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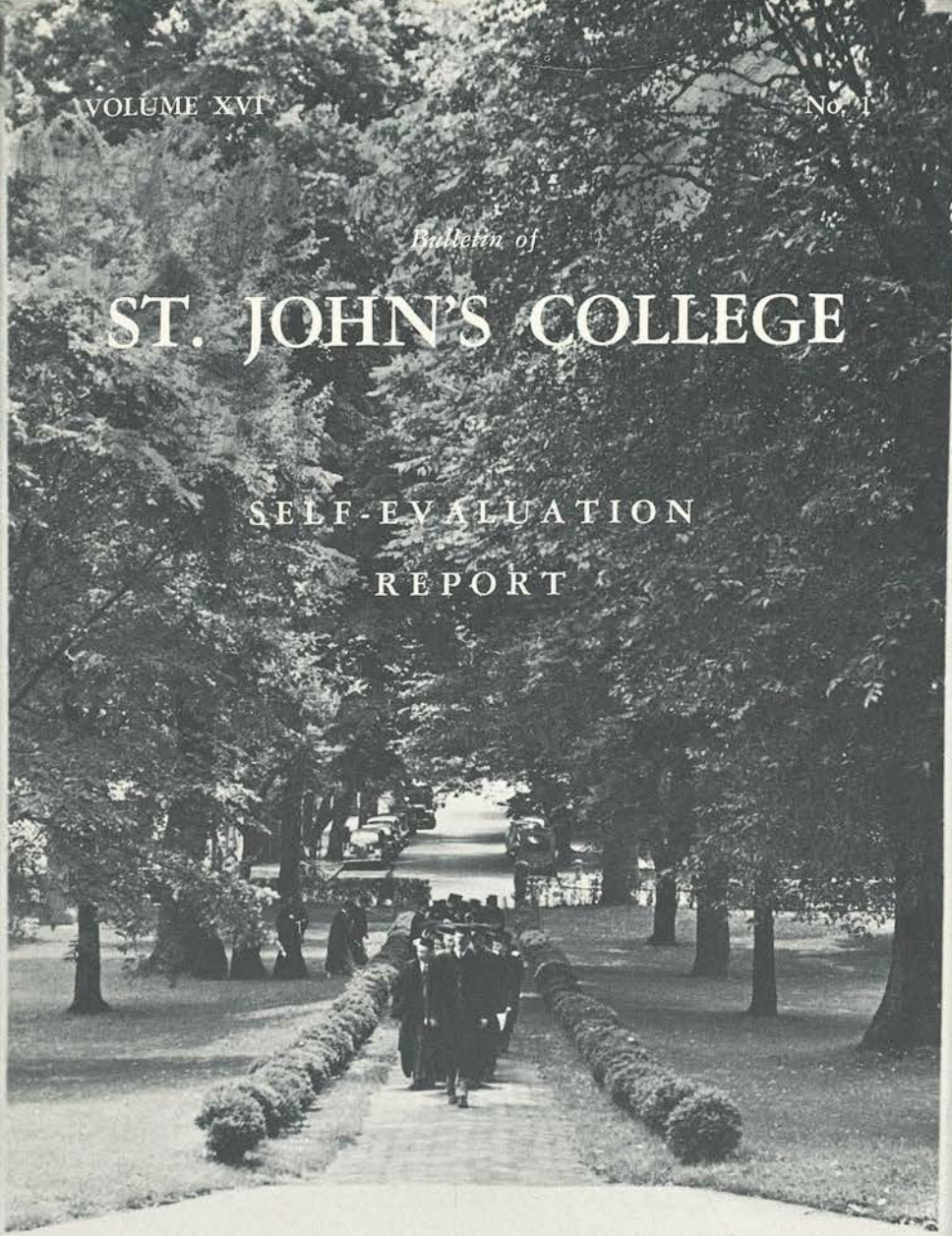
Bulletin of

ST. JOHN'S COLLEGE

SELF-EVALUATION REPORT



ANNAPOLIS, MARYLAND
SANTA FE, NEW MEXICO

March, 1964

Founded as King William's School, 1696, Chartered as St. John's College, 1784

Self-Evaluation Report

This report was prepared by the President, the Dean and the Instruction Committee for the Evaluation Team from the Middle States Association of Colleges and Secondary Schools, which visited the College in Annapolis, March 8-11, 1964. Upon conclusion of the visit, the Team recommended to the Commission on Institutions of Higher Education continued accreditation for St. John's College.

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Self-Evaluation Report

I

The Nature and Function of St. John's College

The Faculty and the Board of Visitors and Governors have set for themselves the single goal of the liberal education of young men and young women. The Preamble to the College Polity best states this goal:

> Education is the leading out of men from their natural state into the world of inherited customs, intellectual traditions, and spiritual ties. Institutions of learning are set up for this purpose. Beyond this they should also seek to develop the moral and intellectual powers of men to enable them to fulfill best their freely chosen tasks and thus to take their own responsible part in shaping the future. St. John's College is a community of learning committed to hold constantly in sight this universal end and the means conducive to it.
>
> St. John's College strives to illuminate the common heritage of mankind in a persisting study of the great documents in which that heritage can be found. It seeks the unity of knowledge, an understanding of the great issues faced by men, and the moral foundations on which the conduct of men's lives can be based. . . .

Founded originally as King William's School in 1696, St. John's College was chartered in 1784 by the General Assembly of the State of Maryland and was given in perpetuity four acres of land and the building now known as McDowell Hall. From the first the College received an annual subvention in return for which certain scholars were educated without fee. This pattern persists in an annual grant of $80,000 from the State, which is then awarded in state scholarships. The State has also made occasional grants, usually on a matching basis, for the construction of college buildings.

