

GRADUATE  
INSTITUTE IN  
LIBERAL  
EDUCATION



ST. JOHN'S COLLEGE

# ST. JOHN'S COLLEGE

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

## GRADUATE INSTITUTE IN LIBERAL EDUCATION



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

Summer session

June 21 to August 13, 1982

Evening program at Santa Fe  
throughout the academic year

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ST. JOHN'S COLLEGE

GRADUATE INSTITUTE IN LIBERAL EDUCATION

## THE COLLEGE

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

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

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

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

### THE GRADUATE INSTITUTE IN LIBERAL EDUCATION

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

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

When a student has successfully completed the four segments of this program, he or she is awarded the degree of Master of Arts. In eight weeks' work in the summer program offered on both campuses, or in sixteen weeks' study in the year-round evening program now available at Santa Fe, a student will ordinarily complete one of the four segments and earn nine hours' graduate credit. The Graduate Institute on either campus gives complete recognition and full-transfer credit to studies completed on the other campus. As many as nine hours of appropriate graduate credits earned in other institutions may be accepted for transfer credit in lieu of one segment, or part of a segment, of the program. This program is accredited by the North Central Association of Colleges and Schools and approved for teacher recertification by the New Mexico and Maryland State Boards of Education.

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

### THE CAMPUSES

Both campuses of St. John's College are located in historic capitals of the colonial New World, and each enjoys the advantages of its own cultural and artistic regional heritage, institutions of learning and the arts, and natural scenic and recreational facilities.

## THE MEANS OF LEARNING

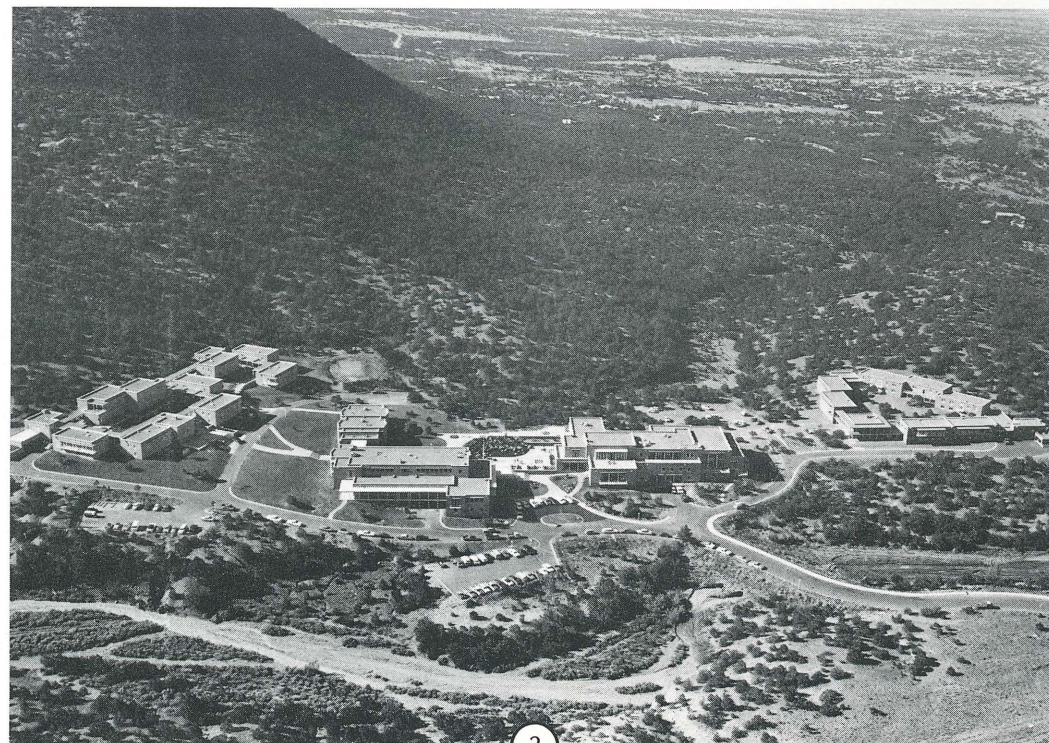
Santa Fe was founded by Spanish mission priests more than three and one-half centuries ago; it is the oldest capital city in the United States and has served four sovereign governments as a fortress or administrative center. The city contains ancient landmarks, historical sites, and religious shrines,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

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

courts and athletic fields are available on campus.

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

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



### THE BOOKS

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

in chronological sequence conveys a sense of participation in an age-old, continuous conversation about issues of the highest importance. Students and faculty at the Graduate Institute participate in that conversation by reading and discussing these books, and by confronting the books and themselves with possibilities and difficulties that they find. They try to ascertain not how things were, but how things are and, perhaps, must be.

