



GRADUATE INSTITUTE IN LIBERAL EDUCATION

St. John's College in Santa Fe 1973

ST. JOHN'S COLLEGE

of Annapolis, Maryland, and Santa Fe, New Mexico

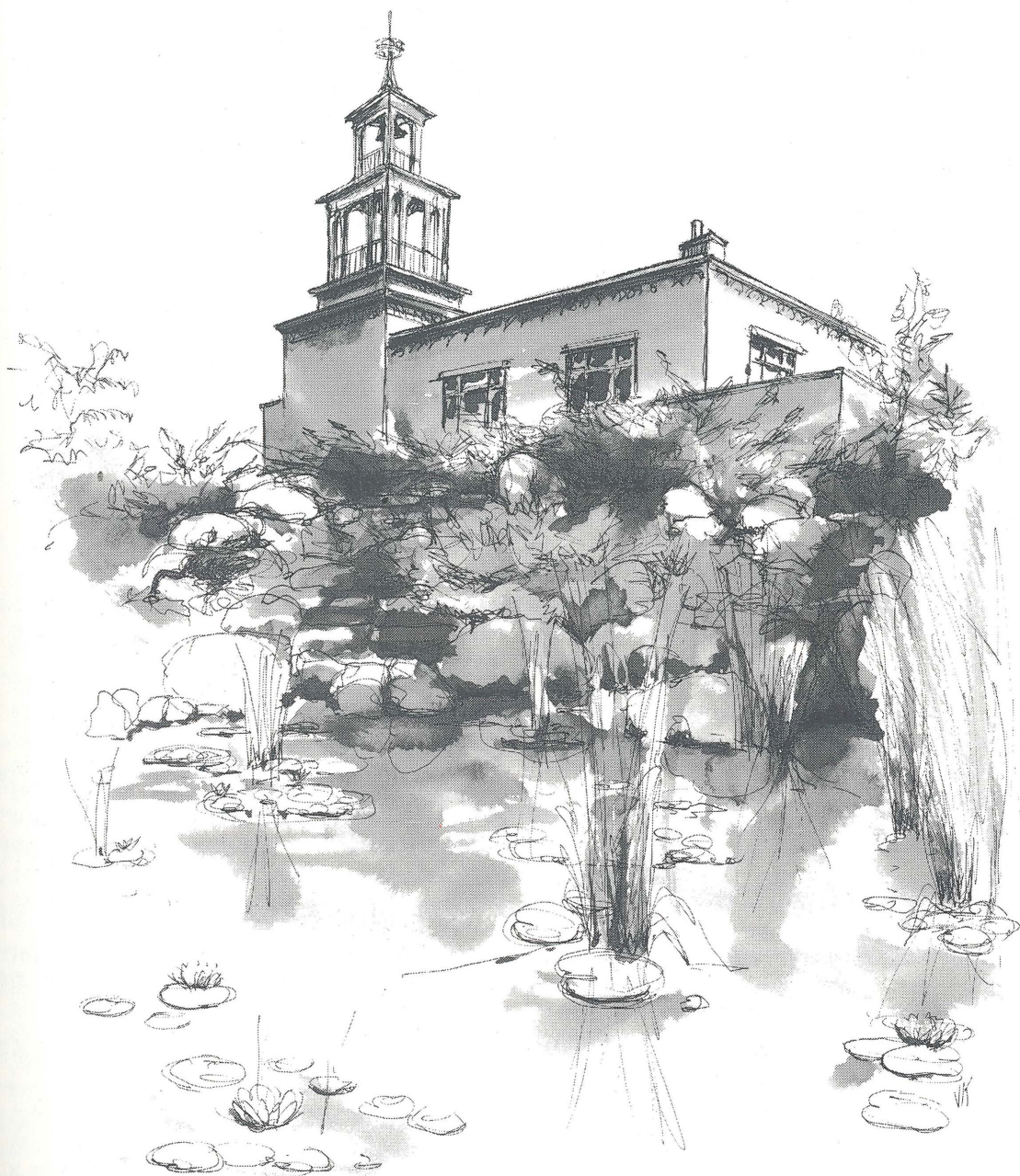
ANNOUNCES the SEVENTH ANNUAL SESSION of the