There was an early tie with the Protestant Episcopal Church. For some years the Rector of St. Anne's Church and the Principal of St. John's College were one and the same man. Many decades ago this church tie disappeared, and the College today is secular and non-sectarian. There are no formal religious observances except for the baccalaureate service each June and the invocation and benediction at formal convocations.

St. John's College has had a long and tortuous history. Often it appeared destined for extinction, but each time it exhibited a phoenix-like quality of rebirth. Three incarnations of the last half-century should be noted, for they contribute to a disparate quality in the alumni body. From 1880 to 1924 St. John's was a military college, commissioning its cadet graduates directly into the Army and the Navy. From 1924 to 1937 St. John's was a

conventional liberal arts college with heavy emphasis upon colonial studies, thus taking advantage of its environment in historic Annapolis.

When heavy debt and withdrawal of regional accreditation threatened the continued existence of the College in 1937, the Board of Visitors and Governors introduced a radically new curriculum, which was essentially a modern equivalent of the education received by the Founding Fathers of this Republic, brought up to date by the inclusion of modern mathematics and laboratory science. This is the unique all-required curriculum known as the St. John's Program. It is now in its twenty-seventh year. It remains essentially the same, though considerably modified over the intervening years by action of the Instruction Committee of the Faculty. It is the St. John's Program which distinguishes the College from other four-year liberal arts colleges granting the Bachelor of Arts degree.

Two recent developments should also be noted in this brief history. In 1951 the Faculty and the Board voted to admit women to a college which had been a male stronghold for 255 years. The reason for this innovation was the belief that this type of education should be made available to women. A coordinate college or a separate college for women elsewhere seemed financially a remote possibility. Moreover, certain positive advantages were envisioned from the inclusion of women in the college.

In 1960 enrollment pressures prompted Faculty and Board to consider their joint responsibility to offer more students a St. John's education. There was unanimity of opinion that a student body of 300 was optimum for the St. John's learning community. Hence a decision was reached to establish a second St. John's College in the western part of the United States. After exhaustive search and consideration, Santa Fe was chosen as the site for the new campus. Planning went forward, and ground was broken for the first buildings in April 1963. Fund-raising and construction continue; a faculty is in training in Annapolis; and an entering freshman class is being accepted to inaugurate St. John's College in Santa Fe in the fall of 1964. The new college will be a duplicate of the old—under the same Board and President and offering the same curriculum.

II

Results the Educational Program is Designed to Produce

The catalogue proposes that liberally educated men will have acquired, in some measure at least, "the rudiments of a critical intelligence and an awareness of principles that govern our behavior and our understanding." Such "free and rational men" are after four years at St. John's to have "an understanding of the basic unity of knowledge, an appreciation of our common cultural heritage, and a consciousness of social and moral obligations." They are then considered to be "best equipped to master the specific skills of any calling" and to be worthy and responsible citizens of a free state.

It is difficult to measure the success of the College in achieving such

lofty and ambitious goals. One can but look to the graduates themselves in any appraisal of the program. Yet one must always heed the admonition in the St. John's self-study report of 1955: "A college is not a factory; the mind of a human being is not an engine block; a curriculum is not an assembly line; a graduate is not *just* a product. A teacher is not an engineer working from a blueprint; he is an artist trying to embody a vision in the most intractable of materials."

A good insight into the results of the St. John's Program is the series of brief essays contained in the brochure *Portrait of Graduates*, published in 1962 to mark the 25th anniversary of the present St. John's curriculum. Each of the eleven essays is the reaction of a young graduate to his St. John's education, most of them written ten years or so after graduation. This is the best available substitute for a series of conversations with alumni, admittedly a better means of evaluating the intellect, the understanding and the commitment of an alumnus.

Certain quantitative statements can be made in assessing the effect of St. John's upon its graduates. First, the four undergraduate years seem to stimulate the desire for advanced study. Of the 501 students who have graduated since 1941, when the first class completed the New Program, 303 or approximately 60% entered graduate or professional schools. Quite apart from such formal work there is evidence that the St. John's graduate continues to be intellectually alive—possessing and using libraries of good books and records, participating in meaningful conversation, and often playing an active role in adult education discussion groups.

Versatility seems characteristic of the liberal artist from St. John's. This is demonstrated by the variety of fields of graduate study undertaken at the university level. The distribution follows:

Architecture	3	Library Science	8
Biology	7	Mathematics	26
Bio-Physics	1	Medicine	17
Business Administration	5	Meteorology	2
City Planning	1	Music	3
Dentistry	1	Oceanography	1
Drama and Playwriting	8	Philosophy	25
Economics	1	Physics	10
Education	22	Political Science	16
Engineering	8	Psychology	6
Geology	2	Public Administration	1
History	9	Social Anthropology	1
History of Art	1	Social Work	7
History of Science	2	Sociology	1
International Relations	1	Theology	20
Journalism	2		——
Languages	15	Total	303
Law	50		

On the other hand, a corollary of this versatility is occasional difficulty in choosing a field of future study or a life career. It has not been unusual for a graduate to make two or even three false starts before finding himself. This situation of course may not be peculiar to St. John's.

A 20-year occupational survey of graduates appears in *Portrait of Graduates*. These statistics indicate that most alumni have chosen careers in the professions or in other fields of service to their fellow man. It is noteworthy that of 501 graduates 22% are in education, 7% in government, 5.5% in law, 3% in medicine, 2.6% in the ministry, 2.6% in social work, and 2% in library work, while another 13% are still enrolled in graduate schools preparing for such careers.