The clear interconnectedness of the parts, subjects, and occasions of this conversation and the elusive unity of the whole make departmental divisions somewhat artificial. Nevertheless, for convenience, the curriculum is divided into the four regions of social, broadly poetic, scientific, and religious or philosophic studies. The unity of these appears constantly, not only in their inclusion in a single extended course of study, but most tellingly in the allusion and cross-reference of classroom conversation. Students in the Literature segment are by no means forbidden to discuss the social responsibility of literary artists or the theological thought of a novelist or



lyricist, and reference to Plato, Aristototele, St. Paul, or Freud may very well come naturally in pursuit of some question raised while discussing John Donne or Shakespeare.

THE FACULTY

To help such conversation occur while guarding it from the dangers of incoherence and irrelevance is the difficult task undertaken by the men and women of the faculty. The kind of teaching and learning that goes on at St. John's presupposes a faculty significantly different from those of many other schools. There are no academic ranks or departments; all teaching members of the faculty have the title of Tutor. Each tutor has a specialized competence in at least one field of knowledge, but he is willing to learn continually in every other field. He teaches in subjects other than his own specialty, and in every class his own learning goes along with his teaching. What distinguishes a tutor from his fellow students in the classroom should be his openness to the depth and range of the issues and his capacity to pursue questions as far as his class is able. A tutor's most conspicuous classroom activity, accordingly, should be asking and clarifying questions to facilitate the full engagement of the rest of the class in the joint enquiry.

THE PROGRAM

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

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

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

Near the end of the eight-week seminar session, there is a thirty-minute oral examination for each student; this is based on the seminar assignments and conducted by seminar tutors. Its purpose is to give the student an opportunity to think through an issue like those considered in seminar, but in a more concentrated and

self-directed way. Though the student's retention of the argument or main lines of the author's discourse is necessarily presupposed, that is not what is to be tested. At best an oral examination becomes an intimate seminar in which new problems and insights are generated.

The tutorial is a class of ten to fourteen students and one tutor which meets about twice as often as the seminar for periods of at least an hour and a quarter. The custom in Santa Fe is that these occur four of the five weekday mornings during the summer session, and during the academic year in the late afternoon on Mondays and Thursdays throughout the semester. In Annapolis tutorials generally meet four afternoons a week through the summer session. Assignments are shorter than in seminar, and the emphasis is upon close reading and criticism. Students are usually asked to supplement their contributions to the discussion with two brief papers during the early weeks of the session.

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

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

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

THE CURRICULUM

The following tables show the readings in the various classes as they are arranged for the eight-week summer session. During the academic year in Santa Fe, the tutorials meet twice rather than four times weekly for sixteen rather than eight weeks; the seminar runs for eight weeks, and the remaining eight weeks of the semester are used for the preceptorials in that program. The segments of the curriculum to be offered in the 1982-83 academic year program at Santa Fe are Literature in the fall semester and Mathematics and Natural Science in the spring semester.

THE CURRICULUM

Literature

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

\*These lists record the reading assignments for the summer of 1981. There may be some changes for 1982; students will be notified accordingly about April 15.

Preceptorial

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

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

# THE CURRICULUM

## Politics and Society

SEMINAR	WEEK	TUTORIAL *	
Plutarch: <b>Lives of Lycurgus and Solon</b>	1	Aristotle: <b>Nicomachean Ethics</b> I, II, V, 1-7; VI, 5, 8; X, 6-9 <b>Politics</b> , I, III	
Plato: <b>Republic</b> , I-II			
<b>Republic</b> , III-V	2		
<b>Republic</b> , VI-VII			
<b>Republic</b> , VIII-X	3		
Aquinas: <b>Treatise on Law</b> , Qq. 90-92			
<b>Treatise on Law</b> , Qq. 93-97	4		
Machiavelli: <b>The Prince</b>			
Locke: <b>Of Civil Government</b> , I-X	5	Hobbes: <b>Leviathan</b> , Introduction; I, 1-16; II, 17-21, 30	
<b>Of Civil Government</b> , XI-XIX			
Rousseau: <b>On the Origin of Inequality</b> , I	6		
<b>On the Origin of Inequality</b> , II			
Marx and Engels: <b>The German Ideology</b> , selections	7		<b>Declaration of Independence</b> <b>U.S. Constitution</b> <b>Federalist</b> , papers 1, 10, 39, 49, 51, 71, 78, 84 Selected U.S. Supreme Court Decisions
<b>The German Ideology</b> , selections			
Tocqueville: <b>Democracy in America</b> , selections	8		
<b>Democracy in America</b> , selections			

\*These lists record the reading assignments for the summer of 1981. There may be some changes for 1982; students will be notified accordingly about April 15.