GRADUATE INSTITUTE IN LIBERAL EDUCATION

an EIGHT-WEEK SUMMER PROGRAM from JUNE 24 to AUGUST 17, 1973

Designed for teachers and other college graduates

Conducted by the faculty of ST. JOHN'S COLLEGE on the campus in Santa Fe



The College

Reading and discussion of great books of the past and present illuminate the accomplishments and frustrations of western civilization. St. John's College, nonsectarian and independent, is devoted wholly to providing occasions for co-operative and open-minded study of such books.

Founded as King William's School in Annapolis, Maryland, in 1696, the College opened its second campus in Santa Fe, New Mexico in 1964. The Graduate Institute was initiated at Santa Fe in 1967.

The Graduate Institute

The Graduate Institute offers to qualified members of the teaching profession and to other qualified persons a summer program of liberal arts studies based on the educational philosophy and teaching methods of St. John's College. The faculty is drawn principally from experienced members of the regular College faculty. The program is divided into four segments: Politics and Society, Philosophy and Theology, Literature, and Mathematics and Natural Science. By enrolling in one segment students earn nine hours of graduate credit in eight weeks. Those who complete successfully all four segments (four summers) are awarded the degree of Master of Arts. Students having nine hours of qualifying credits from another institution are eligible to graduate in three summers.

The program is accredited by the North Central Association of Colleges and Secondary Schools and approved for teacher recertification by the New Mexico State Board of Education. Approximately 150 students from all parts of the country are enrolled each summer.

The Books

A great book is one in which a powerful and inquiring mind has expressed its concern with some of the persisting basic questions of human existence. The curriculum of the Graduate Institute is built upon a selection of such books.

The subject matter varies from one part of the curriculum to another, but in each field the authors of the books are dealing with fundamental issues. Consequently, within each field and between one field and another the books are related in many ways; they borrow from each other, they contradict each other—in a true manner of speaking, they converse with one another.

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.

The Faculty

The kind of teaching and learning that goes on at St. John's presupposes a faculty different in many ways from the faculties of many other schools. There are no academic ranks; 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 field. He teaches in subjects other than his own specialty, and in every class his own learning goes along with his teaching. He is called a Tutor because, on the whole, he is expected to be the best student in each of his classes.

The Program

Full-time students at the Graduate Institute enroll in one segment of the curriculum each summer. The program in each segment consists of three different classes taken concurrently, 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 visible in the willingness to express one's own opinions in a reasoned way and to entertain the opinions of others with the greatest seriousness; the conversation is destroyed if either students or Tutors try to occupy the table with prefixed ideas. Concern arises in the effort to grasp the importance to each of what is said in the book or 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 session there is a thirty-minute oral examination for each student based on the Seminar assignments. This examination is not intended to test for rote memory of the texts; at its best it is 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 four mornings each week for at least one hour and a quarter. 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. Each student chooses a topic pertinent to the book or problem 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 summers 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. 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.

During the fourth week of the session each student has a scheduled conference with his Tutors. The conversation is devoted to the student's progress from his own point of view and from his Tutors', or to the student's constructive criticisms of his Tutors or of the program. The aim of the conference is to enable all of the participants to see the student's work as a whole.