III

The Students

It is a tenet of the College that all applicants capable of profiting from liberal education should be admitted, within space limitations. All men are endowed with reason, and it is the liberal arts which bring potential reason to actuality. Moreover, from the social point of view, the liberal arts are requisite to citizenship. In a technically sophisticated democratic society, the maximum liberal education of all ranks is a desideratum. Therefore, as far as is compatible with good learning, the College admits students of varying backgrounds and diverse abilities. St. John's has historically conceived its task as that of educating a man to assume his place in society, whether as leader, follower, gadfly, or even revolutionary.

The College's recruitment program is national in scope, unrestricted as to race, religion or color, and directed to students in both public high schools and independent preparatory schools. The successful applicant for admission is a habitual and voluntary reader of reasonably good books. He is a talker, and an asker of questions, so that he is able to become an active participant in the discussions that are the staple of every class. He is interested in mathematics and the natural sciences, which together constitute about half of the work at St. John's. He has an earnest desire to do intellectual work, though he may not be an intellectual.

In evaluating a candidate for admission, the Admissions Committee reviews his school record and class rank, interpreted in the light of presumed school standards, his College Board Scholastic Aptitude Test scores, letters of reference and his personal interview. Careful attention is paid to his written application, a lengthy piece of work, in which the applicant answers questions about his physical and emotional health, family situation, education, extra-curricular activities, special interests, summer experiences, jobs, religious life (an optional question), post-college plans, reading habits

and experience, and reasons for choosing St. John's. The application form is designed to enable the student to give a full account of himself, and his essays often tell more about him than the other documents do. The criteria for admission are largely intellectual and academic, but extracurricular accomplishments may strengthen an application, especially if they show initiative and sustained drive.

Since the St. John's Program is not geared to the usual high school-college pattern, the scholastic record is not always a reliable guide to success in the program. Other evidence sometimes indicates that a particular student might do very well in the program, despite a conventionally mediocre or even bad record. It is one of the principles of the College that it should be ready to take risks for the hope of the good that may come for the man or woman.

The College maintains a policy of rolling admissions, acting on each application when the supporting documents have been assembled. Thus applicants are not measured against one another but are considered on their own merits as students and persons. Those whose applications prognosticate high probability of doing well in the St. John's program are selected.

The present student body shows on the whole a greater literacy and mathematical competence than the students of ten years ago. Whether this is the result of more careful screening or of better teaching in the schools is not clear. There has been, without doubt, an improvement in the schools. More freshmen, for instance, have studied analytic geometry and the calculus in school than was once the case. Moreover, the quality of students' written English has improved.

As to any observable new tendency, there seems to be a widespread misinterpretation of the fundamental attitude of the college. Because St. John's has opposed much in the contemporary scheme of education—the lecture system for instance, or pressure to publish—and because of the opposition of the Faculty to many forms of pretentiousness, the belief has apparently grown that the College means to be completely withdrawn from the world. Some students therefore come to feel that they have no obligations or duties toward the civil authorities or toward society in general. This attitude sometimes causes pained surprise when the College makes no attempt to protect a lawbreaker from the enforcement of the law. More seriously, the attitude cuts to the very heart of the College's relation to society. In the nature of education itself there lies a social function. St. John's tries continuously, but sometimes vainly, to make students aware of this fact.

Attrition has been one of the problems at St. John's. Its effects are more noticeable here than at other colleges, since no transfers are admitted to the upper classes. All new students at St. John's must begin as freshmen. This is true even if the applicant has a degree from another college. Thus the upper classes are never replenished as students drop out.

Academic failure accounts for a relatively small proportion of drop-outs. Most students select St. John's fully aware of its aims and sympathetic to them. Once a student is admitted, the College is loathe to declare that he cannot continue to learn. Academic failures are more often than not due to a loss of interest rather than a lack of ability. There is no fixed grade average that must be maintained, except in the senior year. Each student is treated as an individual case. The tutors who teach him decide collectively at the end of a semester whether he is still learning or not. In the latter case, they may recommend to the Dean that he leave college.

The individual study of the student's record and the leniency, as it might be called, with regard to his academic standing are possible because a strict review of the student's whole record is provided for at the end of his second year. A series of diagnostic tests on the work of the first two years, known as the preliminary enabling examinations, is studied by the Instruction Committee and the sophomore tutors in conjunction with the whole record of the student over those two years. On the basis of this study it is decided whether the student shall be allowed to enter the junior year, shall be required to meet certain conditions before going on, or shall not be allowed to return. At the beginning of the senior year a final enabling examination determines whether he may become a candidate for a degree.

Both within and beyond the purely academic program it is the theory of the College that it is trying to educate young men and women to the point of becoming responsible adults. The College is a residential community, in which there are constant opportunities for the youth to begin to act the man. For this reason the students were encouraged from the beginning of the program to form their own government, based on democratic principles. This government, known as the Student Polity, was granted authority to charter and oversee the extracurricular activities, social events, publications, clubs devoted to special interests, and other community activities. It also made and enforced rules conducive to the peace of the community and the maintenance of conditions in which study and work might go forward unhindered and individuals in the community might have redress if other members infringed on their right to peace and quiet. For a time the Student Polity was even entrusted with the enforcement of rules of residence in the dormitories, rules having to do especially with relations between the sexes. This authority, however, has been temporarily revoked, because the students last year found themselves unable to enforce the rules with sufficient vigor and effectiveness. The College holds that student government is an important means of learning.