## Preceptorial

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

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

# THE CURRICULUM

## Mathematics and Natural Science

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

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## Preceptorial

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- |   |  |
|---|--|
| <input type="checkbox"/> Ptolemy and Copernicus                 | <input type="checkbox"/> The Atomic Theory in Chemistry                            |
| <input type="checkbox"/> Maxwell: <b>Theory of Heat</b>         | <input type="checkbox"/> The Copernican Revolution                                 |
| <input type="checkbox"/> Genetics and Evolution                 | <input type="checkbox"/> The Development of a Theory: <b>The Origin of Species</b> |
| <input type="checkbox"/> Organic Evolution                      | <input type="checkbox"/> Ancient and Modern Views of Motion                        |
| <input type="checkbox"/> The Size and Structure of the Universe | <input type="checkbox"/> The Ecology of Evolution                                  |

## THE CURRICULUM

### Philosophy and Theology

SEMINAR	WEEK	TUTORIAL*
Plato: <b>Phaedo</b> , 58-59	1	Plato: <b>Meno</b>
<b>Phaedo</b> , 89-118		
Aristotle: <b>Physics</b> , I, 1, 7-9; II	2	Descartes: <b>Meditations</b>
<b>Genesis</b> , 1-11		
<b>Genesis</b> , 12-50	3	
<b>Exodus</b>		
<b>Job</b>	4	Hume: <b>Enquiry Concerning Human Understanding</b>
<b>Matthew</b>		
<b>John</b>	5	Plato: <b>Theaetetus</b>
<b>Romans</b>		
Augustine: <b>Confessions</b> , 1-5	6	Aquinas: <b>Summa Theologica</b> , I, 1-2, 13
<b>Confessions</b> , 6-9		
<b>Confessions</b> , 10-11	7	Kant: <b>Fundamental Principles of the Metaphysics of Morals</b>
Luther: <b>Christian Liberty</b>		
Aristotle: <b>Metaphysics</b> , VI, XII, 6-end	8	
Pascal: <b>Pensees</b> , selections		

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### Preceptorial

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

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

## ACADEMIC PROCEDURES

### ADMISSIONS

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

### EVALUATION

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

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

likewise based on class participation, although the emphasis is on close reading of shorter assignments; the brief tutorial papers are also considered. In the preceptorial the student's long essay is a major factor in determining his grade, although participation in class discussions is again taken into account.

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

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

### DEGREE REQUIREMENTS

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

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

### POST-M.A. STUDIES

Though there are no segments beyond the four announced in this bulletin designated at this time for a post-master's degree course of study, the possibility of such an extension of our program is under consideration. Meanwhile, graduates of the Institute who have pursued three of the four curriculum segments may enroll for a fourth session in the segment not yet taken. Graduates who have pursued three or four curriculum segments may enroll for one or two preceptorials on fresh topics. In both cases, the credit hours earned are acknowledged as post-M.A. credits by the Maryland and New Mexico State Boards of Education.

# FINANCIAL INFORMATION

## STUDENT FEES

The tuition fee is \$100 per credit hour, or \$900 for a full-time student. A matriculation fee of \$30 is charged to new students.

### Santa Fe Summer Session

Room rent for the eight-week session is \$270. On-campus students also purchase a meal ticket for 21 meals per week in the college dining hall; the cost is \$375. The total fee for a new student, full-time and on-campus is therefore \$1575, for a continuing student \$1545.

The total for a new student, full-time and off-campus is \$930; for a continuing student, \$900. Off-campus students may purchase a meal ticket for five lunches (Monday through Friday) and two dinners (Monday and Thursday) weekly; the cost is \$145 for the summer. A coffee shop is also available for lunches and snacks.

### Annapolis Summer Session

Room rent for the eight-week session is \$320. Breakfast, lunch and snacks are available at the campus coffee shop, and are paid for individually. Many restaurants are within five minutes' walk of the College and can be used for evening dining; they offer a broad range of price and service.

### Santa Fe Academic-Year Program

On-campus housing is not available.

On class nights, dinner will be available in the college dining hall for approximately \$3.50. Students are encouraged to share the evening meal, whether by purchasing dinner in the dining hall or by bringing a meal from home.

## DEPOSITS

Each student is required to submit an advance deposit of \$150 to the Graduate Institute. This deposit is not ordinarily refundable, although it may be returned to full scholarship holders in certain circumstances (see Refunds below). Students who withdraw more than six weeks before the beginning of the session may have their deposits held for the following year; after the six-week deadline, this is no longer possible.