<i>Seminar*</i>	<i>Week</i>	<i>Tutorial*</i>	<i>Preceptorial</i>
1 Plutarch: Lives of Lysurgus and Dion	1	Aristotle: Nichomachean Ethics, Books I, II and VI. and Politics, Books I and III	Preceptorial topics are selected and announced about May 1. Some typical Preceptorials offered in previous sessions to Politics and Society students follow. Aeschylus: The Oresteia Trilogy Aristotle: Nichomachean Ethics Aristotle: Politics Locke: Of Civil Government Plato: Republic Rousseau: The Social Contract Thucydides: The Peloponnesian War Tocqueville: Democracy in America Tolstoy: War and Peace Vergil: Aeneid
2 Plato: Republic, I-II			
3 Republic, III-V	2		
4 Republic, VI-VII			
5 Republic, VIII-X	3	Hobbes: Leviathan, Introduction; Book I, 1-16; Book II, 17-21, 30	
6 Aquinas: Treatise on Law			
7 Treatise on Law	4		
8 Machiavelli: The Prince			
9 Locke: Of Civil Government, I-X	5		
10 Of Civil Government, XI-XIX			
11 Rousseau: On the Origin of Inequality, I	6	Declaration of Independence; U.S. Constitution; Federalist Papers, selections; Selected U.S. Supreme Court Decisions	
12 On the Origin of Inequality, II			
13 Marx and Engels: The German Ideology, selections	7		
14 The German Ideology, selections			
15 Tocqueville: Democracy in America, selections	8		
16 Democracy in America, selections			

* These lists record the reading assignments for the summer of 1972. There may be some changes for 1973; students will be notified accordingly about May 1.

<i>Seminar*</i>	<i>Week</i>	<i>Tutorial*</i>	<i>Preceptorial</i>
1 Homer: <i>Iliad</i> , I-VI	1	Analysis of selected poetry and prose.	Preceptorial topics are selected and announced about May 1. Some typical Preceptorials offered in previous sessions to Literature students follow. Aeschylus: The <i>Oresteia</i> Trilogy Cervantes: <i>Don Quixote</i> Dante: The <i>Divine Comedy</i> Dostoievski: The <i>Brothers Karamazov</i> Joyce: <i>Ulysses</i> Plato: <i>Symposium</i> Shakespeare: <i>Hamlet</i> Tolstoy: <i>War and Peace</i> Vergil: <i>Aeneid</i> Yeats: Selected poetry
2 <i>Iliad</i> , VII-XII			
3 <i>Iliad</i> , XIII-XVIII	2		
4 <i>Iliad</i> , XIX-XXIV			
5 Plato: <i>Ion</i>	3		
6 Homer: <i>Odyssey</i> , I-VIII			
7 <i>Odyssey</i> , IX-XVI	4	Hume: <i>Of the Standard of Taste</i>	
8 <i>Odyssey</i> , XVII-XXIV			
9 Aeschylus: <i>Agamemnon</i>	5	Chaucer: <i>Canterbury Tales</i> , selections	
10 <i>Choephoroe</i> <i>Eumenides</i>			
11 Sophocles: <i>Oedipus Rex</i>	6		
12 Aristotle: <i>Poetics</i>			
13 Euripides: <i>Hippolytus</i>	7	Shakespeare: <i>King Lear</i>	
14 Aristophanes: <i>Frogs</i>			
15 Plato: <i>Phaedrus</i>	8		
16 <i>Phaedrus</i>			

<i>Seminar*</i>	<i>Week</i>	<i>Tutorial*</i>	<i>Preceptorial</i>
1 Plato: Phaedo	1	Plato: Meno	Preceptorial topics are selected and announced about May 1. Some typical Preceptorials offered in previous sessions to Philosophy and Theology students follow. Aristotle: On the Soul Aristotle: Physics, Book II Edwards: Freedom of the Will Genesis and Exodus Kierkegaard: Philosophical Fragments Pascal: Pensees Plato: Meno and Gorgias Plato: Republic St. Augustine: Confessions Wittgenstein: Philosophical Investigations
2 Phaedo			
3 Aristotle: Parts of Animals, I, 1; Physics, I, 1, 7-9	2	Descartes: Meditations	
4 Physics, II			
5 Genesis	3		
6 Genesis			
7 Exodus	4	Hume: Enquiry Concerning Human Understanding	
8 Job			
9 Matthew	5	Plato: Theaetetus	
10 John			
11 Romans	6	Hume: Dialogues Concerning Natural Religion	
12 Aquinas: Summa Theologica, I, I, 1-2			
13 Summa Theologica, I, I, 13	7		
14 Calvin: Institutes of the Christian Religion, III, 11			
15 Aristotle: Metaphysics, XII	8	Kant: Fundamental Principles of the Metaphysics of Morals	
16 Pascal: Pensees, selections			