IV

The Faculty and Instruction

The responsibilities of the individual faculty member and the functions of the faculty body as a corporate entity follow from the nature of the program of instruction adopted by St. John's College. St. John's sets for itself the task of providing to its students a single required curriculum that attempts to fuse the literary, philosophical and scientific traditions that have been carried forward by the colleges and universities of Europe and the United States since the Middle Ages.

Given this purpose, the responsibilities of the tutor (as each individual faculty member is called) begin with his re-educating himself so as to be able to teach classes in the several parts of the program. The College has rejected the convention of specialized departments of knowledge and expects its tutors to make themselves able to bring the student into conversation with the great minds and the great ideas of our western tradition, without regard to limitations of field.

Secondly, the tutor is expected to train himself in the discussion method of teaching. He is not to impose his will or knowledge on the students, but rather to see that the students bring their minds to bear on the subject under study. As a result, whatever understanding may emerge from discussion is the student's own and not a garbled version of his instructor's opinions.

The functions of the Faculty as a corporate entity are (1) to examine the student's progress and decide when he has fulfilled the requirements for the bachelor's degree; (2) to revise as necessary the program of instruction so as to keep it oriented towards the general goal of the college; and (3) to advise and instruct new members of the faculty in the aims and methods of the program.

The requirements of the program are such that the academic qualifications of the Faculty in the usually understood sense of scholarship are less relevant at St. John's than in most colleges. It is true that the College needs and employs on its Faculty men who have specialized knowledge in science, mathematics, Greek, French, and, more generally, literature and philosophy. It is true also that a number of the Faculty have Ph.D. degrees. This degree represents the attainment of a certain proficiency in a particular field and frequently the acquisition of teaching experience as well. Such qualifications are respected by the College and are of use to it, provided the possessor has the desire to pursue knowledge broadly in the other fields the College investigates.

Taking intelligence, training, and learning for granted, then, the qualifications sought in the new tutor are a willingness to learn more and more

in different fields, the ability to teach imaginatively, and the forbearance in class to "follow the argument where it leads." He will, hopefully, remain mindful of the relations between different studies. With a sense of analogy he may help to illuminate many subjects by letting the discovery of unseen connections arouse the wonder and interest of the student.

Professional growth, therefore, comes to mean something different at St. John's, at least for a part of the tutor's career. In place of independent research in his own field, the new tutor is encouraged to sit in on tutorials in other fields and to prepare himself to teach in them. As he finds his bearings in the program he may mark out for himself an area in which he wishes to become especially well-versed. Many faculty members carry out projects of study in different subjects for long periods of time. A tutor may, for instance, spend several years increasing his knowledge of mathematics and then turn for several years to the study of Greek philosophy. There is some publication by faculty members, especially translations of texts of classic books, notes and commentaries to works like Newton's *Principia* or Descartes's *Geometry* or articles on the educational methods of the program. However, the main fruit of research, if it may be called such, is in the improvement of the teaching of one or another part of the program.

With this view of professional growth, the question of teaching loads is not quite what it is elsewhere. The teaching load of a tutor is generally the same, twelve to fourteen hours a week, whether he is a young beginner or an experienced member of the Faculty. Research is in the classroom, not escape from it.

Related to the question of professional growth is the institution of the Instruction Committee of the College. Since there are no departments this committee is more than a curriculum committee devoting its energies to coordinating the proposals for departmental or divisional courses. It consists of six members of the Faculty elected from a slate proposed by the President to the Faculty. Its function is to advise the Dean on all matters of instruction, both curricular and practical. It therefore has to spend a great deal of time and thought in considering each part of the instructional program. Its members become versed in all the problems that may arise; for instance, the admission of a certain book to the seminar list, the methods of teaching mathematics or how far into modern methods the College should go, what languages should be taught and what degree of accomplishment should be aimed at, and how the sciences should be handled in laboratory instruction. In addition, the committee advises on all appointments and reappointments to the Faculty and recommends seniors for the degree of Bachelor of Arts.

Service on the Instruction Committee is rotated under a provision of the Polity precluding tutors from having more than two consecutive terms as members of the group. Membership in the Committee is both a recog-

nition of attainments in the program and an encouragement to strive for a deeper understanding of the program and the disciplines upon which it is based. Aside from the Instruction Committee, the Faculty is not subjected to extensive committee work.

The recognition and support of good teaching is not formalized at St. John's. The smallness of the College and its classes, and the intimacy that develops among the Faculty as the members move from one part of the program to another, mean that tutors always have before them the problems and the interest of their teaching. More experienced tutors assist the newer ones to learn how certain problems are handled. There is continual discussion of ways to make Euclid's definition of proportion clear or how best to make a seminar in Kant succeed in arousing the student's interest. In short, there is a kind of daily self-evaluation and mutual assistance toward the goal of good teaching.

As to scholarly output, St. John's is not interested in publication by its Faculty simply for the sake of publication. The College recognizes that writing out one's ideas is an important way for a teacher to keep his teaching alive and that worthwhile opinions on important subjects ought to be given some permanent form. Therefore, some of the Faculty have written for publication and probably more of them should. The College, however, was founded by men who were in strong revolt against the stultifying nature of most scholarly research as they knew it. The thrust of the teaching has been to liberate the student from dependence on any authority other than rational discussion.

The instructional methods presently in use have been described incidentally in the preceding paragraphs. The seminar method of dialectical discussion, and the tutorial method of classroom recitation, close discussion of texts and critique of the student's performance have changed relatively little since the program was instituted in 1937. The College has eschewed the gadget approach to teaching. Audio-visual aids seem to be relatively useless in the search after ideas.