### Summer Sessions

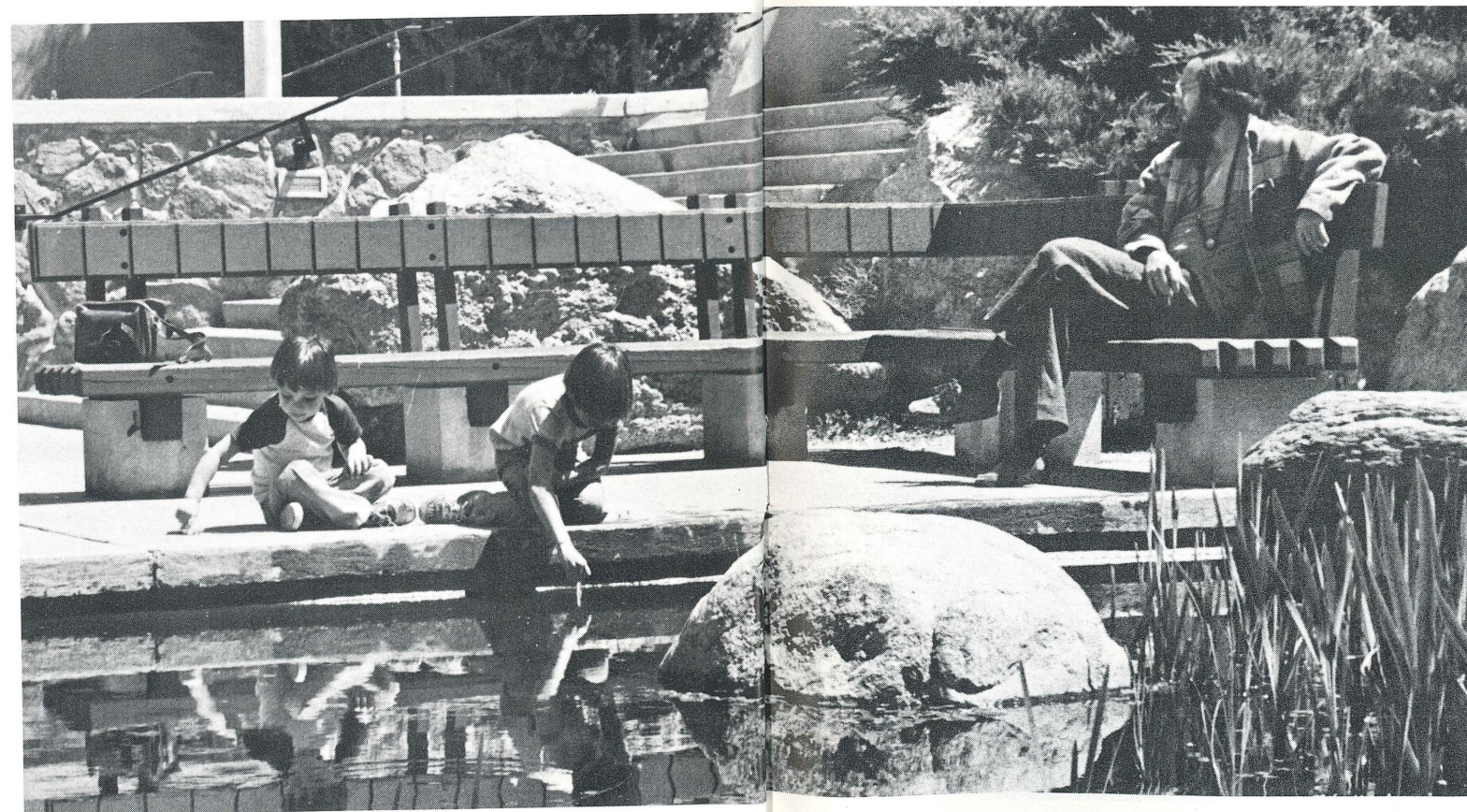
Continuing students for the summer sessions remit the deposit by March 15. New students admitted prior to March 1 remit the deposit by March 15; those admitted

after March 1 remit the deposit within fourteen days of receiving notice of admission. The balance of a student's fees is due and payable at the time of registration.

### Santa Fe Academic-Year Program

The first 18 students to send their advanced deposits will comprise the segment group. After that, students with deposits will be put on a waiting list for the given semester. In the event that space does not become available, the advance deposit may be refunded or held for another session.