* These lists record the reading assignments for the summer of 1972. There may be some changes for 1973; students will be notified accordingly about May 1.

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 Director.

Applications will be considered at any time, but it is advantageous to the applicants and helpful to the Institute if applications for the 1973 session are submitted by April 15. 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 almost all admitted students are required to remit an advance deposit (see *Fees*, below).

Grades

The Institute employs the conventional A-B-C-D-F system of grading. In general, grades are assigned on the basis of the student's progress in each course and his contributions to the class in accordance with the philosophy of the program. 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 even 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 the principal factor in determining his grade, although partici-

pation 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.

Fees

The tuition fee is \$45 per credit hour, or \$405 for a full-time student. A matriculation fee of \$25 is charged to new students.

Room rent for the eight-week session is \$120. On-campus students also purchase a meal ticket for 21 meals per week in the College dining hall; the cost is \$165. The total fee for a new student, full-time and on-campus, is therefore \$715; for a continuing student, \$690.

Off-campus students purchase a meal ticket for five lunches (Monday through Friday) and two dinners (Monday and Thursday) weekly; the cost is \$60. The total fee for a new student, full-time and off-campus, is therefore \$490; for a continuing student, \$465.

An advance deposit of \$100 is required of each student unless he holds a fellowship award that covers all of his fees. Continuing students remit the deposit by April 15. New students admitted prior to March 31 remit the deposit by April 15; those admitted after March 31 remit the deposit within fourteen days of receiving notice of admission.

The balance of a student's fees are due and payable at the time of registration.

Refunds

The \$100 advance deposit is credited to tuition charges; it is not returnable. The remainder of the tuition fee is returnable for students who withdraw during the first week of the session; thereafter, no tuition refunds are granted. Board fees are refunded on a pro-rated basis for students who withdraw 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.

Dormitory Accommodations

Dormitory rooms are of four kinds :

- Single rooms;
- Three-room suites;
- Two-room suites;
- 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 longest. Married couples without children are usually assigned to large one-room doubles; family groups of three to three-room suites; 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 and pillows.* Linen service is available, providing fresh sheets, pillow case, towels and washcloth weekly; the cost in 1972 was \$8 for the session. Occupants may furnish their own linen and use the coin-operated laundry facilities on campus. College regulations prohibit pets, firearms and drugs on campus.

The College cannot take responsibility for providing off-campus housing for students; those who desire to live in town are advised that housing is both expensive and difficult to obtain during the summer months.

Students' Families

To the extent that space is available, dormitory accommodations are open to the immediate families of full-time on-campus students. Room charges for members of one family are as follows:

Adult or child over 11	\$120
First child 2-11	\$120
Other children 2-11	\$ 60

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

All dormitory occupants take their meals in the College dining hall. Meal charges for students' families are as follows:

Adult or child over 11	\$165
Child 6-11	\$130
Child 2-5	\$ 85

The Institute provides supervised activities for children between the hours of 9 a.m. and 4 p.m., Monday through Friday. Parents of children age 3-12 living in the formitories are required to enroll those children in this program. The fee for the session is \$120 for each child; this fee, which is not refundable, covers supervision, transportation, snacks and incidental supplies.

Financial Aid

Two kinds of fellowships are available to Graduate Institute students.

General fellowships are awarded by the Institute to promising students who have demonstrable financial needs. Because requests exceed available funds, preference is given to active members of the education profession and to continuing Institute students. Part-time students are not eligible. With rare exceptions the 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 15 are considered together and answered by April 1; those received after March 15 are answered within three weeks.