A fuller explanation of teaching methods follows: the seminars are semi-weekly meetings of sections of each of the four classes, numbering not more than twenty students with two tutors as leaders. The discussion is begun by one of the tutors asking a question on the assigned reading. The question is usually general and such as to lead to a variety of possible answers. A student voluntarily responds and then another student may object or try to modify the first speaker's presentation. With an occasional assist from the leaders this discussion continues for two hours or more. During this time the opinions offered by the students may be diverse and even lead to sharp controversy. As the discussion continues there is usually a focusing of the talk upon some point at issue. Often, if the seminar is successful, the divergencies of the earlier part of the evening become convergent agreements. People who had been talking at cross purposes find

themselves saying the same thing. This kind of agreement is preferable to a guided conclusion. The tutor's role is to clarify the conversation and keep it on a sensible level. The tutor must never impose his own opinion or force a favored conclusion. The statement in the college catalogue that the books are the "author-teachers," the tutors auxiliaries, is meant quite seriously. The seminar leaders are exhorted never to make seminar discussion a disguised lecture. The basis for confidence in the seminar is reliance on the power of the reason, when a truth has been revealed or discovered, to recognize it for what it is.

Students, however, must be helped to the recognition of truth. This is the function of the language, music and mathematics tutorials. The laboratories share this function, as well as doing some of the same kind of work as the seminars for the scientific part of the great books tradition. Insofar as the other parts of the program are auxiliary to the seminar they impose certain methods of teaching. Their aim is improving the student's ability to use a language for the purpose of thinking his way into the truths the books communicate. Thus the methods in use in the tutorial are close discussion and analysis, first of linguistic structure and then of linguistic content, i.e., what is expressed in the language under study, by a dialogue of Plato, a fugue, a mathematical theorem.

The term linguistic is used in a broad sense to include mathematical, scientific and musical "language." The laboratory work, for instance, is organized so that the world of nature may be "read" through number and magnitude as organized in a grammar and rhetoric of measurement. The point of the laboratory is to make the great theories of physics and biology intelligible in terms of sense experience through measurement and experimentation. The methods of the laboratory, then, are analogous to the study of language, in that in the language tutorial and seminar, the great exemplars of human experience become intelligible in relation to the individual's daily experience through logic and poetic imagination. The laboratory method, at St. John's, is thus conceived of as analogous to the methods of language in the strict sense.

The methods are largely traditional: rote memory, parsing, demonstrating propositions, always with reference back to principles. The grammar, the rhetorical forms, and the logic of passages discussed, as well as the formal principles of these three bases of thought, are continually studied. Their practical application as well as their underlying theory are kept in view. The tutors always keep their students performing in class, and subject their performances—translation, demonstration, experiment, as the case may be—to close scrutiny.

To sum up, the Faculty of St. John's College are expected as individuals to teach a wide variety of subjects with a special competence, not that of the specialist, but rather a competence to see the relevant questions in various fields. They are not required to be productive scholars but must

keep their minds ever alive to new ideas, to new insights, to fertile cross-references from one field to another. As a corporate entity, the Faculty has the responsibility for continually reviewing the program as taught, for suggesting new approaches and better methods of handling certain topics, and, in general, for keeping the program vital and related to the adult world into which the student will enter.

V

The Curriculum

The educational philosophy on which the St. John's curriculum is based is set forth in the St. John's catalogue. As stated above the curriculum has one fundamental purpose—to provide the student with a liberal education. St. John's College tries not merely to pay lip-service to this much used and abused phrase but to do the job properly.

In the words of the catalogue, "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." Consequently the curriculum is set up in such a way as to provide the means to this goal. It seeks to provoke the student to exercise independent judgment in facing the great themes of man's intellectual and spiritual heritage.

The assumption underlying such an enterprise is that these themes should not be met in isolation. The curriculum, therefore, is articulated, not according to specialized and isolated subject matters but rather according to the fundamental skills which characterize human beings, the skills of speaking and understanding, proving and calculating, conjecturing and experimenting. It is the inter-relation of these skills which makes it possible to consider the curriculum as a whole.

The skills of understanding and speaking are exercised in the seminar, which the students attend twice a week. In these seminars the students are confronted with a number of books chosen from among the most important documents of Western civilization. The reading of these books is assigned, and the comprehension derived from this reading is enlarged, corrected or confirmed, as the case may be, in the seminar discussion itself. The discussion is organized in such a way as to make the students themselves discover the implications of the ideas, principles and viewpoints they face. The seminar discussions constitute the core of the entire curriculum.

The devices used in human speech are subjected to special scrutiny in

the language tutorials. Here the students are exposed to the grammatical, rhetorical and logical complexities involved in actual speech. In the first two years the frame of reference is provided by Greek, in the last two years by French. The emphasis, however, is always on the English rendition of what is said in the foreign medium. The students are also required to write a number of essays, the subjects of which are directly related to the practice of the tutorials.

The methods of proving and calculating are taken up in the mathematics tutorial. Here the students face not only theorems and problems of Euclidean and non-Euclidean geometry, algebraic equations and transformations, analytic geometry and calculus, but also the ways in which natural phenomena can be subjected to mathematical treatment. They study Ptolemaic and Copernican astronomy and Newtonian mathematical physics. They are also introduced to set theory and the theory of relativity.

The arts of conjecturing and experimenting are practiced in the laboratory. The students are introduced to methods of measurement, acquaint themselves with the problems underlying the atomic theory of matter, perform experiments in optics, classical mechanics and electromagnetism, and follow a course in the biological sciences, including genetics. In the senior year they work in small groups on special projects, often involving modern physical and biological theories.

