. John's College
Annapolis, Maryland 21404

Telephone: 301-263-2371

or

Santa Fe, New Mexico 87501

Telephone: 505-982-3691

Fees

Ideally, perhaps, a student's fee should equal the actual cost of his education. St. John's however, like most other independent colleges, recognizes that such a fee would be beyond the means of many students. The College relies on endowment income and gifts from individuals and foundations to close the gap between the income from fees and the actual cost of education.

ANNUAL FEES

	1966-67	1967-68
The annual fees are as follows:		
Tuition	$1,750	$1,950
Room	500	500
Board	500	550
	$2,750	$3,000

The College reserves the right to raise fees after due notice. The annual fees are payable in three ways:

1. They may be paid in full at registration in September.
2. In 1966-67 they may be paid in installments as follows: $1,500 in September at registration, and the remaining $1,250 at the beginning of the second semester. In 1967-68, the installments will be $1,500 and $1,500.
3. The fees may be paid in monthly installments over a one-to-seven-year period. The College makes this plan available through a commercial lending institution. Students and parents or guardians who wish to use this method of payment should address inquiries to the Treasurer of the College.

ADVANCE DEPOSIT

Determinations affecting students, faculty and physical facilities must be made well in advance of the beginning of each academic year. To make such determinations the College must know in May which students will be registering the following fall. Therefore, an advance deposit of $100 on the fees for the following year is due on or before the first Monday in May for prospective Sophomores and Seniors, and on or before the fourth Monday in May for prospective Juniors. The deposit is not

required for holders of full Maryland scholarships. The deposit is refundable only in case of withdrawal due to ill health, military service, or academic dismissal.

CAUTION FEE

At registration in September, each student is required to make a deposit of $20, which is subject to charges for laboratory breakage, damage to 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 withdraws from the College.

REFUNDS ON FEES

Current installments of fees for tuition, room, and board are not refundable unless a student is drafted for military service or forced to 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, such advance payment is refunded, regardless of the cause of withdrawal.

PAYMENT OF BILLS

Unless otherwise requested, the College presents its bills directly to the student, with a copy to the parents.

OTHER EXPENSES

In figuring his budget for the academic year, each student should include additional amounts for books, clothes, laundry, and so forth. The cost of books is about $100 a year.

PAYMENT OF FEES BY VETERAN STUDENTS

For veterans qualified to receive educational benefits through the Veterans Administration, arrangements may be made with the Treasurer's Office to schedule the payment of fees. Such arrangements must be made prior to the beginning of the academic year and after the veteran has received proper certification from the Veterans Administration.

Financial Aid

College Aid

The College maintains a financial aid program in the conviction that serious students should be able to attend St. John's even if unable to pay the full costs of their education. Funds are necessarily limited, but students who can demonstrate their need may be offered assistance by the College.

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

Waiter in dining hall
Assistant in library
Assistant in laboratory
Assistant in woodwork shop
Secretary or typist
College mailman
Boat steward
Assistant in gymnasium
Assistant in bookstore
Assistant in music library
Assistant in administrative offices
Movie projectionist
Technical equipment repairman

No position requires more than 10 hours of work each week. The compensation which the student receives for this work is credited to his fees. It is not paid directly to the student. The stipends for the jobs vary in amount, with the average being approximately $400 for the school year.

Since some students need more than they can earn through such employment, the College often makes an additional grant, which is also applied to the fees. Loans are available from the College or through national loan programs for students whose need cannot be met by the job and the grant. Aid may therefore be offered in one of three ways: (1) by employment, (2) by employment plus grant, and (3) by employment plus grant and loan.

The College must reject all applications for aid unless it is clearly demonstrated that other sources are not available. The College has the grave responsibility of administering justly a common financial resource of the community of scholars to which the applicant has been admitted. It therefore subjects each case to a thorough investigation. The College is a member of the College Scholarship Service of the College Entrance Examination Board, and requires each applicant for aid to submit through the Service a Parents' Confidential Statement, a detailed statement of his family's financial position; this statement becomes part of the application for aid and helps insure that the amount of each award

will be based on need. The form may be obtained from secondary schools or The College Scholarship Service, P.O. Box 176, Princeton, New Jersey 08540, or P.O. Box 1025, Berkeley, California 94704.

New students should apply for aid when they send their formal applications for admission to the Director of Admissions, or soon thereafter.

Funds for student aid are assigned on a yearly basis. They are not credited to the student's account until he has completed the academic work of the semester. A student receiving aid who withdraws is liable to the College for that portion of his aid applied to the fees for the semester in which he withdraws. Exceptions to this rule will be made when the student withdrawing has been awarded a Maryland Senatorial Scholarship, or when the student is drafted or forced to withdraw for medical reasons.

Both in Annapolis and in Santa Fe the College is prepared to meet, to the fullest extent possible, the needs of students for financial aid. In Santa Fe, provision is made for such funds in the college budget. In Annapolis, endowments have, over many years, come to the College for this specific purpose.

Scholarships

Income from the following endowed scholarships supplies a major portion of the funds available for financial aid to students in Annapolis:

Annapolis Self-Help Scholarships

To be awarded annually to deserving students whose residence is in or near Annapolis, Maryland. Varying in amount from $200 to $1,000, depending upon individual financial need, the scholarships may be supplemented by part-time work at the College. These scholarships were established in 1953 by the Trustees of the William H. Labrot Fund of the Endowment Guild of St. Anne's Parish in Anne Arundel County, Maryland.

The George M. Austin Memorial Scholarships

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

The Class of 1898 Scholarships

To be awarded annually to deserving students who need financial assistance. Stipends range in amount from $250 to $1,000 each, depending upon the need of the applicant. Awards are on a yearly basis, with special consideration given to previous holders. Priority is given to students from Harford County, Maryland. The Class of 1898 Scholarship Fund was established by bequest of Charles H. MacNabb, Class of 1898, and his wife, V. Catherine MacNabb, of Cardiff, Maryland.

The Faculty Scholarship

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

Harrison Scholarship Aid

Grants in the amount of from $100 to $500, to be awarded annually to one or more "promising students who find themselves in need of partial financial assistance in order to obtain their education." This Scholarship Aid Fund was established by the late John T. Harrison, Class of 1907, and his wife, Gertrude L. Harrison, of Greens Farms, Connecticut.

Hodgson Scholarships

To be awarded annually to one or more students, scholarships in the amount of from $500 to $2,500, depending upon individual need. Selection is also based upon character, academic achievement and promise. Preference is given first to applicants from Wicomico County, Maryland, secondly to applicants from the Eastern Shore counties of Maryland, and thirdly to other Maryland applicants. These scholarships were established by Richard H. Hodgson, Class of 1906, and his wife, Catherine A. Hodgson, of Salisbury, Maryland.

The Ruth and Alfred Houston Student Aid Fund

To be awarded annually to a deserving student or students, the income from a fund established by Mrs. Houston and her late husband, a graduate of the College in the Class of 1906.

The Jeremiah Hughes Scholarship

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

The Jesse H. Jones and Mary Gibbs Jones Scholarships

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

The Robert Edward Jones and Margaret Larsh Jones Scholarships

To be awarded annually to one or more students, scholarships in the amount of from $200 to $1,000 depending upon the individual need. Preference is given first to properly qualified relatives or descendants of the donors, secondly to applicants from Kent County, Maryland, thirdly to other residents of Maryland, preferably of its Eastern Shore. These scholarships were established by Colonel Robert E. Jones, Class of 1909, and by his wife, Margaret Larsh Jones, of Palo Alto, California.

Maryland Senatorial Scholarships

Residents of the several counties of Maryland and the six legislative districts of Baltimore are eligible to take the competitive examinations for scholarships at St. John's College. Twenty-nine scholarships for tuition are available; once awarded, no tuition scholarship can again be awarded as long as the original recipient is at St. John's. These scholarships are awarded to freshmen for the maximum of four years. If awarded to an upperclassman, the scholarship continues to his graduation. A student who withdraws before graduation loses his scholarship.

In all counties and legislative districts the competitive examinations are administered by the county or city school board, under the auspices of the Maryland State Department of Education, and reports are rendered to the respective Senators, who make the appointments, except in the cases of Baltimore County and the third legislative district of Baltimore City, where the reports are rendered to the College, whose Admissions Committee makes the appointments. In three counties the Board of Education makes the award: Caroline, Harford and Montgomery.

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

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

1. Candidates, who must be residents of the county or district that has an open scholarship, should learn from their guidance counselor the time and place of the examination and apply to the local school board for examination. The examination is given in February or March.
2. Candidates should supply to their respective Senators evidence of their good character and financial need.
3. Appointees will be notified of their appointments by the Senator and by the College.

Massachusetts Regional Scholarship

To be awarded annually a scholarship in the amount of $525. This scholarship is awarded on the basis of character, scholarship, and financial need, with preference being given to applicants from the State of Massachusetts.

The Philip A. Myers II Scholarship

To be awarded annually the income from $28,000, the gift of Philip A. Myers II, Class of 1938, and the bequest of his mother, Mrs. Kate Moore Myers, of Ashland, Ohio.

Oklahoma Regional Scholarships

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

The Presser Foundation Scholarships

To be awarded each year to a student or students interested in music, preferably in teaching music, the sum of $400. Only students of good character and satisfactory standing, who could not carry on their studies without this financial assistance, may be recipients of these scholarships.

The Reader's Digest Foundation Scholarship Fund

To be awarded annually to deserving students who need financial assistance, the income from a fund established by the Reader's Digest Foundation.

The Clifton C. Roehle Scholarship

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

The Friedrich Jonathan von Schwerdtner Scholarship

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

The Clarence Stryker Memorial Scholarship

To be awarded annually the income from $6,775, a memorial fund established by former students and friends of Clarence Stryker, a member of the Faculty from 1902 to 1955. The scholarship is awarded each year to a student who could not continue his education without financial help.

Student Loans

The George Friedland Loan Fund

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

John David Pyle Memorial Loan Fund

The family and friends of John David Pyle, Class of 1962, established the John David Pyle Memorial Loan Fund in 1960. Students may borrow up to $250 in any one academic year as far as funds may be available.

Preference is given to seniors and juniors. Repayment of loans is made according to a schedule commencing with the first salaried position held by the individual after leaving St. John's College or a graduate or professional school.

United Student Aid Funds

U.S.A. Funds is a nation-wide private, non-profit service corporation that endorses loans to needy students. It serves as an intermediary between the student's bank and St. John's College, which has underwritten the loans by depositing funds in the U.S.A. Funds reserve. After a student completes his freshman year satisfactorily, he is eligible to borrow up to $1,000 in each succeeding academic year from his hometown bank to a maximum of $3,000. The student repays the loan in 36 monthly installments beginning four months after he leaves college. No note may bear more than 6% simple interest. In the event of death, U.S.A. Funds will repay the outstanding amount of the loan to the bank.

The college reviews and approves the loan application. Upperclassmen may obtain information and loan applications from the Assistant Dean in charge of Financial Aid.

Federal Insured Loans

Many states are participating in the Federal Low-interest Insured Loans program. Information regarding these loans may be obtained from local banks. Students from those states which do not have participating agencies may apply to the Commissioner of Education in Washington under the provisions of the "Higher Education Act of 1965."

Scholarships At Other Institutions for St. John's Graduates

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

A Brief History of St. John's College

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

1696

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

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

Dread Sovereign . . .

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

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

Laws of Maryland, Session of July 1-10, 1696.

1776

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

1784

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

WHEREAS, Institutions for the liberal education of youth in the principles of virtue, knowledge and useful literature are of the highest benefit to society, in order to train up and perpetuate a succession of able and honest men for discharging the various offices and duties of life, both civil and religious, with

usefulness and reputation, and such institutions of learning have accordingly been promoted and encouraged by the wisest and best regulated States:

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

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

The original Board of Visitors and Governors was as follows:

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

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

* Signers of the Declaration of Independence.

1786

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

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

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

1791

George Washington visits St. John's College.

To the Faculty of St. John's College:

Gentlemen:

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

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

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

Annapolis, April 17, 1791. George Washington.

1796

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

1798

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

1835

Curriculum during the Principalship of the Reverend Hector Humphreys.

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

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

1868

Curriculum during the Principalship of James C. Welling.

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

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

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

1886-1923

Presidency of Thomas Fell. A curriculum of Block Electives and Military Training: The Classical Course (B.A. Degree); The Latin Scientific Course (B.L. Degree); The Scientific Course (B.S. Degree); and The Mechanical Engineering Course (M.E. Degree).

1923-1937

Conventional Liberal Arts program, with free electives and majors.