Designated fellowships are open only to the professional personnel of certain colleges, schools, or school systems stipulated by the fellowship donors. They provide tuition, room and board; many provide a travel allowance and 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.

A very limited number of opportunities for part-time employment with the College are open to Institute students each summer.

The City and The Campus

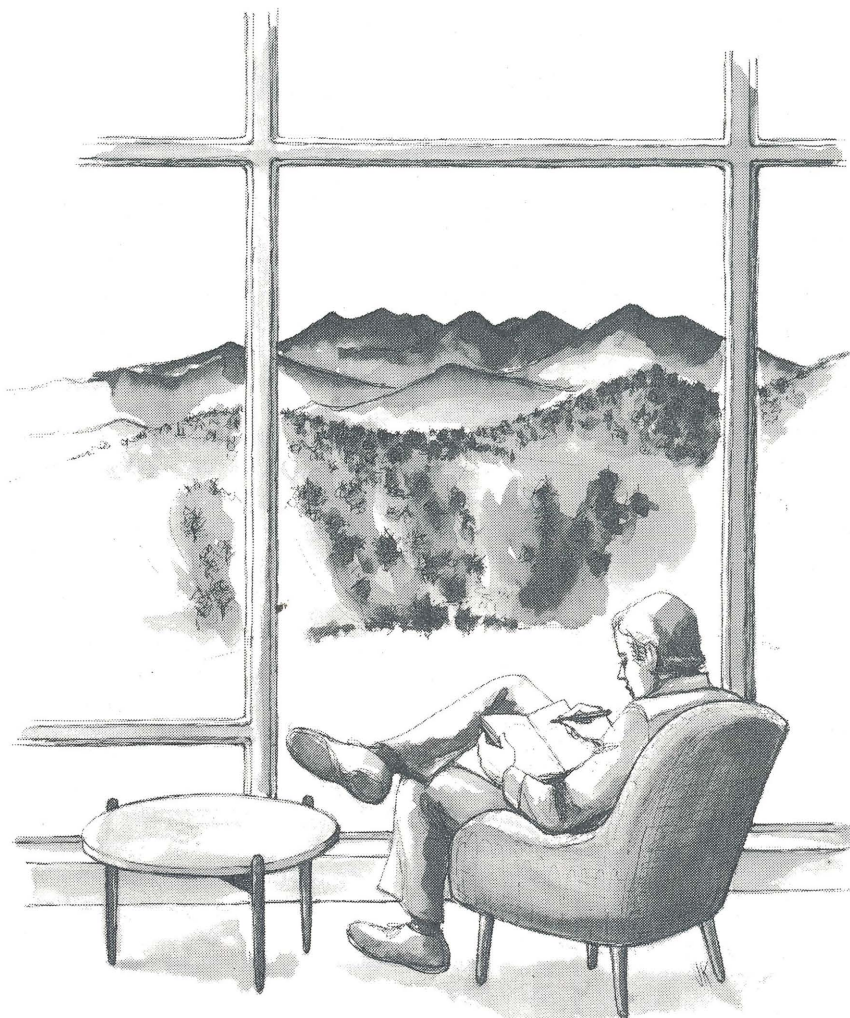
Santa Fe, founded by Mission priests more than three and one-half centuries ago, is the oldest capitol city in the United States, and has served as fortress and administrative headquarters for four sovereign governments. Surrounded by mountain ranges, Indian pueblos, ancient ruins and ghost towns, Santa Fe offers numerous opportunities for natural and cultural exploration. The city itself contains ancient landmarks, historical sites and religious shrines, most of which are carefully preserved and open to visitors. Book stores, shops, galleries and studios abound, and the Santa Fe Opera Company performs throughout the summer months.