Although advance deposits are not officially due until August 1 for the fall semester, and December 1 for the spring semester, enrollment is usually closed well before these deadlines. Deposits should be submitted as early as possible. Continuing students must submit with their deposits a letter to the Registrar requesting the specific semester and classes desired.



If the given segments are filled and if there is a sufficient waiting list, we will consider adding a second group in the same segment or adding another segment. At present, we are unable to assure space in the program to more than the first 18 full-time students. Deposits will not be accepted for any segment other than the ones announced; a waiting list of those interested in other segments will be kept.

Registration and the first day of classes for fall semester is August 30, 1982; and for spring semester is January 10, 1983.

## REFUNDS

The \$150 advance deposit is credited to tuition charges in the session for which its remission is designated; it is not ordinarily refundable. When a full fellowship holder has completed registration and all fees have been covered by the granting agency, the \$150 deposit will be remitted to the student. The remainder of the tuition

fee is returnable for students who withdraw before the end of the first week of the session; thereafter, no tuition refunds are granted. At Santa Fe, board fees are refunded on a prorated basis for students who withdraw or move off-campus at any time. Room and matriculation fees are not refundable. In the case of students holding fellowships, refunds are not paid to the student unless the fellowship fund has been completely reimbursed.

## FINANCIAL AID

### Summer Sessions

Two kinds of fellowships are available to Graduate Institute students.

### General Fellowships

General fellowships are awarded by the Institute to promising students who have demonstrable financial need. Because requests exceed available funds, preference is given to continuing students. Part-time students are not eligible. The average amount awarded is \$350 for one summer session; reapplication is permitted.

Application or reapplication for a general fellowship is made by submitting a special form obtainable on request. New students wishing to apply for a general fellowship must first be admitted to the Institute. All qualified applications received by March 1 are considered together and answered by March 15; those received after March 1 are answered within three weeks.

### Designated Fellowships

Designated fellowships are open only to the professional personnel of certain colleges, schools or school systems stipulated by the fellowship donors. These fellowships vary in amount of aid, ranging from about \$1300 to \$2200. They provide tuition, room, and board; many provide a travel allowance and a stipend in addition. If the recipient's academic work is satisfactory, these fellowships are normally renewable without reapplication for consecutive summers until graduation. Notice of the availability of designated fellowships is usually distributed to eligible candidates from the office of their dean, principal, or school board. Further information about these fellowships may be obtained by writing to the Graduate Institute offices on either campus.

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

### Santa Fe Academic-Year Program

Some general fellowship funds are available for fall and spring students. GAPSAS forms are required for application and are due July 1 for the fall semester and November 1 for the spring semester. Awards are made approximately one month later. There are no campus jobs available for Graduate Institute students during the academic year. This program has been designed to accommodate people who work in the area, so there is ample time for off-campus employment. Residents of New Mexico may in some cases be eligible for New Mexico Student Loans.

### DORMITORY ACCOMMODATIONS

#### Santa Fe Summer Session

Dormitory rooms are of four kinds: single rooms, three-room suites, two-room suites and one-room doubles.

So far as possible, students without families are assigned to singles, three-room suites (with two occupants), or two-room suites (with two occupants), in that order, and beginning with those who have been with the Institute the longest. Married couples without children are usually assigned to large one-room doubles; family groups of four or more to two separate but adjacent rooms or suites. Although the Institute endeavors to accommodate the convenience and desires of students in matters of dormitory assignment, it cannot guarantee the satisfaction of specific requests.

Rooms are furnished with a bed, desk, chair, lamp, closet and chest of drawers for each occupant. There are no private bathrooms. Occupants must provide their own blankets, pillows and linens. Coin-operated laundry facilities are available on campus. College regulations prohibit pets, firearms and drugs on campus.

The College cannot accept responsibility for finding housing accommodations off-campus, nor can it undertake to mediate differences between students and landlords.

#### Annapolis Summer Session

All dormitory rooms are air-conditioned. Single and one-room doubles are available. Students without families are assigned to singles. Married students without children are assigned one-room doubles; family groups will be assigned adjacent rooms. There are no private bathrooms. Occupants must provide their own blankets, pillows and linens. Coin-operated laundry facilities are available on campus. No firearms, pets or drugs are permitted on campus.

### STUDENTS' FAMILIES

Accommodations for students' families are available only during the summer sessions. During those sessions, to the extent that space is available, dormitory rooms may be used to house members of the immediate families of full-time, on-campus students.

At both Annapolis and Santa Fe, room charges for members of one family are as follows:

Adult	\$270
First child	
between 11 and 18	\$270
Other children over 2	\$135

There is no charge for children under 2, but parents must provide their own crib.