1937

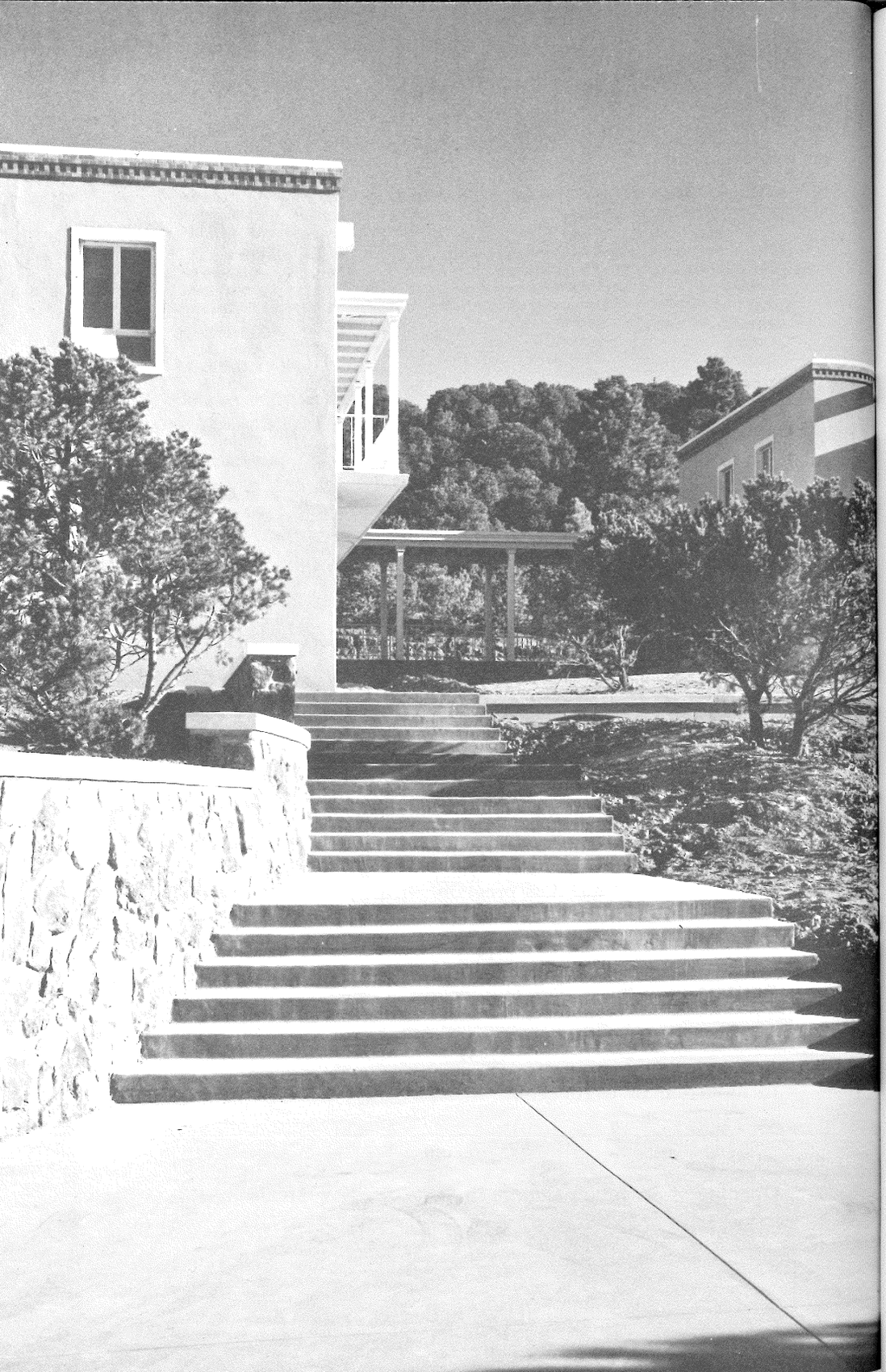
Restoration of the traditional program of Liberal Arts.

1951

Introduction of co-education.

1964

Opening of St. John's College in Santa Fe, New Mexico.



Bibliography

Articles on the St. John's Program

ADLER, MORTIMER J.: "The Crisis in Contemporary Education," *The Social Frontier,* February, 1939.

ANONYMOUS: "St. John's College, Annapolis; Liberal Studies Redefined," *The Times* (London), *Educational Supplement,* July 28, 1950.

BARR, STRINGFELLOW: "Back to Fundamentals in Education," *Talks,* October, 1937. Reported from an address given over the Columbia Broadcasting System.

———: "A College Rebels," *The Key Reporter,* Autumn, 1938.

———: "The St. John's Program," *The Virginia Spectator,* December, 1938.

———: "John Doe Goes to St. John's," *Progressive Education,* January, 1939.

———: "The Art of Liberation," *Free America,* September and October, 1939.

———: "Towards a Disciplined Mind," Address, *Proceedings of the Headmistresses Association of the East, November 10-11, 1939.*

———: "The War and the Colleges," Two Radio Addresses, May, 1942.

———: "The Education of Freemen," *The New Republic,* August 31, 1942.

———: "Suspending Education," Address, Columbia Broadcasting System, February 4, 1943.

———: "The College of the Future," *New York Times,* May 9, 1943; *Magazine Digest,* November, 1943.

———: "The Future of the American College," *London Economist,* July 3, 1943; *American Survey,* July 3, 1944.

———: "The St. John's Program," *Encyclopedia of Modern Education,* The Philosophical Library, Inc., 1943.

BINDER, GERHART: "Ein amerikanisches College sucht lebendige Tradition," *Die Schulwarte,* Stuttgart, November, 1952.

BOROFF, DAVID: "St. John's College: Four Years with the Great Books," *Saturday Review,* March 23, 1963.

BREADY, JAMES H.: "St. John's Academic Revolution," *The Baltimore Sun,* April 11, 12, 13, 1949.

BUCHANAN, SCOTT: "A Crisis in Liberal Education," *The Amherst Graduates' Quarterly,* February, 1938.

———: "Back to First Principles," *Survey Graphic,* October, 1939; *How We Can Be Taught to Think,* Farrar & Rinehart, 1940.

BULL, GEORGE, S. J.: "St. John's Experiment to Reclaim a Lost Heritage," *America,* April 23, 1938.

CAMP, LEO LEONARD: "St. John's, Annapolis—After Five Years of Operation," *The Commonweal,* October 22, 1943.

———: "Liberal Arts for Catholics," *The Commonweal,* April 14, 1944.

———: "Education for Freedom, Inc.," *The Commonweal,* May 25, 1945.

CLEVELAND, RICHARD F.: "The St. John's College Program," *The Daily Record,* Baltimore, March 23, 1938.

DEWEY, JOHN: "Challenge to Liberal Thought," *Fortune,* August, 1944.

FISCHL, HANS: "Ein kühner Weg zu humanistischer Bildung," *Erziehung und Unterricht,* Vienna, September, 1951.

HOOK, SIDNEY: "Ballyhoo at St. John's": Part I, "Education in Retreat," and Part II, "The 'Great Books' and Progressive Teaching," *The New Leader,* May 27 and June 3, 1944.

KIEFFER, JOHN S.: "The Classical Revival at St. John's," *The Classical Journal,* December, 1939.

———: "The Humanities in the St. John's Program," *The Humanities in General Education.* Edited by E. J. McGrath.

LIFE MAGAZINE: "The Classics—At St. John's They Come into Their Own Once More," February 5, 1940.

LIPPMANN, WALTER: "The St. John's Program," *The New York Herald Tribune,* December 27, 1938.

———: "Crisis and Reform in Education," *The New York Herald Tribune,* February 13, 1943.

LOWE, ROBERT W.: "La crise de l'enseignement aux Etats-Unis et ses remèdes," *Revue de la France-Ancienne,* Décembre, 1957.

LYND, HELEN MERRELL: "Conflict in Education," *New Republic,* May 22, 1944.

MARTIN, W. A. P.: "The Revival of Learning," *The Commonweal,* December 31, 1937.

MAYER, MILTON S.: "Socrates Crosses the Delaware—St. John's College and the Great Books," *Harpers Magazine,* June, 1939.

MEIKLEJOHN, ALEXANDER: "A Reply to Mr. Dewey," *Fortune Magazine,* January, 1945.

MYERS, ALONZO, ed.: "St. John's College: A Critical Appraisal," *The Journal of Educational Sociology,* November, 1944.

NELSON, CHARLES A.: "The Liberal Arts in Management," *Harvard Business Review,* May-June issue, 1958.

POPE, LOREN B.: "St. John's Great Books Plan Holds Firm Despite an Era of Specialization," *The New York Times,* May 17, 1959.

PRICE, JAMES HARRY: "Click and Pick vs. the Atlantic," *The Churchman,* Christmas, 1942.

PRINGLE, HENRY F.: "College With an Idea," *The Saturday Evening Post,* October 14, 1944.

ROSS, RALPH GILBERT: "Great Books and the Art of Reading," *American Association of University Professors Bulletin,* Winter, 1948.

RUDY, S. WILLIS: "The 'Revolution' in American Higher Education—1865-1900," *The Harvard Educational Review,* XXI, 3, Summer, 1951.

SCHMIDT, ADOLPH W.: "Medicine and the Liberal Arts," *Journal of Medical Education,* April, 1957.

SCOFIELD, RICHARD: "The Habit of Reading Good Books," *Association of American Colleges Bulletin,* XLII, 3, October, 1956.

SLOANE, EUGENE H.: "The St. John's Program," *Teacher Education Quarterly,* Spring, 1950.

SMITH, J. WINFREE: "The Teaching of Religion at St. John's," *Religious Education,* Nov.-Dec., 1958.

TALIAFERRO, R. CATESBY: "Concerning the New Program at St. John's," *The Maryland Club Woman,* February, 1938.

THEODORE, BROTHER: "Mr. Camp on St. John's," *The Commonweal,* October 5, 1945.

VAN DOREN, MARK: "Education by Books," *The Nation,* December 6, 1933.

WARREN, CONSTANCE: "Liberal Education in the Post-War World," *Journal of the American Association of University Women,* Spring, 1944.

WEIGLE, RICHARD D.: "Record of St. John's Graduates, 1937-1952," *School and Society,* July, 1952.

———: "St. John's College, Annapolis, Pilot College in Liberal Arts Education," *Newcomen Address,* 1953.

———: "Practical Education," *Association of American Colleges Bulletin,* XL, 5, December, 1954.

———: "The Classics, the Liberal Arts and the Market Place," *Association of American Colleges Bulletin,* XLI, 4, December, 1955.

St. John's College Publications

Charter of the College, December, 1951.

Polity of the College, September, 1950; May, 1955; July, 1960.

Charter and Polity of the College, December, 1963; June, 1965.

Reports of the President, 1939, 1940, 1942, 1950, 1951, 1952, 1953, 1954, 1955, 1956, 1957, 1958, 1959, 1960, 1961, 1962, 1963, 1964, 1965, 1966.

Statements of Educational Policy and Program, 1950-52, 1958, 1965.

Bulletin of St. John's College, a quarterly publication.

The St. John's Program—A Self-study Report, 1955.

Inaugural Proceedings, December, 1950.

Commencement Address by the President, June, 1949.

Commencement Address by the Rev. J. Winfree Smith, Tutor, June, 1951.

Portrait of a Faculty, 1958.

Portrait of Graduates, 1962.

Self-Evaluation Report, March, 1964.

Books About Liberal and Illiberal Education

ADLER, MORTIMER J.: *How to Read a Book—or the Art of Getting a Liberal Education,* Simon & Schuster, 1940. A book expounding the techniques by which adult groups or individuals can come to terms with the great books.

ADLER, MORTIMER J., AND MILTON MAYER: *The Revolution in Education,* The University of Chicago Press, 1958.

AMERICAN LIBRARY ASSOCIATION: *Classics of the Western World,* with forewords by John Erskine and Everett Dean Martin. One of the book lists out of which the St. John's program grew, this pamphlet contains valuable secondary bibliographical material. It was first published in 1927 by the American Library Association for the use of adult classes. 1944.

BARZUN, JACQUES: *Teacher in America,* Little, Brown and Co., Boston, 1945.

BESTOR, E. ARTHUR: *Educational Wastelands,* The University of Illinois Press, Urbana, 1953.

ERSKINE, JOHN: *My Life as a Teacher,* J. B. Lippincott Co., 1948.

FITZPATRICK, EDWARD A.: *Great Books—Panacea or What?,* Bruce Publishing Co., Milwaukee, 1952.

HUTCHINS, ROBERT M.: *Education for Freedom,* Louisiana State University Press, 1943.
———: *The Conflict in Education in a Democratic Society,* Harper & Brothers, 1953.

MARITAIN, JACQUES: *Education at the Crossroads,* Yale University Press, 1943.

MEIKLEJOHN, ALEXANDER: *Education Between Two Worlds,* Harper & Brothers, 1942.