St. John's College is located within the city on a 280-acre site on the western slope of the Sangre de Cristo mountains. It is a seven-minute drive to the downtown plaza. Frequent transportation to the plaza and to nearby points of interest is available to Institute students. Tennis courts and athletic fields are located on the campus.

Santa Fe lies at an altitude of 7,000 feet. Since summer temperatures sometimes reach 90 in mid-day while nights are invariably quite cool, sweaters and coats are recommended. Casual clothing is worn for classes but more formal dress is required on occasion.

Medical Services

The College maintains a well-equipped modern infirmary located in the western dormitory complex. A physician and registered nurse hold sick call each weekday, and referrals to Santa Fe physicians are made when necessary.



Artwork by Julia Koontz

Address all inquiries to: **The Director**
Graduate Institute in Liberal Education
St. John's College
Santa Fe, New Mexico 87501
(Telephone: (505) 982-3691 Ext. 26)

The Faculty

(in 1972)

Richard D. Weigle, President **St. John's College**

B.A., M.A., Ph.D., Yale University, Mr. Weigle taught at Yale-in-China and at Carleton College before serving in World War II in the Far East and then in the Far Eastern Office of the Department of State. He came to St. John's in 1949 as President, and founded the Santa Fe campus in 1964. He is past president of the Maryland Association of Boards of Education and past Chairman of the Association of American Colleges.

Robert A. Neidorf, Director **Graduate Institute in Liberal Education**

B.A., 1951, M.A., 1955, University of Chicago; Ph.D., Yale University, 1959; Instructor and Assistant Professor of Philosophy, Bucknell University, 1959-62; Tutor, St. John's College in Annapolis, 1962-64; Assistant and Associate Professor of Philosophy, State University of New York at Binghamton, 1964-67; Tutor, St. John's College in Santa Fe, 1967-; Director of the Graduate Institute, 1970-.

Geoffrey Comber, Assistant Director **Graduate Institute in Liberal Education**

Diploma in Education, University of London, 1953; A.R.C.M., Royal College of Music, 1954; M.A., Ohio State University, 1957; Fulbright Scholar, 1955; Instructor in Music and Graduate Studies in Philosophy, Ohio State University, 1958-61; Assistant Professor of Philosophy, Huron College, Ontario, 1962-65; Visiting Professor, University of Waterloo, Ontario, 1964; Tutor, 1965-, and Assistant Dean, 1970-, St. John's College in Annapolis; Assistant Director of the Graduate Institute, 1970-.

Samuel E. Brown

Harvard College, 1936-37; Diploma, Black Mountain College, 1945; M.A., 1956, Ph.D., 1962, Indiana University; Director of Music, Windsor Mountain School, 1948-49; Director of Music, Verde Valley School, 1950-53; John H. Edwards Fellow, 1955-56; Part-time teacher, Indiana University, 1956-57; Tutor, St. John's College, 1958.

Joseph P. Cohen

B.A., St. John's College, 1956; Department of Philosophy, The University of Chicago, 1956-57, 1959-62; University of Vienna Summer School, 1957; U.S. Army, 1957-59; Lecturer in the Liberal Arts, University College, The University of Chicago, 1960-62; Tutor, St. John's College, 1962-.

James Collins

B.A., St. Mary's College, 1963; M.A., San Francisco State College, 1965; Instructor, St. Mary's College, 1968-; Coordinator, Collegiate Seminar Curriculum, Summer, 1969; Visiting Tutor, Graduate Institute, 1969, 1971, and 1972.

Howard J. Fisher

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

Glenn A. Freitas

B.A., St. Mary's College, 1957; Ph.L., Universite Laval (Quebec), 1964; Licentiate in Sacred Scripture, Pontifical Biblical Commission (Rome), 1966; L'Ecole Biblique et Archeologique Francaise de Jerusalem, 1964-66; Instructor and Assistant Professor, St. Mary's College, 1967-69; Tutor, St. John's College, 1969-.