While the language tutorials, in which significant texts are closely read, tend to support the seminar discussions, the mathematics tutorials bear a direct relation to the laboratory work. But in all these four parts of the curriculum the connection among the various fields of inquiry is never lost sight of. That is why the St. John's program is not an elective one. Every student is required to follow the prescribed course of study in *all* the parts of the curriculum.

These studies are supplemented by music tutorials and choral singing to introduce the students to still another, and perhaps a more highly refined, set of symbols by which man communicates with man. A weekly formal lecture on one of a wide range of subjects is attended by the whole College. The formal lectures are followed by extended discussion periods in which the students have the opportunity to question the lecturer about the issues presented. The lectures on occasion are replaced by concerts.

Within the context of the prescribed program it is quite unavoidable that individual students should be more attracted to some of its aspects than to others. These special interests are always taken into account by the Faculty, and the student is encouraged to pursue certain topics intensively, for his own benefit as well as for the benefit of his fellow-students, who may profit from his special competence. This does not mean, however, that the student is allowed to neglect those parts of the program which he cherishes less.

In the junior and the senior years small study groups are formed in which, under the guidance of a tutor, a student may follow up some special interest. These study groups, called "preceptorials," replace the seminars for a period of time and concentrate on the study of one or several books or of one selected topic. Apart from their intrinsic merit, these preceptorial studies help the student to choose and write his final thesis.

VI

Instructional Resources and Facilities

LIBRARY

Since the great books are the "author-teachers," as the catalogue says, of the College's required curriculum, the first function of the library is to give students maximum access to these teachers. Therefore the library keeps on its shelves all the works of the authors of the great books. It strives to have the best editions, various translations of the foreign authors, and the soundest commentaries on these books.

Although the great books section is the heart of the library, the collection aims at covering the principal fields of learning to provide for the special interests of individual students and the fundamental scholarly needs of the Faculty. Owing to the proximity of the Library of Congress, the Naval Academy Library and the university and public libraries of Baltimore and Washington, this latter service to students and Faculty is supplemented by the use of inter-library loans. A well-equipped reference section is also a part of the collection.

The library numbers approximately 50,000 volumes and grows at the rate of about 1,000 volumes a year. Books are selected by the Librarian with the advice of the Faculty Library Committee. Most of the books are chosen, after review by the Committee, from suggestions submitted by members of the Faculty and by students. The Library Committee also helps formulate buying policy, points out areas of weakness in the collection and is currently engaged in advising on space arrangements for a projected addition to the library building.

This latter project has been advanced towards realization by the grant in 1963 of a conditional matching fund of $75,000 by the General Assembly of the State of Maryland. A campaign for matching funds and a further $200,000 will be undertaken so that the modernization may get underway. The present building is cramped and inadequate in many respects.

LABORATORY FACILITIES

Mellon Hall, the present laboratory building, was dedicated in the spring of 1959, having been opened for regular use the preceding autumn.

For the four years of study in laboratory science which the St. John's curriculum requires of all students, the facilities Mellon Hall provides are certainly adequate. The building contains the following:

(1) Ten large laboratory rooms, which can also be used for regular classroom instruction. (Of the ten, four rooms are fitted for biological studies, two for chemical work, two for work in optics and electromagnetism, and two for work in mechanics.)

(2) Five preparation rooms, one between each pair of laboratory rooms.

(3) One large balance room adjacent to the chemistry laboratories.

(4) Three storage rooms, used for biology, chemistry, and physics, respectively.

(5) Ten offices, fitted with benches and with gas, air, and electrical outlets. (These are used principally as faculty offices, but are also used for experimentation.)

(6) Fourteen project rooms for use in the carrying on of special investigations by Faculty or students. (Some of these are equipped for special purposes, i.e., the radio-isotope laboratory, the insect room, and an electrically shielded room for use in experiments requiring absence of electromagnetic fields.)

(7) A machine and wood shop, used by a carpenter and machinist in the construction of equipment.

(8) An electronics shop, used in assembling and repairing electronics equipment.

(9) A photographic darkroom.

(10) A publications room for storage of laboratory manuals.

In the past, work in the physical and biological sciences was hampered by lack of apparatus. Notable progress in overcoming this deficiency has been made during the last five years. The number of both compound and stereoscopic microscopes has been more than doubled and there are now over 40 of each kind; sets of prepared slides dealing with the embryology of the frog and chick and with invertebrate zoology have been enlarged and increased in number from 18 to 64 sets; a set of plaster models showing the development of the chick embryo has been acquired. During the same period the laboratory has acquired or constructed extensive equipment for use in physics experiments: six scalars, with two more now under construction, for precise timing; six Tektronix oscilloscopes; an electron diffraction apparatus, including high-vacuum equipment; a large electromagnet for ultimate use in spectrographic work; and an analogue computer, which is now being assembled.

A revision of the laboratory program adopted in general outline last year will require some increases in chemical and biological equipment during the next two years. The program of senior projects entails every year the acquisition of some new apparatus and materials necessary to the pursuit of advanced experimentation in a variety of areas. But it is fair to say that much of the basic equipment required for successful operation of the laboratory is on hand.

SPACE UTILIZATION

Classroom and laboratory space is fully adequate for the presently planned maximum enrollment of 300-350. The dining hall, however, can accommodate only 135 students comfortably at one sitting. This constitutes a real inconvenience. Dormitory space is barely adequate for the current enrollment of 170 resident men and 121 resident women. Dormitory capacities are as follows:

Men		*Women*	
Pinkney Hall	60	Campbell Hall	73
Randall Hall	40	Humphreys Hall	44
Paca-Carroll House	21	Infirmary	4
Chase-Stone House	27		121
Chancellor Johnson	5		
9 St. John's Street	17		
	170		

Three additional small dormitories with a total capacity of 64 students would relieve crowding and would retire 9 St. John's Street and the Chancellor-Johnson House.