MERCIER, LOUIS J. A.: *American Humanism and the New Age,* Bruce Publishing Co., 1948.

NEATBY, HILDA: *So Little for the Mind,* Clarke, Irwin & Co., Ltd., Toronto, 1953.
———: *A Temperate Dispute,* Clarke, Irwin & Co., Ltd., Toronto, 1954.

RICHARDS, I. A.: *How to Read a Page,* W. W. Norton, 1942. Still more detailed techniques of reading.

VAN DOREN, MARK: *Liberal Education,* Henry Holt & Co., 1943.

Board of Visitors and Governors

Officers

Chairman.....WILLIAM A. LYDGATE, Director
Earl Newsom and Co., New York City

Vice Chairman.....WALTER F. EVERS, Management Consultant
Walter Evers and Co., Cleveland, Ohio

Vice Chairman.....ROBERT E. MCKINNEY, Newspaper Publisher
Santa Fe, New Mexico

Secretary.....WALTER C. MYLANDER, JR., Lawyer
Mylander and Atwater, Baltimore, Maryland

Term Expiring 1967

JOHN D. ALEXANDER, JR.....Lawyer
Constable, Alexander & Daneker, Baltimore, Maryland

ROBERT O. ANDERSON.....Chairman of the Board
Atlantic Refining Co., Philadelphia, Pennsylvania

FRANK APPLETON.....Rancher
Elgin Hereford Ranch, Elgin, Arizona

WALTER S. BAIRD.....President
Baird-Atomic, Inc., Cambridge, Massachusetts

JOSEPH L. BEAN.....President
Coca-Cola Bottling Co., Scottsboro, Alabama

MRS. WALTER B. DRISCOLL
Santa Fe, New Mexico

THOMAS M. EVANS.....Chairman of the Board
H. K. Porter Co., New York City

MRS. EVERETT H. JONES
San Antonio, Texas

WILLIAM A. LYDGATE ..... Director
Earl Newsom and Co., New York City

C. MICHAEL PAUL .....Chairman of the Board
Connecticut Railway & Lighting Co., Bridgeport, Connecticut

MRS. DUANE L. PETERSON
Baltimore, Maryland

J. I. STALEY.....Oilman
Wichita Falls, Texas

Term Expiring 1968

BROMWELL AULT.....Vice President
Interchemical Corporation, New York City

RICHARD F. CLEVELAND.....Lawyer
10 Light Street, Baltimore, Maryland

FRANCIS G. COATES.....Lawyer
Baker, Botts, Shepherd and Coates, Houston, Texas

WALTER F. EVERS.....Management Consultant
Walter Evers and Co., Cleveland, Ohio

EDWARD A. KIMPEL, JR.....Motion Picture Exhibitor
Baltimore, Maryland

WALTER C. MYLANDER, JR.....Lawyer
Mylander and Atwater, Baltimore, Maryland

CHARLES A. NELSON.....Management Consultant
Nelson Associates, Inc., New York City

DR. THOMAS B. TURNER.....Dean
Medical Faculty, The Johns Hopkins University, Baltimore, Maryland

Term Expiring 1969

EDWARD J. DWYER.....President
Electric Storage Battery Co., Philadelphia, Pennsylvania

E. E. Fogelson.....Oilman and Rancher
Dallas, Texas and Pecos, New Mexico

VICTOR FRENKIL .....President
Baltimore Contractors, Inc., Baltimore, Maryland

ROBERT E. MCKINNEY.....Newspaper Publisher
Santa Fe, New Mexico

MRS. JOHN PRITZLAFF
Phoenix, Arizona

JOHN L. SLOCUM.....Foreign Service Officer
United States Information Service, Washington, D.C.

MRS. MILLARD E. TYDINGS
Havre de Grace, Maryland

KARL R. VAN TASSEL.....President
A.B. Dick Co., Chicago, Illinois

Members Ex Officio

The President of the College
The Dean of the College
The Associate Dean of the College
The Governor of Maryland
The Governor of New Mexico

Honorary Members

DOUGLAS H. GORDON
RICHARD H. HODGSON
MRS. HARRY R. SLACK, JR.

Officers of Administration

Annapolis

President

RICHARD DANIEL WEIGLE, B.A., M.A., Ph.D., LL.D. ..... 12 McDowell Hall

Dean

JOHN S. KIEFFER, A.B., A.M., Ph.D. ..... 13 McDowell Hall

Treasurer

CHARLES T. ELZEY, B.S., M.S. ..... West Pinkney Hall

Vice President for Development

RICHARD PACINI, A.B., B.D., D.D. ..... Charles Carroll Barrister House

Assistant Deans

JOHN R. GUMP, B.A., B.D. ..... 14 McDowell Hall
BARBARA H. LEONARD, B.A., M.S., Ph.D. ..... 14 McDowell Hall
WILLIAM P. MCGONAGLE, B.A. ..... 14 McDowell Hall

Registrar

MIRIAM STRANGE, B.A., M.A. ..... 11 McDowell Hall

Director of Admissions

JAMES M. TOLBERT, B.A., M.A., Ph.D. ..... Charles Carroll Barrister House

Librarian

CHARLOTTE FLETCHER, B.A., B.S. ..... Woodward Hall

Director of Athletics

BRYCE DUVAL JACOBSEN, B.A. ..... Iglehart Hall

Assistant to the President and Alumni Secretary

THOMAS PARRAN, JR., B.A. ..... Charles Carroll Barrister House

College Physician

GERALD CHURCH, B.A., M.D. ..... 121 Cathedral Street

College Nurse

PAULINE FOWLER, R.N. ..... Infirmary

Business Manager

JAMES E. GRANT ..... West Pinkney Hall

Senior Resident

VIRGINIA A. WEST, R.N. ..... Humphreys Hall

Superintendent of Buildings and Grounds

DAVID W. TUCKER ..... Heating Plant

Santa Fe

President

RICHARD DANIEL WEIGLE, B.A., M.A., Ph.D., LL.D. ..... 209 Laboratory

Dean

CLARENCE J. KRAMER, B.A., M.A. ..... 101 Laboratory

Treasurer

W. J. HANNON, B.BA. ..... 110 Laboratory

Assistant Deans

INGEBORG L. LORENZ, A.B. ..... 103 Laboratory
ROBERT E. SKEELE, B.A., B.D. ..... 105 Laboratory

Registrar

ROBERT E. SKEELE, B.A., B.D. ..... 103 Laboratory

Director of Admissions

THEODORE SMITH, A.B., M.A. ..... 201 Laboratory

Librarian

GEORGE B. MILLER, B.A., M.L.S. ..... Student Center

Director of Adult Education

WILLIAM A. DARKEY, Jr., B.A., M.A. ..... 114 Santa Fe Hall

College Physician

JULIUS L. WILSON, B.S., M.D. ..... 107 Laboratory

College Nurse

MARGARET ELRINGTON, R.N., C.N.M. ..... 107 Laboratory

Senior Resident

MORDANT ELRINGTON, D.S.O., O.B.E., M.E. ..... Dormitory Apartment

Superintendent of Buildings and Grounds

STANLEY NORDSTRUM ..... 1 Laboratory

Faculty

President

RICHARD DANIEL WEIGLE.....212 Norwood Road, Wardour
1040 Camino San Acacio

B.A., 1931; M.A., 1937; Ph.D., 1939, Yale University; LL.D., 1957, Washington College, 1958, LaSalle College, 1960, Wabash College; 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 Force, 1942-45; Documents Officer, Far Eastern Commission, and Executive Officer of Far Eastern Affairs, Department of State, 1945-49; Vice Chairman, Maryland Hall of Records Commission, 1952-; Chairman, Commission on Liberal Education, Association of American Colleges, 1955-1957, Treasurer of the Association, 1963-; Board of Education of Anne Arundel County, Member, 1951-63; President, 1958-1962; President, St. John's College, 1949-.

Dean

JOHN SPANGLER KIEFFER.....2 Cumberland Court

A.B., Harvard College, 1927; A.M., Harvard University, 1929; Ph.D., The Johns Hopkins University, 1962; Master in French and English, Litchfield (Connecticut) School, 1927-28; Instructor in Classical Languages, 1929-34, Assistant Professor of Classical Languages, 1934-39; Board of Visitors and Governors, 1943-51; Acting President, 1947; President, 1947-49; Tutor, St. John's College, 1939-; Director of Adult Education, 1951-57; Addison E. Mullikin Tutorship, 1959-; Visiting Lecturer in Philosophy, The Johns Hopkins University, 1961; Dean, St. John's College, 1962-.

Associate Dean

CLARENCE J. KRAMER.....922 Canyon Road

B.A., St. John's College, 1949; M.A., Marlboro College, 1950; Tutor, St. John's College, 1954-; Associate Dean of the College and Dean, Santa Fe, 1964-.

Tutors

Annapolis

FORD KEELER BROWN.....235 King George Street

A.B., University of Washington, 1920; D.Phil., Oxford University, 1926; Assistant in English, 1919-20; Assistant Professor of English, 1923-25, University of Washington; Associate Professor of English, St. John's College, 1925-29; Professor of English, St. John's College, 1929-39; Active duty with the United States Navy, 1942-45; Tutor, St. John's College, 1939-; Addison E. Mullikin Tutorship, 1959-; Santa Fe, 1964-65.

RICHARD SCOFIELD.....252 King George Street

B.A., 1919; M.A., 1920, University of California; B.A., 1924; M.A., 1949, Oxford University; Assistant in English, University of California, 1919-20; Commission for the Relief of Belgium Exchange Fellow, Université Libre de Bruxelles, 1920-21; Rhodes Scholar, Oxford University, 1921-24; Instructor in English, New York University, 1925-27; Associate Professor of Art and English, St. John's College, 1927-39; Board of Visitors and Governors, 1943-53; Visiting Associate Professor of History and Humanities, College, University of Chicago, 1948-49; Tutor, St. John's College, 1939-; Addison E. Mullikin Tutorship, 1959-.

JACOB KLEIN.....101 Market Street

Ph.D., University of Marburg-Lahn, 1922; Research Work, University of Berlin and University of Marburg, 1924-33; Visiting Lecturer, University of Prague, 1934-35; Fellow of the Mendelssohn Stiftung zur Foerderung der Geisteswissenschaften, 1935-37; Tutor, St. John's College, 1938-; Dean, St. John's College, 1949-58; Addison E. Mullikin Tutorship, 1959-.

JOSEPH WINFREE SMITH, JR.....6 Cumberland Court

B.A., 1934; M.A., 1935, University of Virginia; B.D., 1938, Virginia Theological Seminary; Ph.D., 1948, University of Virginia; 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.

WILLIAM KYLE SMITH.....20 Murray Avenue

B.S., University of Virginia, 1921; Th.B., Princeton Theological Seminary, 1924; Instructor in Bible Literature, University of Virginia, 1933-42; Tutor and Assistant Dean, St. John's College, 1942-46; Tutor, St. John's College, 1946-51; Tutor and Assistant Dean, St. John's College, 1951-66; Addison E. Mullikin Tutorship, 1959-; Tutor, 1966-.

SIMON KAPLAN.....80 Conduit Street

Graduate, Real-School in Libau, Russia, 1912; Institute of Technology, Darmstadt, and University of Heidelberg, 1912-14; University of Leningrad, 1921-23; University of Jena, 1924-27, Ph.D., 1927; Fellow of the Hermann Cohen Foundation, Berlin, 1928-31; Research Studies, University of Paris, 1934-36; Tutor, St. John's College, 1943-.

ROBERT S. BART.....254 King George Street

B.A., Harvard College, 1940; M.A. St. John's College, 1957; Sheldon Travelling Fellow, Harvard University, 1940-41; Tutor, St. John's College, 1946-.

HUGH P. MCGRATH.....28 Wilson Road

B.A., University of Liverpool, 1934; Diploma in Education, University of Liverpool, 1935; 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, 1948-.

CURTIS A. WILSON

B.A., University of California at Los Angeles, 1945; M.A., 1947; Ph.D., 1952; Columbia University; Fulbright Fellow, 1950-51; Visiting Research Fellow, University of London, 1962-63; Tutor, St. John's College, 1948-; Dean, St. John's College, 1958-62; Santa Fe, 1964-66. (Leave of Absence 1966-.)

BARBARA HOPKINS LEONARD.....Campbell Hall

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, Mass., 1937; Histological Technician, Department of Pathology, Yale Medical School, 1938-39; Graduate Scholar in Biology, 1940-41; Graduate Teaching Assistant in Biology, 1941-44, The University of Rochester; Visiting Lecturer in Zoology, Oberlin College, 1944-45; Instructor in Zoology, Smith College, 1945-51; Smith College Scholar, Marine Biological Laboratory, Woods Hole, Mass., 1949; Fulbright Lecturer and Honorary Professor of Zoology, Lady Doak College and American College, Madurai, South India, 1962-63; Tutor and Assistant Dean, St. John's College, 1951-.