(continued on page eleven)

Application for Admission

GRADUATE INSTITUTE IN LIBERAL EDUCATION
SANTA FE, NEW MEXICO

Date _____

Full Name _____
(Last Name) (First Name) (Middle Name) (Maiden Name)

Home Address _____
(Street Address, City, State, and Zip Code)

Home Telephone _____ Age _____

Person to Notify in Case of Emergency _____
(Name)

(Address)

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 other 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.

In which curriculum segment would you prefer to enroll during your first summer? Please also indicate a second choice.

- | | |
|--|--|
| <input type="checkbox"/> Politics & Society | <input type="checkbox"/> Literature |
| <input type="checkbox"/> Philosophy & Theology | <input type="checkbox"/> Mathematics & Natural Science |

What housing arrangements would you desire?

- ☐ Dormitory accommodations for myself only.
- ☐ Dormitory accommodation for myself plus:
- ☐ Spouse.
- ☐ Children. List children's ages on June 24, 1973: _____
- ☐ No dormitory accommodation; living off campus.

(see reverse side)

Colleges or Universities Attended as Undergraduate Student:

School	Address	Major Field	Dates	Degree

Colleges or Universities Attended as a Graduate Student:

School	Address	Major Field	Dates	Degree

Employment History (Present Postion First):

Place of Employment	Address	Dates	Duties

Address all correspondence to:

The Director, Graduate Institute in Liberal Education, St. John's College, Santa Fe, New Mexico 87501.

The Faculty

(continued)

Norman Grabo

B.A., Elmhurst College, 1952; M.A., University of California, 1955; Ph.D., University of California, 1958; Instructor and Assistant Professor of English, 1963-67, Professor of English, 1967-72, University of California; Visiting Tutor, Graduate Institute, 1971-72; Tutor, St. John's College, 1972-.

R. Thomas Harris

B.A., Reed College, 1955; M.A., 1956, Ph.D., 1959, University of Illinois; Research Associate, Duke University, 1959-60; Assistant Professor, Duke University, 1960-64; Visiting Assistant Professor, University of California, 1962-63; Associate Professor, University of Maryland, 1964-68; Visiting Associate Professor, New York University, 1967-68; Visiting Professor, New York University, summer 1969; Tutor, St. John's College, 1968-.

Aaron Kirschbaum

B.A., City College of New York, 1963; M.A., University of Wisconsin, 1969; Correspondence Instructor in Mathematics, University of Wisconsin Extension, 1964-68; University Fellow, University of Wisconsin, 1967-68; Ford Fellow, 1967-68; Research Fellow in European History, 1968-69; Tutor, St. John's College, 1969-72.

Nicholas Maistrellis

B.S., Bates College, 1962; Teaching Assistant, 1962-66, and University Fellow, 1966-67, University of Wisconsin; Tutor, St. John's College, 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; Associate Professor and Director of Honors College, University of Oregon, 1954-66; Fulbright Lecturer, University

of Exeter, England, 1960-61, and University of Turin, Italy, 1965-66 and 1970; Professor of Political Studies, Pitzer College and Claremont Graduate School, 1966-; Visiting Tutor, Graduate Institute, 1972.

Chaninah Maschler

B.A., City College of New York, 1953; M.A., Yale, 1955; Assistant in Philosophy, Bryn Mawr, 1955-56, and Yale, 1956-58; Instructor in Philosophy, Penn State University, 1959-61, City College of New York, 1961-62, and Barnard College, 1962-64; Reader, Translator and editor, Harper Torch Books, 1965-; Visiting Tutor, Graduate Institute, 1970 and 1972.

Michael K. Mechau

B.A., St. John's College, 1959; M.A., Political Science, The University of Chicago, 1965; Universidad Nacional, Bogota, Colombia, 1959-60; Teacher, Delta High School, 1960-61; Teacher and counselor (summers), Colorado Rocky Mountain School, 1961-65; Teacher, Thomas More School, 1963-64; Management Intern, Executive Office of the President, 1965-67; Administrative Officer, Department of Health, Education, and Welfare, 1967-68; Tutor, St. John's College, 1968-.