At Santa Fe all dormitory occupants take their meals in the college dining hall. Meal charges for students' families are as follows:

Adult or child over 6	\$375
Child aged 2 through 6	\$185

There is no charge for children under 2 years of age.

### Day Camp

On the Santa Fe campus the Institute provides supervised activities for children over the age of three. This program is conducted Monday through Friday between the hours of 9 a.m. and 4 p.m. Parents of children between the ages of three and twelve living in the dormitories are required to enroll these children in this program. This is important to provide leisure and as much tranquil study time as possible for students. We regret that the Institute's day camp staff cannot accept responsibility for children under the age of three though private arrangements for babysitting can sometimes be made on campus.

The Day Camp fee for the summer session is \$240 for each of the first two children in a family, \$120 for each additional child. This fee, which is not refundable, covers supervision, transportation, snacks, and incidental supplies.

### MEDICAL SERVICES

The College maintains a well-equipped, modern health office and employs a registered nurse on each campus. Doctors are available for sick call during the week and for consultation during regular hours in Santa Fe. In Annapolis the nurse refers students to a doctor when needed.



# THE FACULTY

#### President

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

#### Director in Santa Fe

**David Edward Starr**—B.A., Gordon College, 1962; M.A., 1966, Ph.D., 1972, Boston University; Shodan Uechiryu Karatedo, 1980; Instructor in Philosophy, University of Rhode Island, 1966-71; Tutor, St. John's College, Annapolis, 1972-.

#### Director in Annapolis

**Benjamin Charles Milner, Jr.**—B.A., Emory University, 1949; B.D., Columbia Theological Seminary, 1955; Ph.D., Harvard University, 1965; Assistant Professor, Biblical History, Wellesley College, 1959-1965; Tutor, St. John's College, Annapolis, 1965-.

#### Registrar in Santa Fe

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

**Eva T. H. Brann**—B.A., Brooklyn College, 1950; M.A., 1951, Ph.D., 1956, Yale University; Instructor in Archaeology, Stanford University, 1956-57; Tutor, St. John's College, Annapolis, 1957-.

**Stuart Boyd**—M.A., Aberdeen University, Scotland, 1948; Ph.D., Aberdeen University Medical School, 1952; Professor of Psychology and Chairman, Department of Behavioral Sciences, New Mexico Highlands University, 1957-64; Professor of Psychiatry (Psychology), University of Missouri Medical School, Kansas City, 1964-66; Tutor, St. John's College, Santa Fe, 1966-.

**Steven F. Crockett**—A.B., Earlham College, 1965; A.M., The University of Chicago, 1967; Tutor, St. John's College, 1970-77; Instructor, General Program in Liberal Studies, Notre Dame, 1978.

**E. Ray Davis, Jr.**—University of Wisconsin, 1953-55; B.A., M.A., History and Philosophy of Science, University of Indiana, 1965; Ph.D., University of California, Riverside, 1979; Tutor, St. John's College, Santa Fe, 1966-.

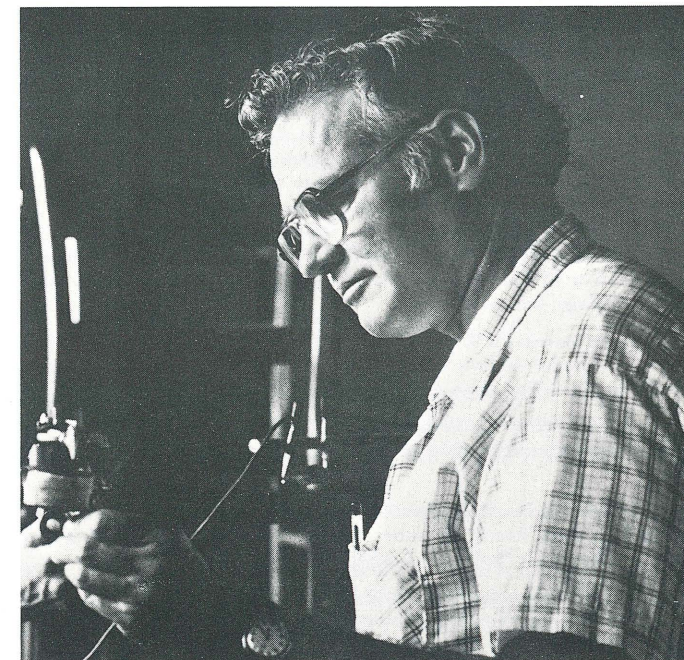
**Elizabeth S. Engel**—B.A., Pomona College, 1967; M. Phil., Yale University, 1971; Ph.D., Philosophy, 1973; Assistant Professor of Philosophy, California State University at Humboldt, 1973-75; Tutor, St. John's College, Santa Fe, 1975-.