DOUGLAS ALLANBROOK.....85 Shipwright Street

Boston University, 1938; Brown University, 1939-41; University of Florence, 1946; B.A., Harvard College, 1948; Active duty with the 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 Harpsichord and Early Keyboard Music, 1950-52; Teacher of Composition and Theory, Peabody Conservatory, 1955-57; Tutor, St. John's College, 1952-.

IOLA R. SCOFIELD.....252 King George Street

B.A., 1917; M.A., 1919, University of California; Instructor in English, 1917-21; Assistant in Philosophy, 1921-24, University of California; Instructor in English, New York University, 1925-27; Tutor, Liberal Arts Program for Adults, University College, University of Chicago, 1947-51; Adult Education, St. John's College, Washington Public Library, Graduate School of the U. S. Department of Agriculture, 1941-47, 1951-54; Tutor, St. John's College, 1954-.

JAMES M. TOLBERT.....Bywater Road

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, 1953-55; Tutor and Director of Admissions, St. John's College, 1955-.

THOMAS KING SIMPSON.....Pleasant Plains Road, St. Margaret's

B.A., St. John's College, 1950; M.A. in Teaching, Wesleyan University, 1955; Instructor, American University at Cairo, Cairo, Egypt, 1950-53; Teaching Intern, St. John's College, 1955-56; Tutor, St. John's College, 1956-.

CHARLES G. BELL.....3 Shipwright Harbor

B.S., University of Virginia, 1936; Rhodes Scholar, Oxford University, B.A. (M.A.), 1938, B. Litt., 1939; Instructor and Assistant Professor of English, 1940-45, Wartime Assistant in Physics, 1945, Iowa State College; Research Assistant in Physics, Princeton University, 1945; Assistant Professor of English, Princeton University, 1945-49; Rockefeller Grant for study in Europe, 1948; Assistant Professor of Humanities, University of Chicago (College), 1949-56; Guest Professor, University of Frankfurt, 1952; Ford Fellow, 1952-53; Guest Professor and Director of the Honors Program, University of Puerto Rico (at Mayaguez), 1955-56; Guest Professor (Fulbright Program), Technische Hochschule, Munich, Germany, 1958-59; Tutor, St. John's College, 1956-; Director of Adult Education, 1957-58. (Leave of Absence, 1965-67.)

EVA T. H. BRANN.....217 Hanover Street, Apt. 6

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 Archaeology, Stanford University, 1956-57; Member, Institute for Advanced Study, Princeton, 1958-59; Tutor, St. John's College, 1957-.

EDWARD GRANT SPARROW, JR.....53 College Avenue

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

BRYCE DUVAL JACOBSEN.....220-B Hilltop Lane

B.A., St. John's College, 1942; Farmer and Carpenter, 1942-57; Tutor and Director of Athletics, St. John's College, 1958-.

EDWARD MALCOLM WYATT.....7 Franklin Street

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

LAURENCE BERNS.....3 Maryland Avenue

B.A., 1950; Ph.D., 1957, University of Chicago; Lecturer in the Liberal Arts, Basic Program of Liberal Education for Adults, University of Chicago, 1956-59; Tutor, St. John's College, 1960-. (Leave of Absence, 1966-67.)

MICHAEL S. LITTLETON.....14 Cathedral St.

B.S., 1954; B.A., 1955, University of Maryland; B.D., Hartford Seminary Foundation, 1960; United States Navy, 1955-57; Tutor, St. John's College, 1960-. (Leave of Absence, 1966-67.)

ALVIN N. MAIN.....Route 2, Box 124, Arnold

B.A., University of California at Santa Barbara, 1954; United States Navy, 1940-52; Teaching Assistant, University of California at Los Angeles, 1955-56; Instructor, University of California at Santa Barbara, 1957-58, 1959-60; Tutor, St. John's College, 1960-.

HENRY NATHAN.....5 Maryland Avenue

B.A., Columbia University, 1955; M.A., Harvard University, 1957; Instructor, San Francisco State College, 1956-57; Instructor, Tufts University, 1958-60; Tutor, St. John's College, 1960-. (Leave of Absence, 1964-67.)

ROBERT B. WILLIAMSON.....113 Conduit Street

B.A., 1954; M.A., 1957, University of Virginia; Instructor in Philosophy, University of Virginia, 1959-60; Tutor, St. John's College, 1960-. (Leave of Absence, 1965-67.)

SAMUEL S. KUTLER.....91 Market Street

B.A., St. John's College, 1954; Assistant Mathematician 1955, Associate Mathematician 1957, Mathematician 1961, The Johns Hopkins University, Applied Physics Laboratory; Graduate Study (Mathematics), American University, 1955-; Instructor, American University, 1960; Visiting Tutor, St. John's College, 1960; Tutor, St. John's College, 1961-.

ROBERT D. SACKS.....83 Shipwright Street

B.A., St. John's College, 1954; Ph.D., The Johns Hopkins University, 1963; Hebrew University, Jerusalem, 1954-56; École de Langues Orientales Vivantes, 1956-57; University of Chicago, 1957-59; Tutor, St. John's College, 1961-.

ELLIOTT ZUCKERMAN.....11 Shipwright Street

A.B., Columbia University, 1952; Kellett Fellow in the Humanities, Clare College, Cambridge, 1952-54; B.A., Cambridge University (English Literature), 1954; Duryea Fellow in Modern European History, Columbia University, 1954-55; A.M., Columbia University (European History), 1955; M.A., Cambridge University, 1959; Ph.D., Columbia University (European History), 1962; Lecturer in History, Columbia University, 1956-61; Lecturer in History and Music, The New School for Social Research, 1960-61; Tutor, St. John's College, 1961-.

JOSEPH P. COHEN.....3 Gladden Road

B.A., St. John's College, 1956; Department of Philosophy, 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, University of Chicago, 1960-62; Tutor, St. John's College, 1962-.

MOLLY GUSTIN

University of California at Los Angeles, 1939-41; Bachelor of Music, 1956; Master of Music, 1957; Ph.D., 1961, Indiana University; Graduate Teaching Assistantship in Music Theory, 1956-58, Indiana University; Tutor, St. John's College, 1962-; Santa Fe, 1964-66.

JOHN S. STEADMAN.....RFD 1, Box 57

B.S., University of Wisconsin, 1959; Instructor in Radio Repair, The Infantry School, 1954-56; Assistant in Philosophy, Cornell University, 1959-61; Teaching Fellow, Cornell University, 1961-62; Tutor, St. John's College, 1962-.

GEORGE M. BERRY, JR. ..... 239 Prince George Street

Johns Hopkins University, 1956-57; University of Munich, 1958; B.A., Johns Hopkins University, 1961; M.A., University of Maryland, 1963; Tutor, St. John's College, 1963-.

THOMAS A. MCDONALD ..... 214 Prince George Street

St. John's College, 1944; Military Service, 1945-46; University of Virginia, The New School, New York, 1947-50; Graduate study in Philosophy, The Graduate Faculty, The New School, 1950-52, 1955-58; Teaching Fellow, 1956-58; Lecturer, University College, University of Chicago, 1958-62; Lecturer, Overseas-extension, University of Maryland (Heidelberg, Germany), 1962-63; Tutor, St. John's College, 1963-.

JOHN L. SARKISSIAN ..... 630 Americana Drive

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; University of Chicago, 1948-54; Instructor, Biological and Physical Sciences, Pestalozzi-Froebel Teachers College, Chicago, 1948-54; Instructor, University of Indiana, 1948-50; Traveling Fellow and Research Associate, Institute of Human Heredity, University of Bologna, Italy, 1955-56; Instructor, Biological Science, University of Illinois, 1958-63; Tutor, St. John's College, 1963-.

ROBERT LOUIS SPAETH ..... 23 Madison Place

B.S., St. John's University, Minnesota, 1959; U.S. Army Signal Corps, 1954-56; Graduate study (physics), University of Illinois, 1959-60; Graduate study (mathematics), University of Wisconsin, 1961-62; Teacher, Cathedral High School, St. Cloud, Minnesota, 1960-61; Mathematics writer, Educational Research Council of Greater Cleveland, 1962-63; Tutor, St. John's College, 1963-.

DAVID H. STEPHENSON ..... 53 College Avenue

B.A., Columbia College, 1958; New York State Teaching Fellowship, 1958-60; M.A., Columbia University, 1960; 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; Free lance writer and editor, Thomas Y. Crowell Company, 1961-63; Tutor, St. John's College, 1963-. (Leave of Absence, 2nd term 1966-67.)

JOHN ROBERT GUMP ..... 86 Conduit Street

B.A., College of Wooster, 1952; Instructor in English and Psychology, Ewing Christian College, Allahabad, India; B.D., Union Theological Seminary, New York, 1957; Coordinator, John Knox Larger Parish, Redwood County, Minnesota, 1957-60; Campus Pastor, First Presbyterian Church and Westminster Foundation, Annapolis, Md., 1960-64; Tutor and Assistant Dean, St. John's College, 1964-.

LOUIS N. KURS ..... 11 German Street

Colorado School of Mines, 1942-43, 1946; Columbia University, 1943-45; M.S., University of Chicago, 1948; Teaching Assistant in the College and Department of Geology, University of Chicago, 1948-49; Instructor in Physical Science and Geology, Wright Junior College, 1949-51; Supervisor, 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, University of Chicago, 1961-62; Tutor, St. John's College, 1964-.

DEBORAH MARY TRAYNOR ..... 6 Bricin Court

B.A., Mount Holyoke College, 1956; M.A., University of Chicago, 1958; Chicago Educational Television Association, 1959-63; College Humanities Staff, University of Chicago, 1963-64; Tutor, St. John's College, 1964-.

ARTHUR C. REISZ ..... Pinkney Hall

A.B., St. John's College, 1955; Woodrow Wilson Fellow, 1955-56; Harvard University, 1955-57; The Johns Hopkins University, 1960-63; Master in Latin and French, Friends Academy, Long Island, 1959-60; Instructor in Greek, The Johns Hopkins University, 1962-63; Visiting Tutor, St. John's College, 1964-65, 1966-.

JERRY L. BLATT ..... 12 Revell Street

A.B., University of California at Berkeley, 1943; Ph.D., University of California at Los Angeles, 1955; Physicist, U.S.N. Bureau of Ordnance, 1943-45; Associate, Agricultural Experiment Station, University of California at Davis, 1945-47; Teaching and Research Assistant, Dept. of Chemistry, University of California at Los Angeles, 1949-51, 1952-55; Research Assistant (Instructor), Dept. of Bio-chemistry, University of Chicago, 1955-57; Assistant Professor of Bio-chemistry and Physiology, Mount Holyoke College, 1957-59; Chairman, General Education program in Physical Science, Lecturer in Biology, 1959-62; Assistant Professor of Biophysics, 1962-65, Kansas State University; Visiting Lecturer in General Education (Physical Science), University of Colorado, Summer, 1965; Tutor, St. John's College, 1965-.

PETER G. BROWN ..... 71 Shipwright Street

B.A., Haverford College, 1961; M.A., Columbia University, 1964; Tutor and Class Assistant, Union Theological Seminary, 1963-64; Tutor, St. John's College, 1965-.

GEOFFREY COMBER ..... 31 Sands Avenue

Diploma in Education, University of London, 1953; A.R.C.M., Royal College of Music, 1954; Fulbright Scholar, 1955; M.A., 1957, Ohio State University; Instructor in Music and Graduate Studies in Philosophy, Ohio State University, 1958-61; Assistant Professor in Philosophy, Huron College, Ontario, 1962-65; Visiting Professor, University of Waterloo, Ontario, 1964; Tutor, St. John's College, 1965-.

JOHN E. COOPER ..... 202 Prince George Street

B.M., Peabody Conservatory, 1962; M.M., Fellow C.C.M., National Cathedral, 1965; St. Anne's Parish, Organist to Choirmaster; Visiting Tutor, St. John's College, 1965-.

GEORGE DOSKOW ..... 103 Dreams Landing

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, 1965-.

CHARLES E. FINCH ..... 700 Americana Drive

B.S. in Education, Temple University, 1942; B.D., Princeton Theological Seminary, 1945; A.M., University of Pennsylvania, 1949; Th.D., Philadelphia Divinity School, 1953; Instructor in New Testament, Bloomfield Seminary, 1945-47; Rector, Church of the Redeemer, Andalusia, Pennsylvania, 1949-52; Assistant Professor of Bible, Philadelphia Divinity School, 1951-55; Instructor, Valley Forge Military Academy, 1956-57; English Teacher, Conestoga Senior High School, Berwyn, Pennsylvania, 1957-65; Tutor, St. John's College, 1965-.