LONG-RANGE DEVELOPMENT PROGRAM

Much progress toward a sound financial position has been made during the decade since 1953, when the last evaluating team visited the College. The following figures illustrate this:

	June 30, 1953	*June, 30, 1963*
Cash and Unrestricted Assets	$ 63,442	$ 191,144
Current Liabilities	1,820	47,583
Capital Assets	1,587,293	4,860,108
Mortgage and Other Debts	100,567	....
Book Value of Endowment	650,889	6,489,695
Market Value of Endowment	651,548	7,228,827

The College is presently engaged in an informal drive to add $2,000,000 to its endowment. Old Dominion Foundation has offered to match such permanent funds on a dollar-for-dollar basis up to a total of $1,000,000.

Approximately $24,000 has been claimed thus far. The offer terminates June 30, 1968.

The development of the Santa Fe campus has preoccupied both the Board and the President since February 22, 1961, when the decision was reached to try to establish a second college under the same administration and governing body. This decision was dictated by the growing demand for a St. John's education, on the one hand, and, on the other, by the determination of Faculty and Board alike not to expand the College in Annapolis. It was believed that an enrollment of some 300 students and a faculty of 36 constitute an ideal learning community and that the creation of a similar western college would be an excellent solution and at the same time would be a great service to education in the Southwest.

Santa Fe was chosen for a variety of reasons as an ideal location, land was donated, and a master plan was drawn. Construction is now well advanced on the classroom building, the student center, the laboratory building, and nine small dormitory units. Appointments of the Dean, the Treasurer and Assistant to the President, the Librarian, and the Business Manager have been made. The initial ten tutors for the first freshman class have been selected, most of them from the Annapolis Faculty. Applications for admission are being processed after extensive school visits over the western half of the United States.

Cost of the new college during the construction stage and for the first academic year, 1964-65, is $4,500,000, toward which the Board has received $1,000,000 in cash, $178,500 in land, $1,200,000 in pledges, and $900,000 in a federal dormitory loan. The Board has authorized a temporary construction loan of up to $1,800,000 from the College's permanent funds with the understanding that long-term take-out financing will be arranged on any balance not raised by October 25, 1965.

Some thought has been given to the possibility of combining all capital needs for both campuses in a major national campaign to follow the opening of the new campus. No decision has been reached on this as yet. The goal of such a campaign would probably approximate $15,000,000 as follows:

	Annapolis	*Santa Fe*	*Total*
New Construction	$1,500,000	$ 4,000,000	$ 5,500,000
Renovation	1,000,000	....	1,000,000
Endowment	2,000,000	6,000,000	8,000,000
Contingency	200,000	300,000	500,000
	$4,700,000	$10,300,000	$15,000,000

VII

Control, Organization, and Administration

By Charter in 1784 the General Assembly of the State of Maryland vested "full power and authority" over St. John's College in the Visitors and Governors. At the same time the property, teachers and assets of the predecessor institution, King William's School, dating back to 1696, were conveyed to the new college. The Charter was amended in 1832, 1950, 1961 and 1963 to delete extraneous and obsolete provisions and to make necessary changes. The most recent amendment permits the establishment of branches in one or more states of the United States, a provision to take care of the second campus in Santa Fe, New Mexico, scheduled to open in September of 1964.

In 1950 the Faculty drafted and the Board adopted the Polity of the College, a constitutional document setting forth in detail the responsibilities, functions, and interrelationships of the Board of Visitors and Governors, the Faculty, the administrative officers, and the students. Mandatory quinquennial review was written into the Polity. Two such reviews were made in 1955 and 1960. A detailed amendment covering the extension of the College at Santa Fe was adopted in September of 1963. Both the Charter and the Polity were printed as amended in the December issue of the *Bulletin of St. John's College* to be a convenient guide and authority to all members of the college community.

The Board takes quite literally the Polity provision whereby it vests in the President responsibility for the "instruction, discipline and government" of the College. While always concerned with the liberal arts orientation of the curriculum, the Board is content to leave instructional and student matters to the Faculty, the Dean and the President. It seeks to inform itself in these areas through a Visiting Committee, which meets at least once annually with the Faculty's Instruction Committee. Individual Visiting Committee members try to spend one day each year visiting classes on the campus.

As a further means of communication between Board and Faculty, the Dean reports on instructional matters at each quarterly Board meeting, and the President summarizes Board actions at the next succeeding Faculty meeting. Each fall the Dean submits to the Faculty a statement of educational policy and program. This is discussed fully and may be referred back to the Dean and Instruction Committee for modification. When approved the statement is presented by the President as a report to the Visitors and Governors.

Both the President and Dean of the College are ex *officio* members of the Board. At one time other faculty members served as well, but this

practice was abandoned. Instead the Board voted to invite the Faculty to select three of their number to attend without vote all regular Board meetings except the annual meeting in May. This arrangement has worked well and has apparently caused no embarrassment to either Board or Faculty members.

Quarterly Board meetings are the best means of keeping individual members in close touch with the College. Attendance usually exceeds twenty members, or 60%. Between sessions the Executive Committee is empowered to act, but it has rarely met more than twice a year in the past decade. All Board members receive college publications, periodic memoranda from the President, minutes of regular, special and executive committee meetings, and monthly special reports on the progress of the Santa Fe campus. A proposal to reduce the number of Board meetings to three a year was defeated on the ground that the Board found them interesting and informative. Starting in September of 1964 the place of meeting will alternate between Santa Fe and Annapolis. Three regular meetings have already been held in Santa Fe in 1962 and 1963.