**Harry L. Golding**—B.A., University of Omaha, 1954; M.S., Northwestern University, 1958; Instructor in Chemistry, DePauw University, 1958-63; Member of the Faculty, Purdue University, 1964-68; Director of Shimer College in Oxford, 1967-68; Tutor, St. John's College, Annapolis, 1968-.

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

**Samuel S. Kutler**—B.A., St. John's College, 1954; Associate Mathematician, 1957, Mathematician, 1961, The Johns Hopkins University of Applied Physics Laboratory; Instructor, American University, 1960; Tutor, St. John's College, 1961-.

**Philip LeCuyer**—B.A., The Colorado College, 1966; B.A., Merton College, Oxford University, 1969; Tutor, Biology and Chemistry, Institute of Social Research and Development, University of New Mexico, 1971-72; Tutor, St. John's College, Santa Fe, 1972-.



**John L. Lincoln**—B.A., St. John's College, Annapolis, 1974; M.A., McMaster University, Hamilton, Ontario (Philosophy), 1978; Teacher to Learning Disabled Adolescents and Sailing Instructor and Director of Maritime Sciences, Christchurch School, Christchurch, Virginia, 1980-81.

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

**Lucian Marquis**—Certificate of Graduation, Black Mountain College, 1942; University of Florence, Italy, 1949-50; M.A., 1951, Ph.D., 1959, University of California; Professor of Political Studies, Pitzer College and Claremont Graduate School.

**Chaninah Maschler**—B.A., City College of New York, 1953; M.A. in Philosophy, Yale University, 1955; Department of Philosophy, Pennsylvania State University, 1959-61; Department of Philosophy, C.C.N.Y., 1961-62; Department of Philosophy, Barnard College, 1962-64; Queens College Liberal Arts Institute, 1972-76; Tutor, St. John's College, Annapolis, 1976-.

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

**Thomas A. McDonald**—St. John's College, Annapolis, 1944; Teaching Fellow, 1956-58, The New School; Lecturer, University of Chicago, 1958-62; Tutor, St. John's College, Annapolis, 1963-.

**James R. Mensch**—B.A., St. John's College, Annapolis, 1967; M.S.L., The Pontifical Institute of Mediaeval Studies, Toronto, 1970; Ph.D., University of Toronto, 1976; Instructor, University of Toronto, 1970-71; Tutor, St. John's College, Santa Fe, 1973-.

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

**Gerald Lee Myers**—B.A., University of Colorado, 1964; Ph.D., University of Colorado Medical Center, 1969; Faculty, Shimer College, 1972-74; Tutor, St. John's College, Santa Fe, 1974-.

**Lynda Myers**—B.A., St. John's College, Santa Fe, 1971; M.A., University of North Carolina, 1975; Tutor, St. John's College, Santa Fe, 1977-.

**Robert Richardson**—B.A., Park College, 1960; M.A., 1962, Ph.D., Yale University, 1969; Faculty member, Shimer College, Illinois, 1965-67, 1975-77; Assistant Professor, Cornell College, Iowa, 1968-70.

**Thomas King Simpson**—B.A., St. John's College, Annapolis, 1950; M.A. in Teaching, Wesleyan University, 1955; Ph.D., The Johns Hopkins University, 1968; Instructor, American University at Cairo, Egypt, 1950-53; Tutor, St. John's College, 1956-.

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

**John S. Steadman**—B.S., Philosophy, University of Wisconsin, 1959; Teaching Fellow, 1961-62, Cornell University; Tutor, St. John's College, Annapolis, 1962-.

**David H. Stephenson**—B.A., Columbia College, 1958; Music Instructor, Riverdale Country Day School, 1960-61; Chorus Director, Bellevue School of Nursing, 1961-63; Tutor, St. John's College, Annapolis, 1963-.

**Jonathan S. Tuck**—B.A., Columbia University, 1969; B. Phil., Oxford University, 1971; M.A., University of California, 1972; Associate, Department of English, University of California, Berkeley, 1976-78; Instructor of English, Pikes Peak Community College, 1979; Tutor, St. John's College, Annapolis, 1979-.

**Thomas F. Woods**—B.S.S., John Carroll University, 1963; A.M., John Carroll University, 1965; Ph.D., Ohio State University, 1973; Assistant Professor, Saint Mary's College, 1974-.