HOWARD J. FISHER ..... Old Annapolis Boulevard

B.A., University of Rochester, 1965; Technician, Harvard University Cyclotron Laboratory, 1963, 1965; Tutor, St. John's College, 1965-.

CARL A. LINDEN ..... 408 Hillsmere Drive

B.A., Syracuse University, 1951; M.A., Harvard University, 1956; Ph.D., George Washington University, 1966; United States Air Force, 1951-53; Analyst in Soviet and Sino-Soviet Politics with the U.S. Government, 1955-65; Chief of Analysis Branch, 1963-65; Lecturer at the Foreign Service Institute, 1963-65; Instructor in Political Theory, George Washington University, 1964-65; Group Leader in the Great Books Program, 1958-66; Tutor, St. John's College, 1965-.

BENJAMIN CHARLES MILNER, JR. ..... 2 Luna Lane, Severna Park

B.A., Emory University, 1949; U.S. Army Signal Corps, 1950-52; 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 Exegesis, Wellesley College, 1959-62; Assistant Professor, 1963-65; Tutor, St. John's College, 1965-.

LARRY ALAN GOLDBERG

B.A., University of Chicago, 1962; M.A., Indiana University, 1963; Instructor, Northwestern University, 1963-66; Tutor, St. John's College, 1966-.

WILLIAM PRINN MCGONAGLE ..... 2 Severn Avenue

A.B., Holy Cross College, 1939; U.S. Navy, 1940-45; Assistant Director Public Relations, Howard Hughes Industries, 1945-49; Lecturer, Public Relations, University of California at Los Angeles, 1947-48; Georgetown University Law School, 1949-51; American Embassy, Bangkok, Thailand, Instructor, Royal Naval Academy, 1954-58; Investment Banking, 1958-63; Georgetown University, 1961-63; George Washington University, 1963-64; Assistant Headmaster, Severn School, Master in Latin and Logic, 1965-66; Assistant Dean and Tutor, St. John's College, 1966-.

WILLIAM BRUCE PITT ..... 167 Duke of Gloucester

B.A., University of Rochester, 1955; M.S., 1959; Theological Study, Colgate Rochester Divinity School, 1955-56; Graduate Study, University of Rochester, 1956-59; Graduate Study, University of California, Berkeley, 1959; Research Assistant in Sociology of Religion, Colgate Rochester Divinity School, 1955-56; Student Assistant Minister, Phelps Presbyterian Church, 1955-56; Teaching Assistant in Mathematics, University of Rochester, 1957-59; Research, IBM Applied Science, 1957; Programmer, University of Rochester Computing Center, 1958-59; Section Assistant in Mathematics, University of California, Berkeley, 1959-60; Research Assistant in Mathematics (NSF), 1960-64; Research Assistant, ONR Self Organizing Systems Project, 1961-62; Assistant in the Summer Session, 1960; Associate, 1964; Extension Division, 1962-64; Assistant Professor of Mathematics, Monmouth College, 1964-66; Tutor, St. John's College, 1966-.

MARIANNA REILEY

B.A., Rosemont College, 1961; M.A., University of Chicago, 1962; Lecturer in English, Illinois Institute of Technology, 1962-63; Teaching Assistant, University of Chicago, 1963-64; Lecturer in Humanities, Chicago City Junior Colleges, 1964-65; Tutor, St. John's College, 1966-.

BROTHER S. ROBERT, F.S.C.

B.A., Saint Mary's College; Ph.L., Ph.D., Université Laval (Quebec); Saint Mary's College, 1941-44, 1946-; Special Studies in Rome, 1952-53; Leave of absence, 1964-65; Visiting Tutor, St. John's College, 1966-.

JAMES I. GILBERT ..... 78 Conduit Street

Visiting Tutor and Artist-in-Residence, 1962-63; Artist-in-Residence, St. John's College, 1964-.

Santa Fe

WILLIAM A. DARKEY, JR. ..... Old Santa Fe Trail

B.A., St. John's College, 1942; M.A., Columbia University, 1949; Tutor, St. John's College, 1942-46; Active duty with the United States Army, 1946-47; Tutor, St. John's College, 1949-; Santa Fe, 1964-.

WILEY W. CRAWFORD ..... 907 E. Garcia Street

B.A., 1925; M.A., 1928, University of Missouri; Ph.D., University of Minnesota, 1934; University of Missouri Scholar, Marine Biological Laboratory, Woods Hole, Mass., 1925; Research Assistant in Zoology, Woods Hole, Mass., 1926; Gregory Fellow in Zoology, University of Missouri, 1926-27; Teaching Fellow in Zoology, University of Missouri, 1927-28; Assistant Professor of Zoology, Wabash College, 1928-32; Laboratory Instructor in Zoology, University of Minnesota, 1933-34; Chairman, Department of Biology, Blackburn College, 1934-46; Chairman, Department of Biology, University of Dubuque, 1946-47; Professor of Biology, Evansville College, 1947-50; Summer, 1961, National Heart Institute Grant in Cardiovascular Physiology, University of Oklahoma Medical School; Tutor, St. John's College, 1950-; Arthur de Talma Valk Tutorship, 1959-; Santa Fe, 1965-.

MICHAEL OSSORGIN ..... 850 El Cominito

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-.

SAMUEL EMMONS BROWN, JR. ..... 123 Calle La Pena

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; Graduate Assistant in Music History and Literature, Indiana University, 1953-55; Part-time Teacher, Indiana University, 1956-57; Tutor, St. John's College, 1958-; Santa Fe, 1965-.

THOMAS J. SLAKEY ..... 213 Las Mananitas

B.A., St. Mary's College, California, 1952; M.A., Université Laval, Quebec, 1953; Ph.D., Cornell University, 1960; United States Army, 1953-55; Assistant in Philosophy, Cornell University, 1955-58; Tutor, St. John's College, 1959-; Santa Fe, 1964-.

ROBERT EUGENE SKEELE ..... 518 Camino Rancheros

B.A., Ohio State University, 1949; B.D., Yale Divinity School, 1953; Assistant Minister at the Colonial Church of Edina, Minneapolis, Minnesota, 1953-56; Minister, First Congregational Church of Alexandria, Minnesota, 1956-60; Tutor 1960, Assistant Dean, 1961-, St. John's College; Tutor and Assistant Dean, Santa Fe, 1964-.

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, 1961-; Santa Fe, 1966-.

PHILIP BROOKS WARING ..... 1520 Cerro Gordo

B.A., Harvard University, 1954; University of Pennsylvania School of Medicine, 1954-57; M.A., Columbia University, 1959; University of Paris, 1960-62; Tutor, St. John's College, 1963-.

DAVID CLIFFORD JONES ..... 9 Camino Pequeno

B.A., St. John's College, 1959; M.A., Department of Philosophy, The University of Melbourne, Australia, 1962; University Fellow, The University of Melbourne, 1961-62; University Fellow and Bess Heflin Fellow, The University of Texas 1962-64; Tutor, St. John's College, 1964-.

INGEBORG L. LORENZ.....South Dormitory Apartment

B.A., Smith College, 1932; Head, English Department, St. Katharine's School, Davenport, Iowa, 1932-34, Greenwood School, Ruxton, Maryland, 1934-35; Lecturer, Marlboro College, 1949-56; English teacher, Brearley School, New York, 1956-64; Tutor, St. John's College, Santa Fe, 1964-66; Tutor and Assistant Dean, Santa Fe, 1966-.

DONALD F. RAUBER.....550 Camino Del Monte Sol

B.A., St. Mary's College, 1950; M.A., 1954; Ph.D., 1958, University of Oregon; Technical Writer, Sandia Corporation, 1958-61; Instructor, University of Portland, 1961-62; Technical Writer, Sandia Corporation, 1962-64; Tutor, St. John's College, Santa Fe, 1964-.

ROBERT BUNKER.....408 Hillside Avenue

A.B., Harvard, 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, Head of both Departments, New Mexico Highlands University, 1956-65; Tutor, St. John's College, Santa Fe, 1965-.

DON B. COOK.....Route 2, County Club Apartments

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

THOMAS H. JAMESON.....433 Calle La Paz

B.A., Harvard, 1934; Ph.D., Yale, 1938; Instructor, Latin, Prospect Hill School, New Haven, 1936-37; Instructor, English, University of Buffalo, 1937-42; Instructor, Latin, Dalton School, New York, 1944-45; Assistant Professor, English, New York University, 1945-65; Tutor, St. John's College, Santa Fe, 1965-.

ELLIOTT SKINNER.....St. John's College

B.A., University of Colorado, 1961; Assistant and Preceptor, Princeton, 1964; holder of various fellowships, including Woodrow Wilson Fellowship; Tutor, St. John's College, Santa Fe, 1965-.

CLARE D. SMITH.....1021 Camino Santander

B.S., University of Chicago, 1959; M.S., University of Chicago, 1962; Ph.D., University of Arizona, 1965; Tutor, St. John's College, Santa Fe, 1965-.

RICHARD BOWEN STARK.....437 Calle De Paz

The Colorado College 1941-42, 1945-46; A.B. Colorado State College of Education, 1948; U.S. Air Force, 1942-45; M.M., Yale University School of Music, 1948-52; Associate Professor of Piano (and Director of the Choir, 1958), Fisk University, Nashville, Tenn., 1952-58; Visiting Professor of Music, Wesleyan University, Middletown, Conn., 1959-60; Curator of Collections and researcher in music of the Spanish Colonial Period, Museum of International Folk Art, Santa Fe, New Mexico; Visiting Tutor, St. John's College, 1965-.

RICHARD D. SULLIVAN.....1154 Camino Delora

B.A., University of Chicago, 1959; Honor Entrance and White Tuition Scholar, Chicago, 1955-57; Coe Fund Research, American School of Classical Studies, Athens, 1962; Vergilian Society Scholar, Cumae, Italy, 1962; Distinguished Scholarship Tuition Grant, University of California at Los Angeles, 1961, 1965; Instructor, Classics, St. Gertrude's Academy, Idaho, 1958-59, Haines Independent School, Alaska, 1959-60, Denver Country Day School, 1963-64; Instructor, History, University of Maine, 1961-63, and University of Montana, 1964-65; Graduate Council Research Grant, 1965-66; Tutor, St. John's College, Santa Fe, 1965-.

JULIUS LANE WILSON.....924 Canyon Road

B.S., Princeton University, 1918; Active duty, U.S. Navy, 1918-19; M.D., The Johns Hopkins University, 1923; Assistant Professor of Medicine, Yale University and Assistant, University Health Department, 1930-38; Associate Professor of Medicine, Tulane University, 1938-45, and Clinical Professor of Medicine, 1945-52; Medical Director, Ochsner Clinic, 1948-52; Professor of Preventive Medicine and Director of the Henry Phipps Institute, University of Pennsylvania, 1952-60; Director of Medical Education, American Thoracic Society, 1953-63; College Physician, St. John's College, Santa Fe, 1964-; Tutor, 1965-.

STUART BOYD

B.A., M.A., Aberdeen University, 1948; Ph.D., Aberdeen University Medical School, 1952; Instructor, Psychology, Aberdeen University, 1948-52, University of Colorado Medical School, 1952-53, Denver University, 1954-57, New Mexico Highlands University, 1957-64; Tutor, St. John's College, Santa Fe, 1966-.

ELTON RAY DAVIS

B.A., St. John's College, 1962; M.A., University of Indiana, 1965; Tutor, St. John's College, Santa Fe, 1966-.

ROBERT J. KOVACS

B.A., 1959, M.A., 1960, University of Michigan; Instructor, English, College of St. Benedict, 1960-61, University of Minnesota, 1961-62, and Northern Illinois University, 1963-66; Tutor, St. John's College, Santa Fe, 1966-.

BILL RALPH MATHEWS, JR.

Reed College, 1955-57; B.A., Baylor University, 1959; B.D., Duke University, 1963; Ph.D. in Philosophy, University of Texas; University Fellow for three years; Tutor, St. John's College, Santa Fe, 1966-.

HARVEY L. MEAD, III

B.A., St. Mary's College, 1961; Ph.L., La Valle University; Instructor, Philosophy, St. Xavier College, 1964-66; Tutor, St. John's College, Santa Fe, 1966-.

ROGER S. PETERSON

B.A., Harvard, 1953; A.M., University of Michigan, 1957; Ph.D. in Botany, University of Michigan; U.S. Forest Service in Utah, 1959-66; Tutor, St. John's College, Santa Fe, 1966-.