In financial matters the Board lays down policy and exercises close operating control over the investment portfolio. This is accomplished largely through the Finance Committee, consisting of the Chairman of the Board, the President and Treasurer of the College and three appointed members. The Chase Manhattan Bank serves in both a custodial and an advisory capacity to the Finance Committee. The Chairman of the Finance Committee has been authorized to issue buying and selling orders to the bank after canvassing other committeemen. The Treasurer works closely, both with the bank and with the committee chairman. The Finance Committee also reviews and recommends the annual budget which is prepared by the Treasurer and submitted to the Board by the President each May.

The administrative organization of the College is relatively simple. The President has three principal assistants: the Dean, to whom he delegates responsibility for instruction and student welfare; the Treasurer and Business Manager, who is given responsibility for finance, budget-making, purchasing, maintenance and repair of buildings, staff personnel, and auxiliary enterprises; and the Assistant to the President, who is charged with development and fund-raising, alumni affairs, public relations, and publications. The President meets at least once a fortnight with these three officers. On the average of once a month he convenes the Administrative Council, an advisory body made up of the Dean, the Assistant Deans, the Registrar, the Treasurer, the Director of Admissions, the Assistant to the President, and a rotating representative from the Faculty. Discussion of personnel matters, student matters, property matters, and fiscal matters follows. Decisions are generally the result of a consensus of opinion, though the President reserves his right to make any final determinations.

In the field of long-term planning and development the key role is played by the President, who recommends priorities and programs. This area involves both the Faculty, through its advisory Campus Development Committee, and the Board, through its Planning and Development Committee. The geographical diffuseness of the Board's committee has presented a problem in convening the group, but a successful joint meeting of both committees was held in the late spring to reach agreement for developing the terrace area to the west of McDowell Hall. Some responsibility for fund-raising and approaches to foundations has been assumed by New York Board members. The fund-raising for the Santa Fe campus has been left largely to the President, the Assistant to the President and the Consultant on Development in Albuquerque. The Board's Planning and Development Committee would be charged with responsibility for mounting any concentrated major financial campaign which might be projected.

Completion of the fund-raising task for St. John's College in Santa Fe remains a first priority item upon the Board's agenda. Other pressing needs for the new campus in the Southwest are a library and fine arts building ($750,000) and a second cluster of dormitories ($900,000) to say nothing of additional funds for library books and laboratory equipment.

In Annapolis the Board retained the architectural firm of I. M. Pei and Associates to study and report on the campus, analyzing existing buildings and proposing desirable changes and additions to accommodate comfortably not more than 350 students. The report was adopted by the Board in 1962 with Faculty concurrence. To date Chase-Stone House has been renovated as recommended, at a cost of $245,000. Final plans and specifications have been drawn for the wall and terrace area behind McDowell Hall. Preliminary dormitory plans are ready, but further work will be delayed pending enrollment experience after the Santa Fe campus opens. An architect is being appointed to do the preliminary plans on the library renovation and addition for which both state and foundation funds are being sought. Next in order of priority is an athletic center with swimming pool, which would release the present gymnasium for future remodeling into a dining hall or commons.

Annapolis, Maryland

January, 1964

ST. JOHN'S COLLEGE

St. John's College is a private, non-denominational college chartered in 1784 by the State of Maryland. In the 150 years until 1937 it concentrated mainly in providing to Maryland boys a liberal education, as this was contemporaneously understood. In 1937, the College adopted a radically revolutionary program of required study of Great Books, language, science, and mathematics, attracted students on a nationwide scale, and had considerable influence on educational thinking, especially on the "general education" movement.

Control of the College is vested in a Board of Visitors and Governors of 36 members, which is mainly self-perpetuating, except for six members elected by the Alumni of the College. The College is located in Annapolis, Maryland. Since 1961 construction and organizational planning have been in progress for a second campus at Santa Fe, New Mexico, to open next September.

Faculty members, called tutors, are chosen for their commitment to the St. John's concept of liberal education and their willingness to adapt themselves to the all-required curriculum. Competence in philosophy, Greek, science, mathematics, or music is sought as one qualification of a tutor. Openness to new learning and ability to lead discussions without lecturing are other principal qualities sought. The College also seeks to compose a student body of persons of varied backgrounds and ranges of ability, above a certain minimum level of verbal and mathematical aptitude.

Faculty salaries range from $6,000 to $13,000, soon to go to $14,000. There are no ranks so the salary scale is based on age, with a certain weighting in favor of experience in the program. TIAA and Social Security provide for retirement. Twelve-year tenure appointments, renewable unless serious deterioration of teaching can be shown, are made after an apprenticeship of seven, five or three years depending on age. Salary rises substantially on first appointment to tenure. For tenure and non-tenure appointments there are annual salary increments until the top salary is reached.

St. John's College operates on an annual budget of approximately $1,200,000 in Annapolis and $430,000 in Santa Fe. The income to meet these budgets comes principally from student fees and endowment funds. Gifts and grants from alumni, friends, corporations and foundations constitute another major source of support for both campuses. The College likewise depends upon these sources for gifts for capital purposes such as endowment and new construction. Contributions for any purpose are invited, whether in the form of cash, securities or property, of life income gifts or of bequest. Inquiries may be addressed to the President of St. John's College, Annapolis, Maryland, or Santa Fe, New Mexico.


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