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

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



# Application for Admission

Date \_\_\_\_\_

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

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

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

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

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

\_\_\_\_\_  
(Address) (Phone)

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

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

Which campus do you wish to attend? ☐ Annapolis ☐ Santa Fe  
☐ Summer 1982 ☐ Fall 1982 ☐ Spring 1982

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

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

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

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

Children: Ages on June 21, 1982. Names, Sexes:

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

☐ No dormitory accommodation; living off campus.

(see reverse side)

Colleges or Universities attended as Undergraduate and Graduate Student:

School	Address	Major Field	Dates	Degree

Employment History (present position first)

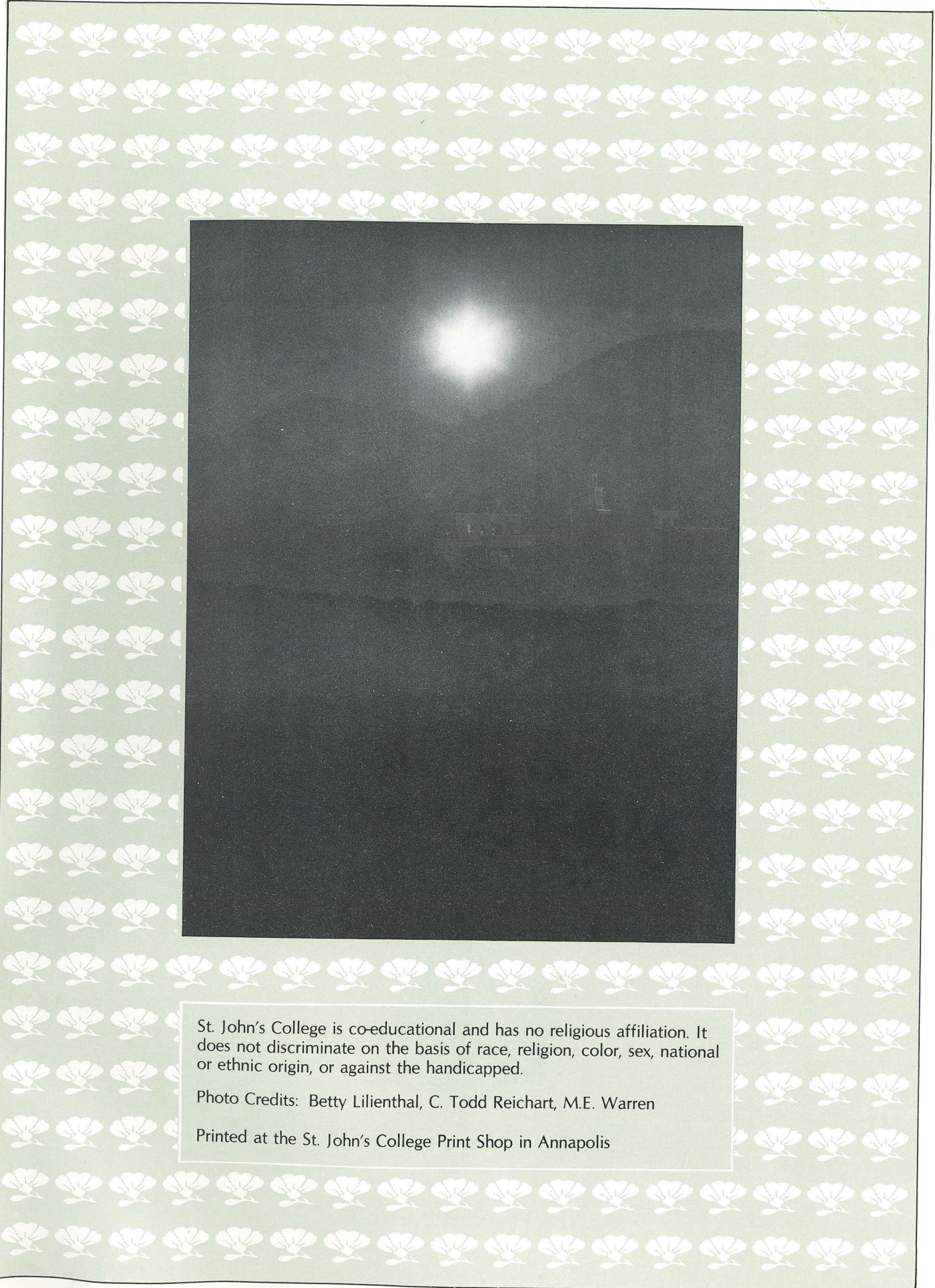
Place of Employment	Address	Dates	Duties

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

Address all inquiries to:

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

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



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ST. JOHN'S COLLEGE

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ANNAPOLIS, MARYLAND

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SANTA FE, NEW MEXICO