TIMOTHY REYNOLDS

Antioch College, 1953-57; Army Language School, Monterey; B.A., University of Wisconsin, 1962; M.A., Tufts University, 1963; Instructor, Latin, Pentucket Regional High School, West Newbury, Massachusetts, 1963-64; University of Texas, 1965-66; Tutor, St. John's College, Santa Fe, 1966-.

RALPH SWENTZELL

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

Honorary Fellows

PAUL MELLON

B.A., 1929, Yale University; B.A., 1931; M.A., 1938, Cambridge University.

MARK VAN DOREN

B.A., 1914; M.A., 1915; Litt.D., 1958, University of Illinois; Ph.D., 1920, Columbia University; Litt.D., 1944, Bowdoin College; L.H.D., 1957, Adelphi College.

RICHARD F. CLEVELAND

B.A., 1920; M.A., 1921, Princeton University; LL.B., 1924, Harvard University.

Register of Students 1965-1966

Annapolis

A

Henry Marshall Adams '69 ..... Greensboro, North Carolina
Avron Steven Alberts '69 ..... Miami Beach, Florida
William Randall Albury '68 ..... Annapolis, Maryland
Diedra Greenleaf Allan '69 ..... Alexandria, Virginia
Catherine Jean Allen '69 ..... Shoreham, Long Island, New York
Ronald William Altengarten '68 ..... Maplewood, New Jersey
Stephen Scott Anderton '68 ..... Arlington, Virginia
George Michael Anthony '69 ..... Bandon, Oregon
Lawrence Vincent Arnold, Jr '68 ..... Lancaster, Pennsylvania
Meredith Ann Artis '69 ..... Union City, Pennsylvania
Andrea Lynn Asti '68 ..... Severna Park, Maryland
Jennifer Foster-Pratt Atherton '69 ..... Wellesley Farms, Massachusetts
Jonathan Brock Aurthur '68 ..... New York, New York
Anne-Marie Austin '67 ..... Binghamton, New York

B

Stephen Eduard Bach '68 ..... Cincinnati, Ohio
Eric Gunnar Back '66 ..... Philadelphia, Pennsylvania
Kay Randolph Back '66 ..... Falls Church, Virginia
Harry Ritchie Bailey '67 ..... Brentwood, Maryland
Elaine Ruth Baish '69 ..... Irwin, Pennsylvania
Richard Michael Ballen '67 ..... Philadelphia, Pennsylvania
Kyle Temple Banks '69 ..... Huntington, New York
Joseph Preston Baratta '69 ..... Sylmar, California
Mildred Louise Barber '67 ..... Glendale, California
Margaret Maria Anna Baroniak '66 ..... Dameron, Maryland
Ellin Adair Barret '68 ..... Tustin, California
James Franklin Bartram, Jr. '69 ..... Middletown, Rhode Island
Kathleen Fraser Beaton '68 ..... Tucson, Arizona
Peter Franklin Behrstock '68 ..... Brooklyn, New York
Constance Jane Bell '66 ..... Concord, Massachusetts
Sarah Johanna Bell '67 ..... Concord, Massachusetts
Louis Paul Benezet III '69 ..... Pasadena, California
Vance Michot Benguiat '69 ..... New York, New York
Robert Jerome Benton '69 ..... Raleigh, North Carolina
Sheryl Lee Benton '68 ..... Oakland, California
John Leonard Bergman '68 ..... Jamestown, New York
Mark Israel Bernstein '69 ..... Brooklyn, New York
Gabrielle Harris Bershen '68 ..... New York, New York
Walter James Bienemann '67 ..... Riderwood, Maryland
Amale Bilbao '69 ..... Osabene, Guecho, Vizcaya, Spain
Sharon Louise Bishop '66 ..... North Wales, Pennsylvania
Christina Lauth Blachly '68 ..... Chevy Chase, Maryland
Luther Gibson Blackiston, Jr. '68 ..... Crumpton, Maryland
Donald Alfred Booth, Jr. '68 ..... Sewickley, Pennsylvania
Frances Elizabeth Borst '66 ..... Buffalo, New York
Sarah Braddock '68 ..... Haddonfield, New Jersey
Anne LeSourd Bradley '69 ..... Brookline, Massachusetts
Wayne Russell Brandow '66 ..... Covina, California
Candace Ross Brightman '66 ..... Winnetka, Illinois
Dorie Louise Brodie '69 ..... Brooklyn, New York
Diana Lee Brodkin '67 ..... Teaneck, New Jersey
Mark Boyd Bromberg '66 ..... Bedford Hills, New York
Duncan MacRae Brown '69 ..... McLean, Virginia
Diana Gwen Browning '69 ..... Maysville, Kentucky
Barry Wesley Brunson '69 ..... Nashville, Tennessee
John Walter Buckley '67 ..... Poughkeepsie, New York
Samuel Stephen Burnett '69 ..... Williamsport, Pennsylvania
Frances Anne Burns '69 ..... Cohasset, Massachusetts
Julia Elisabeth Busser '67 ..... Bedford, New York
Jaclyn Haruk Button '66 ..... Santa Rosa, California

C

Catherine Ann Caffrey '69 ..... Grand Island, Nebraska
Theodora Stowe Carlile '67 ..... Collegeville, Pennsylvania
David Wade Caruthers '68 ..... Cheshire, Connecticut
Thomas Gridley Casey II '66 ..... Rockville, Maryland
Alice Gordon Chalmers '67 ..... Atlanta, Georgia
Peter Coen '68 ..... Passaic, New Jersey
Eve Aleutia Cohen '69 ..... Cocoa Beach, Florida
William Cohen '67 ..... Philadelphia, Pennsylvania
William Faxton Cone '67 ..... Salem, New Jersey
Marvin Brent Cooper '69 ..... Baltimore, Maryland
Ben Jeffries Cothran, Jr. '69 ..... Travelers Rest, South Carolina
Keith Collins Covington '68 ..... Sharptown, Maryland
William James Cromartie, Jr. '69 ..... Chapel Hill, North Carolina
Thomas Seton Crosbie '69 ..... Southbridge, Massachusetts
Mariam Alice Cunningham '69 ..... Edmond, Oklahoma
Shiela Jean Curtis '68 ..... Houston, Texas

D

Linda Ellen Davenport '69 ..... New Hope, Pennsylvania
Bernard Mark Davidoff '69 ..... Philadelphia, Pennsylvania
Arabelle Coryelle Davies '67 ..... Pittsburgh, Pennsylvania
Ellsworth Bingham Davies '66 ..... Philadelphia, Pennsylvania
Vicki Eileen Davis '68 ..... Bel Air, Maryland
Richard Redington Dewees '66 ..... Pittsburgh, Pennsylvania
Anne Reid Dews '69 ..... West Hartford, Connecticut
Thomas Leslie Dews '67 ..... Annapolis, Maryland
David Charles Dickey '67 ..... Esmont, Virginia
Elizabeth Ann Dobbs '68 ..... Coral Gables, Florida
Judith Penelope Dunn Donahue '67 ..... Forest Hills, New York
William Halsted Donahue '67 ..... Washington, D. C.
Thomas Leonard Dourmashkin '69 ..... Ardsley, New York
Storm Dowhen '69 ..... Jacksonville, Florida

E

Harriet Louise Earnest '68 ..... Dover, Pennsylvania
James Forrester Eddy '68 ..... Grasonville, Maryland
John Paul Eddy '68 ..... Grasonville, Maryland
Margaret Ann Escher '69 ..... New York, New York

F

Kim Preston Fairchild '69 ..... Silver Spring, Maryland
John Julius Falencki '68 ..... New York, New York
John Edgar Farmer '68 ..... Lancaster, Pennsylvania
Thomas Hudson Farrell '68 ..... Wilmette, Illinois
Eva Edith Fass '68 ..... New York, New York
Michael Solon Feinberg '68 ..... Bethesda, Maryland
Richard Delahide Ferrier '69 ..... Sacramento, California
Richard Franklin Fielding '66 ..... Cohasset, Massachusetts
Robert Albin Fielding '68 ..... Cohasset, Massachusetts
Robert Emmett Fields, Jr. '66 ..... Annapolis, Maryland
Joel Issah Fineman '68 ..... New York, New York
Martha Finkelstein '67 ..... New York, New York
Sanford Fisher '66 ..... Annapolis, Maryland
Kathleen Bradford Flynn '69 ..... Guilford, Connecticut
Stephanie Ann Forrest '68 ..... Madison, New Jersey
Regina Clare Forsyth '68 ..... Houston, Texas
Michael Clinton Fowler '68 ..... Tucson, Arizona
Benjamin Spencer Franklin, Jr. '69 ..... Bala-Cynwyd, Pennsylvania
Jeremy David Freeman '68 ..... Plymouth, Massachusetts

G

Andrew Alexander Fleming Garrison '69 ..... East Lansing, Michigan
Ann Blaine Garson '68 ..... Bryn Mawr, Pennsylvania
Michael Mark Gessner '68 ..... Hyattsville, Maryland
Thomas Powick Geyer '68 ..... Pottstown, Pennsylvania

Milo Hoffman Gibbons '67 ..... Wilmington, Delaware
Joshua Thomas Gillelan II '68 ..... Baltimore, Maryland
Roger Bruce Glad '67 ..... Kansas City, Kansas
Daniel Wallace Gladstone '69 ..... Teaneck, New Jersey
Janet Anne Gleason '69 ..... Newport News, Virginia
Nancy Jean Goldwin '67 ..... Chicago, Illinois
David Saul Golub '68 ..... Roslyn Heights, Long Island, New York
John David Goodwin '69 ..... Lexington, Massachusetts
John David Gottlieb '66 ..... New York, New York
William James Gowen '68 ..... Mill Valley, California
Marajean Lizanne Graham '68 ..... Devine, Texas
Susan Maxwell Gray '67 ..... Mount Kisco, New York

H

Rachel Louise Hallford '69 ..... Missoula, Montana
Almery Richard Hamblen '67 ..... Raymond, Maine
Marielle Mikah Hammett '69 ..... Pottstown, Pennsylvania
Marshall Dean Hannotte '68 ..... Bronx, New York
Helen Elsie Hare '69 ..... Exton, Pennsylvania
Ezra Harris '68 ..... Baltimore, Maryland
Ian Murray Harris '67 ..... Estoril, St. Aubin, Jersey, Great Britain
Gail Hartshorne '68 ..... Ithaca, New York
Maya Hasegawa '69 ..... Richmond, Virginia
Maurine Ann Hellner '68 ..... Alexandria, Virginia
Sarah Curtis Henderson '69 ..... New York, New York
David Wismar Herman '69 ..... St. Louis, Missouri
Nancy Grace Hillis '66 ..... Albany, New York
Harold Alexander Himwich '68 ..... Galesburg, Illinois
Sue Ann Hinsch '68 ..... Dayton, Ohio
Helen Deming Hobart '67 ..... New York, New York
Sandra Jane Hoben '67 ..... Naugatuck, Connecticut
Barbara Gail Hockman '66 ..... Wheaton, Maryland
Christopher Henry Hodgkin '66 ..... Southampton, Pennsylvania
Lois Jean Hoffman '68 ..... Torrejon, Spain
John Francis Holland III '66 ..... Potomac, Maryland
Maureen Linda Hollander '69 ..... Hamden, Connecticut
Philip Gordon Holt '69 ..... Bethesda, Maryland
Mary Chilton Howard '68 ..... Jersey City, New Jersey
Katherine Lee Howells '68 ..... Morrisville, New York
Janet Ellis Huber '66 ..... Douglaston, New York
Amelia Ruth Hummel '68 ..... Washington, D. C.
David Harding Humphreys '69 ..... New York, New York

J

Steven Alan Jackson '69 ..... Westfield, New Jersey
Bren Pick Jacobsen '68 ..... Amsterdam, New York
David Eugene Johnson '68 ..... Rockford, Illinois
Mary Mitchell Jones '68 ..... Adelphi, Maryland
Lewis Anthony Jordan '67 ..... Chicago, Illinois
Eric Vance Jung '69 ..... Hyattsville, Maryland
Iver Allen Juster '69 ..... St. Louis Park, Minnesota

K

Martin Kalmar '69 ..... Flint, Michigan
Jack Kapner '66 ..... Annapolis, Maryland
Diane Phyllis Katz '67 ..... Kew Garden Hills, New York
Loren Edwin Kelley '67 ..... Lawton, Oklahoma
Susan Alice Kennedy '67 ..... New York, New York
Paul Ira Keyser '67 ..... Camden, New Jersey
Patricia Ellen Kilkenny '69 ..... Milford, Connecticut
Jon Charles King '69 ..... Bucuresti, Rumania
Melvin Kline '66 ..... Philadelphia, Pennsylvania
Brett Ellen Knobel '68 ..... Glencoe, Illinois
Albert Miller Koelb '67 ..... Providence, Rhode Island
Harold Otto Koenig '69 ..... Oyster Bay, New York
Johnthan Daniel Korshin '66 ..... Whitestone, New York
George Forest Kramer '68 ..... Santa Fe, New Mexico
Miles Allan Krassen '67 ..... Philadelphia, Pennsylvania
Christopher Belden Kuhn '69 ..... Rainbow, Ohio

John Christian Kukulan '68 ..... Berkeley, California
Arthur Kungle, Jr. '67 ..... Joplin, Missouri

L

Bruce James Lamb, Jr. '67 ..... Jenkintown, Pennsylvania
William Francis Anthony Lang, Jr. '69 ..... Bethlehem, Pennsylvania
Christopher Lawrenson '69 ..... Manhattan Beach, California
Thomas Hardy Leahy '69 ..... Silver Spring, Maryland
Bartholomew Joseph Lee '68 ..... Garden Grove, California
Deidre Lenihan '67 ..... Brooklyn, New York
Allenna Dungan Leonard '66 ..... Silver Spring, Maryland
Susan Leubuscher '68 ..... Brooklyn, New York
David Laurence Levine '67 ..... Brooklyn, New York
Jo-Ann Levy '66 ..... New York, New York
Mark Alan Lindley '67 ..... Silver Spring, Maryland
Clark Elliot Lobenstine '67 ..... Bogota, Colombia
David Zundel Londow '66 ..... Washington, D. C.
David Ellis Long, Jr. '66 ..... Jackson Heights, New York
Anne McNeill Lowry '66 ..... Chevy Chase, Maryland
Anne Barbara Lyons '69 ..... Westport, Connecticut

M

Ragnvald Maartmann-Moe III '68 ..... Lexington, Massachusetts
Jinna Pegeen MacLaurin '68 ..... Hanover, Maryland
Michael Wilson Maddex '69 ..... Pittsburgh, Pennsylvania
Rodger Llewellyn Maisch '68 ..... Ridgewood, New Jersey
Mark Alan Mandel '69 ..... New York, New York
Daniel Vincent Manfredi '68 ..... Middletown, Connecticut
Sarah Helen Manire '68 ..... Chapel Hill, North Carolina
Sharon Louise Marselas '68 ..... Friendship, Maryland
Susanne Elizabeth Martin '68 ..... Detroit, Michigan
Charles Edward Maurer '69 ..... Bala-Cynwyd, Pennsylvania
Lynn Ellen McClive '69 ..... Buffalo, New York
Rebecca Ann McClure '68 ..... Annapolis, Maryland
Madeline Grace McDonald '69 ..... Palo Alto, California
Wayne Henry McGuire '69 ..... Beverly, Massachusetts
Michael Dukes Meeks '67 ..... Denton, Maryland
James Richard Mensch '66 ..... Coral Gables, Florida
Constance Roberta Baring-Gould Merritt '66 ..... Princeton, New Jersey
Marvin Michael Metz '69 ..... Falls Church, Virginia
Anne Miller '69 ..... La Grange, Illinois
Judy Millspaugh '66 ..... Annapolis, Maryland
Jane-Ellen Milord '68 ..... East Orange, New Jersey
David Nahum Mischel '67 ..... Santa Barbara, California
Herbert Kurt Mohn, Jr. '68 ..... Waukegan, Illinois
Deborah Adelaide Moll '69 ..... Oxford, Maryland
David Anson Clive Moore '67 ..... New York, New York
Craig Vincent Mooring '68 ..... Braddock Heights, Maryland
Joan Jacqueline Mooring '69 ..... Braddock Heights, Maryland
Barbara Rosalie Mordes '69 ..... Baltimore, Maryland
Ann Dunstan Morin '68 ..... Washington, D. C.
Henry Stephen Morse '68 ..... New Albany, Indiana
John Edward Munoz '69 ..... Bellerose, New York
Inese Muzikants '68 ..... Madras, Oregon
John Albert Myers '69 ..... Spring Grove, Pennsylvania

N

Carol Anne Neitzey '68 ..... College Park, Maryland
Ruth Ann Nelson '68 ..... Royersford, Pennsylvania
Chester Kerry Nemovicher '68 ..... Roslyn Heights, Long Island, New York
Richard Keith Neumann, Jr '69 ..... Scottsdale, Arizona
John Shipley Newlin, Jr. '67 ..... Paoli, Pennsylvania
Elspeth Anne Nichols '68 ..... Kent, Connecticut
Frank Joseph Novak '69 ..... Baltimore, Maryland
Susan Novak '66 ..... Weston, Massachusetts
George Sheldon November '69 ..... Arlington, Virginia

O

Paula Denise Olinger '68 ..... Gettysburg, Pennsylvania
Paul Andrew Ollswang '66 ..... New York, New York

P

BarGiora Joseph Panigel '66 ..... Los Angeles, California
Mary Elizabeth Parfitt '68 ..... Manchester, New Hampshire
George Walter Partlow '68 ..... Saginaw, Michigan
Ethan Hallet Pavlo '66 ..... Cambridge, Massachusetts
Pheme Perkins '66 ..... Boston, Massachusetts
Rosemary Helen Petke '68 ..... Bristol, Connecticut
Carole Theresa Picardo '66 ..... Philadelphia, Pennsylvania
Thomas Anthony Pink '69 ..... Chicago, Illinois
Bruce MacKelvie Preston '66 ..... Annapolis, Maryland
Irene Lindermayer Preston '67 ..... Annapolis, Maryland
Stefani Prigge '68 ..... Westport, Connecticut
Douglas Carson Proctor '66 ..... Baltimore, Maryland

R

Ernanda Muchtar Rachmat '67 ..... Surabaja, Indonesia
Gregg Dennis Rains '69 ..... Weymouth, Massachusetts
Dorine Alice Real '69 ..... Pasadena, California
Elizabeth Lovejoy Reeves '67 ..... Larchmont, New York
Lee Christine Reichelderfer '68 ..... Annapolis, Maryland
Allen Hoch Reid '66 ..... Rochdale, Massachusetts
Lauren Reider '69 ..... Wantagh, New York
Gilbert Thornton Renaut '68 ..... Baltimore, Maryland
Thomas Rie '68 ..... West Chester, Pennsylvania
David Eugene Riggs '69 ..... Evansville, Indiana
David Alan Roberts '68 ..... Rhodesdale, Maryland
Susan Elizabeth Roberts '69 ..... Tulsa, Oklahoma
Susan Irene Roberts '66 ..... Ridgewood, New Jersey
Judith Mary Rose '69 ..... Michigan City, Indiana
Peter Franklin Rosenthal '68 ..... New York, New York
John Maxwell Ross '69 ..... Chestnut Hill, Massachusetts
Margaret Winter Rottner '66 ..... Accokeek, Maryland
Adrian Stevens Rubin '66 ..... Greensboro, North Carolina
Sally Rutzky '68 ..... Huntington Woods, Michigan
Michael Sean Ryan '68 ..... Timonium, Maryland

S

Joe Sachs '68 ..... Houston, Texas
Jonathan David Sackson '69 ..... Demarest, New Jersey
David Alexander Sackton '69 ..... Austin, Texas
Linda Joyce Sampey '68 ..... Yeadon, Pennsylvania
Parke Carroll Schaefer '69 ..... Elmhurst, Illinois
Hazel Ann Schlueter '69 ..... Dundee, New York
Larry McNeill Schlueter '68 ..... Metairie, Louisiana
Frederick Knell Schneider '69 ..... West Lebanon, New Hampshire
William Bryan Schreitz '67 ..... Severna Park, Maryland
Irwin Leroy Schroeder, Jr. '66 ..... San Diego, California
Deborah Schwartz '68 ..... Arlington, Virginia
Gregory Richard Scott '69 ..... Southport, Connecticut
Nancy Jean Zimmerman Scott '67 ..... York, Pennsylvania
Mark Howard Seglin '67 ..... Union, New Jersey
Jessica Seides '67 ..... Suffern, New York
Carlton Spencer Severence '69 ..... Sacramento, California
John William Shaffer '68 ..... East Williston, New York
Joel Shimberg '66 ..... Pound Ridge, New York
Richard Allan Shulman '67 ..... North Merrick, New York
Cynthia Jane Siehler '66 ..... Cumberland, Maryland
Larry Joel Silverman '66 ..... Philadelphia, Pennsylvania
Mark Leonard Silverman '69 ..... South Dartmouth, Massachusetts
Joseph Morris Simonds '69 ..... Silver Spring, Maryland
Gay Diane Singer '67 ..... Baltimore, Maryland
Jonathan Halsby Sinnreich '68 ..... Lloyd Harbor, New York
Cheryl Elizabeth Sirofchuck '69 ..... Sutersville, Pennsylvania
Maura Anne Sisson '69 ..... Bryans Road, Maryland
Albert Mark Smith, III '67 ..... Aberdeen, Maryland
John David Smith '69 ..... Humacao, Puerto Rico
Anthony Jay Sniveley III '69 ..... Washington, D. C.
Richard Edward Sohmer '69 ..... Dallas, Texas
Veronica Pauline Soul '66 ..... Baltimore, Maryland
Karen Jane Stagg '69 ..... Valley Stream, New York
Merril Richard Stevens '69 ..... University Park, Maryland
Margaret Shirley Stickney '68 ..... Arlington, Virginia
Samuel Graham Stone '67 ..... Denver, Colorado

T

Laurie Louise Temple '68 ..... Baltimore, Maryland
Rebecca Jane Tendler '67 ..... Washington, D. C.
Steven James Tibbitt '66 ..... Salisbury, Maryland
Diana Toland '67 ..... Sharon, Connecticut
Rolf Howard Tollefson '67 ..... Hull, Massachusetts
Joseph Hicks Tooley '69 ..... New York, New York
Linda Margaret Torcaso '69 ..... Wheaton, Maryland
John Allen Trotter '68 ..... New Haven, Connecticut
Laurence Michael Trusdell '69 ..... Richmond, Virginia
Pattie Bourne Turner '66 ..... Baltimore, Maryland

V

Alexis duPont Valk '66 ..... Wilmington, Delaware
Everett Lee Vaughan '68 ..... Annapolis, Maryland
Thomas Lawrence Edward Vazakas '69 ..... Reading, Pennsylvania
Alfreda Leona Verratti '66 ..... Camp Hill, Pennsylvania
Lorraine Ann Vitale '68 ..... Brooklyn, New York
Kenneth Eric Vogel '69 ..... Darien, Connecticut
Daniel O'Neal Vona '67 ..... New York, New York

W

Bryon Emerson Wall '69 ..... New Orleans, Louisiana
Charles Barnes Watson '68 ..... Annapolis, Maryland
Michael Dunlop Weaver '67 ..... Cincinnati, Ohio
Thomas Remson Webb '68 ..... Woodbridge, New Jersey
Dorothea Wend '68 ..... Edgartown, Massachusetts
Timberlake Lael Wertenbaker '67 ..... New York, New York
Darrell Myers Westrick, Jr. '67 ..... Sheridan, Wyoming
John Paul Wetlaufer '67 ..... Oelwein, Iowa
Maria Whitaker '68 ..... Silver Spring, Maryland
Jacqueline Michael White '69 ..... Sausalito, California
Theodore Lowell White '69 ..... Wheaton, Maryland
Charles Chappuis Whitney '68 ..... San Francisco, California
Frederick Lewis Wicks '68 ..... Anchorage, Alaska
David Hugo Wigutoff '68 ..... Annandale, Virginia
Nancy Lillian Williams '69 ..... South Windsor, Connecticut
Norma Eleanor Williams '67 ..... South Windsor, Connecticut
H John Witman III '69 ..... Yardley, Pennsylvania
Lyman Phillips Wood, Jr. '67 ..... Charlotte, Vermont
Robert Lewis Wyckoff III '69 ..... Brookline, Massachusetts

Z

Michael Alan Zakroff '69 ..... Glencoe, Illinois
Jonathan Zavin '68 ..... New York, New York
Howard Allan Zeiderman '67 ..... Paterson, New Jersey
Hope Rosemary Zoss '67 ..... Berkeley Heights, New Jersey

Santa Fe

A

Frank Hudson Adams '69 ..... Chestnut Hill, Massachusetts
Robert Lyle Anderson '69 ..... San Francisco, California
Lynn Archer '68 ..... Akron, Ohio
Marilyn Joyce Avery '68 ..... Tulsa, Oklahoma

B

Bruce Robert Baldwin '68 ..... Fort Wayne, Indiana
Herman Glenn Ballard '68 ..... Sabine Pass, Texas
Anne MacGregor Bancroft '68 ..... Santa Fe, New Mexico
Jessica Beth Bernard '69 ..... Spring Valley, New York
Margaret Louise Blum '68 ..... Washington, D. C.

Lauriston Hall Boardman '69 ..... Santa Fe, New Mexico
Leslie Susan Bornstein '68 ..... Paramus, New Jersey
Chester Carl Bostek '68 ..... Manhattan Beach, California
Bettina Ann Briggs '68 ..... Westport Point, Massachusetts
Vicki Sue Brown '68 ..... New York, New York
Paul Fleitmann Bunker '69 ..... Santa Fe, New Mexico
William Roderick Butler '69 ..... Lancaster, Texas
Marcy Elisabeth Byles '69 ..... New Braunfels, Texas

C

Philip Prescott Chandler II '68 ..... Oklahoma City, Oklahoma
Anne Christy Chapin '69 ..... Denver, Colorado
Robert Johannes Chassell '69 ..... Stockbridge, Massachusetts
Kirk Dana Cheyfitz '68 ..... Washington, D. C.
Marshall Devon Clark '69 ..... Austin, Texas
Thompson Eliot Clay '69 ..... Alto, Michigan
Daniel Lee Cleavinger '69 ..... Albuquerque, New Mexico
Diana Coleman '68 ..... San Francisco, California
Gregory Curtis Congelton '68 ..... Port St. Joe, Florida
Shirley Jean Cushing '69 ..... Santa Clara, California

D

Alexandra Mary Morrill Dane '69 ..... Brookline, Massachusetts
Weslie Everett Darnell '69 ..... Carrollton, Texas
Dennis D'Asaro '69 ..... Culver City, California
Robert Bowne Davis '69 ..... San Francisco, California
George Edwin Deering III '68 ..... Shrewsbury, Massachusetts
Leon Andrew Denham III '69 ..... Casper, Wyoming
Michelle DiGiacomo '68 ..... San Antonio, Texas
Carmela Clark Dominguez '69 ..... Taos, New Mexico
Sandra Jean Doyle '69 ..... Los Alamos, New Mexico
Raymond Jay Drolet '69 ..... Farmington, New Mexico

E

Todd Harkness Everett '68 ..... Ventura, California

F

Craig Elmore Fansler '69 ..... China Lake, California
Lee Lawrence Fischler '68 ..... Philadelphia, Pennsylvania
Peter Andrew Fletcher '68 ..... New Britain, Connecticut
Richard William Flint II '68 ..... Shawnee Mission, Kansas
Francine Theresa Forestell '69 ..... Randallstown, Maryland

G

Margrit Mary Gaffney '69 ..... San Francisco, California
Gary Marvin Gallun '69 ..... Santa Fe, New Mexico
Sansi Needham Girard '68 ..... Santa Fe, New Mexico
Augusta Alcy Goldstein '68 ..... La Verne, California
Janice Howe Graff '69 ..... Baltimore, Maryland
Ross Lee Graham '69 ..... Oahu, Hawaii
George Granick '68 ..... Englewood, New Jersey
Ernest Amlin Gray '68 ..... Mount Kisco, New York

H

James Morrow Hall '69 ..... Estancia, New Mexico
Hugo Bengt Donaldson Hamilton '69 ..... Santa Fe, New Mexico
Anne Cynthia Harlan '68 ..... Chicago, Illinois
Donald Grae Hassig, Jr. '69 ..... Charleston, West Virginia
Hugh Anders Hazelrigg '69 ..... Bloomington, Indiana
Ann Dewitt Hilken '69 ..... Arnold, Maryland
Jeffery Alan Hockersmith '69 ..... Berkeley, California

Michael John Hodgett '69 ..... Wink, Texas
John Raymond Homer '69 ..... Central Point, Oregon
Stephen Housewright '69 ..... Dallas, Texas

J

Karen Lee Jurgensen '69 ..... Albuquerque, New Mexico

K

Michael Steven Kalisher '68 ..... Scranton, Pennsylvania
Melissa Neddleship Kane '69 ..... San Francisco, California
Nathan Ivan Kaplan '69 ..... Massapequa, New York
Allison Grace Karslake '68 ..... East Lansing, Michigan
Vida Kazemi '68 ..... Tehran, Iran
Thomas George Keens '68 ..... San Pedro, California
William Curtis Kirker '68 ..... Los Angeles, California
Janet Suzanne Koin '69 ..... Englewood, Colorado
Henry Berg Krause '69 ..... Colorado Springs, Colorado
Kenneth Lewis Kronberg '68 ..... Bronx, New York
Elizabeth Ann Kuper '69 ..... Tulsa, Oklahoma

L

John Joseph Lair '69 ..... Albany, California
Blake Landor '69 ..... Los Altos, California
Sarah Langdell '69 ..... Manchester, New Hampshire
William Jefferey Lansing '69 ..... Rangely, Colorado
Samuel Howard Larcombe, Jr. '68 ..... Santa Fe, New Mexico
Ronelle Letven '69 ..... Encino, California
Carol Ann Lightner '69 ..... Albuquerque, New Mexico
James Donald Liljenwall '68 ..... Pasadena, California
Cynthia Jane Loos '69 ..... Carlsbad, New Mexico

M

Kieran Daniel Manjarrez '68 ..... Mexico D.F., Mexico
Paul David Mannick '69 ..... Redondo Beach, California
Frank Mollett Marble '69 ..... San Francisco, California
Robert Earl Martindale '69 ..... Albuquerque, New Mexico
Donald Eugene Massell '68 ..... Red Bank, New Jersey
John Dunbar McCaffery '68 ..... Marion, Ohio
Kyle Van McCard '69 ..... Corning, Iowa
Lee Bowen McKusick '69 ..... Pasadena, California
Ralph Stanislas Miller '68 ..... San Antonio, Texas
Charles Arthur Montgomery III '69 ..... San Angelo, Texas
Harold Maurice Morgan, Jr. '68 ..... Albuquerque, New Mexico
David Irving Moss '68 ..... Dayton, Ohio

N

Peter Henry Naumburg '69 ..... New York, New York
Sigrid Catherine Nielsen '69 ..... San Bruno, California
Claudia Nordstrom '69 ..... South Nyack, New York

O

William Ralph Owens '68 ..... La Mirada, California

P

Harrison Ernest Papps '68 ..... Bethesda, Maryland
Antigone Georgia Phalares '68 ..... Long Island, New York
James Larry Pipes '69 ..... Dayton, Texas
Joseph Lane Powell '68 ..... Alhambra, California
Theodore Richard Propeck '69 ..... Phoenix, Arizona

R

Carol Bryna Reider '68 ..... Newark, New Jersey
Charles Henry Reinike '69 ..... New Orleans, Louisiana
Robert Eugene Renk '69 ..... Carmel, California
Joe Pratt Reynolds '69 ..... Arlington, Texas
Lindsay Dewey Ridgeway '68 ..... Alexandria, Virginia
Robert Lessing Rosenwald, Jr. '69 ..... Norfolk, Virginia
Peter Steven Ross '69 ..... New York, New York

S

James Augustine Scanlon '69 ..... Upland, California
Donald Joseph Schell '68 ..... San Jose, California
Isobel Morrissa Schneider '68 ..... Santa Monica, California
Tevell Scott '69 ..... Chicago, Illinois
Joe Sharp, Jr. '69 ..... Mexico D.F., Mexico
Alan William Shaw '68 ..... Santa Fe, New Mexico
Joel Menachim Shearer '69 ..... Los Angeles, California
Myron Steven Shore '68 ..... New York, New York
Richard Alfred Siege '68 ..... New York, New York
David Leonard Simon '68 ..... New York, New York
Helen Patton Smith '69 ..... Aberdeen, Maryland
Kathleen Smith '69 ..... Eugene, California
Robin Allan Smith '68 ..... Signal Mountain, Tennessee
Henry Leong Soon, Jr. '69 ..... Honolulu, Hawaii
Roy Allen Stegman '68 ..... Monterey, California
Thomas Evans Stern '68 ..... Palo Alto, California
John Harvey Strange '69 ..... San Antonio, Texas
Anne Hayward Strasburg '69 ..... Washington, D. C.
Lester Quintan Strong '68 ..... Albuquerque, New Mexico
Allan Lee Swartzberg '69 ..... Chicago, Illinois

T

Stephanie Talovich '68 ..... San Marino, California
Jesse Evans Tepper '69 ..... San Francisco, California
Lee Tepper '69 ..... North Beach, Maryland
Gary Michael Thornton '68 ..... Holbrook, Massachusetts
Joan Patrice Townsend '68 ..... Long Island, New York
Benjamin Treuhaft '69 ..... Oakland, California
Steven Lee Tucker '69 ..... Albuquerque, New Mexico
William Laurence Turley '69 ..... Augusta, Georgia
Susan Gay Turnbull '68 ..... Los Angeles, California

V

Julie von Erffa '68 ..... Albuquerque, New Mexico

W

James Russell Walker '69 ..... Fort Stockton, Texas
Wendy Watson '69 ..... San Francisco, California
Constance Day Weigle '68 ..... Annapolis, Maryland
Michael Antony Wiener '69 ..... Sausalito, California
Marilynne Joan Wills '68 ..... Youngstown, Ohio
Leslie Kenneth Wilson '69 ..... El Cajon, California
Alexander Marc Winter '69 ..... Accokeek, Maryland
Robert Patterson Wolf '69 ..... New Canaan, Connecticut
Elliott Warren Woodward '68 ..... Los Alamos, New Mexico

Z

Stephen Francis Zimmerman '69 ..... San Diego, California

Index

Picture Credits

Harvey Caplin, Santa Fe, New Mexico
M. E. Warren, Annapolis, Maryland

PRELIMINARY APPLICATION
ST. JOHN'S COLLEGE
Annapolis, Maryland
Santa Fe, New Mexico

Annapolis_____ Santa Fe_____

Please check your choice of campus.

I hereby make preliminary application for admission to St. John's College for the academic year beginning September, 19_____.

Name_____ Age_____

Street_____ Phone_____

City_____ Zone_____ State_____

Name of parent or guardian_____

Secondary school from which you expect to graduate, or have graduated, with date._____

_____

School address (city and state)_____

Colleges or universities previously attended, if any_____

_____ Years_____

_____ Years_____

Signature_____

Date_____

Return this form with application fee of $10 to the Director of Admissions, St. John's College, Annapolis, Maryland, or Santa Fe, New Mexico. This fee is not refundable.

When this form is received, a more detailed application form will be sent to you. See "Procedure" on page 63 of this catalogue.

Alumni Representatives

Dr. David Dobreer.....1924 Westmont Dr., Alhambra, California 91803

John L. Williams.....1810 Lagoon View Dr., Belvedere-Tiburon, California 94920

Dr. L. Wheaton Smith, Jr.....243 Ely Place, Palo Alto, California 94306

Eric A. Teel.....137 North Walnut Ave., Placentia, California 92670

Alan S. Maremont.....2835 Washington St., San Francisco, California 94115

Alan F. Pike.....Apt. 12, 45 Cleary Court, San Francisco, California 94109

T. Lansdale Hill.....Suite 214, 1670 Newhall St., Santa Clara, California 95050

Robert T. Thompson.....22829 Marjorie, Torrance, California 90505

Edward J. Lush.....37 Lincoln St., North Haven, Connecticut 06473

James W. Sharp.....181 Westland Ave., West Hartford, Connecticut 06107

Stephen W. Bergen.....3235 Macomb St., N.W., Washington, D.C. 20008

Rev. Dr. Christian A. Hovde.....Bishop Anderson Fndn., 710 South Marshfield Ave., Chicago, Illinois 60612

C. Ranlet Lincoln.....1019 East 48th St., Chicago, Illinois 60615

Rev. G. Harris Collingwood....St. Paul's Episcopal Church, 18th & Washington Blvd., Kansas City, Kansas 66102

Richard A. Novak.....50 Meadowbrook Rd., Weston, Massachusetts 02193

Rowland A. Jones.....4743 Second Blvd., Detroit, Michigan 48201

Chester A. Johnson.....5 Chestnut St., Binghamton, New York 13905

Gene P. Thornton.....53 Jane St., New York, New York 10014

Thomas J. Williams.....99 South Highland Ave., Nyack, New York 10960

John D. Mack.....4780 Palisade Ave., Riverdale, New York 10471

Dr. Erich Nussbaum.....2980 Rosendale Rd., Schenectady, New York 12309

J. Rodney Whetstone.....3103 South Park Rd., Bethel Park, Pa. 15102

Charles R. Zimmerman.....816 Beverly, Bethlehem, Pa. 18018

Robert L. Parslow...620 Schenley Hall, University of Pittsburgh, Pittsburgh, Pa. 15213

Howell Cobb.....Orgain, Bell, Tucker, First Federal Savings Bldg., Beaumont, Texas 77701

Walter C. Paine.... ...Valley News, Box 70, White River Junction, Vermont 05001