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; Fulbright Scholar, Hamburg, Germany, 1955-56; Assistant and Associate Professor of Music, Agnes Scott College, 1957-61; Director of Music, University of Richmond, 1961-65; Piano Chairman and Member of the Graduate Faculty, College-Conservatory of Music, University of Cincinnati, 1965-67; Tutor, St. John's College, 1967-.

Roger S. Peterson

A.B., Harvard College, 1953; A.M., 1957, Ph.D., 1959, University of Michigan; U.S. Navy, 1953-56; Forest Service

Research, Colorado State University, 1959-62; Research Project Leader, Utah State University, 1962-66; Tutor, St. John's College, 1966-.

Edward H. Porcella

B.A., St. Mary's College, 1964; M.A., University of California, 1967; Teaching Assistant in Humanities, University of California, 1965-66; Lecturer in Literature and Theology, St. Mary's College, 1967-68; Instructor in Philosophy, University of San Diego, College for Men, 1969-70; Tutor, St. John's College, 1970-.

Ralph J. Quintana

B.A., 1947, M.A., 1966, Williams College; Ph.D., Candidate, University of Colorado; Instructor, Williams College, 1946-49; Instructor, Wagner College, 1949-50; Teacher-coach, Fountain Valley School, 1953-58; Teacher-coach, Hebron Academy, 1959-61; Assistant Professor, New Mexico Highlands University, 1966-68; Tutor, St. John's College, 1969-.

Frederic Schick

B.A., 1951, M.A., 1952, Ph.D., 1958, Columbia University; Instructor, Connecticut College, 1954-57; Research Associate, Columbia University, 1957-58; Instructor, Columbia College, 1958-60; Assistant Professor, Brandeis University, 1960-62; Assistant Professor, 1962-65, Associate Professor and Chairman, Department of Philosophy, 1965-68, Professor, 1968-, Rutgers University; Visiting Tutor, Graduate Institute, 1972.

Thomas K. Simpson

B.A., St. John's College, 1950; M.A.T., Wesleyan University, 1955; Ph.D., The Johns Hopkins University, 1968; Instructor, American University of Cairo (Egypt), 1950-53; Teaching Intern, 1955-56, and Tutor, 1956-, St. John's College; Curriculum Counselor and member of the faculty, The Key School, 1970-.

J. Winfree Smith

B.A., 1934, M.A., 1935, University of Virginia; M.Div., 1938, Virginia Theological Seminary; Ph.D., 1948, University of Virginia; Student, Institut Catholique de Paris, 1951-52; Deacon-in-charge, 1938-39, Rector, 1939-41, St. Paul's Church, Ivy Depot, Virginia; Tutor, 1941-, and Assistant Dean, 1947-, St. John's College; Addison E. Mullikin Tutorship, 1959-; Acting Director, Integrated Curriculum of St. Mary's College, 1966-67.

George N. Stanciu

B.A., 1954, Ph.D., 1964, University of Michigan, Research Associate, University of Nijmegen, Netherlands, 1964-65; Research Associate, Los Alamos Scientific Laboratory, 1965-68; Tutor, St. John's College, 1968-.

John S. Steadman

B.S., University of Wisconsin, 1959; U.S. Army, 1954-56; Assistant in Philosophy, Cornell University, 1961-62; Tutor, 1962-, and Assistant Dean, 1970-, St. John's College.

Douglas Sturm

A.B., Hiram College, 1950, D.B., 1953, Ph.D., University of Chicago; Harvard Law School, 1964-65; Visiting Professor, Perkins School of Theology, 1963; Assistant Professor of Religion, 1959-64, Associate Professor of Religion, 1964-67, Associate Professor of Religion and Political Science, 1967-70, Professor of Religion and Political Science, 1970-, Bucknell University; Visiting Professor of Social Ethics, Andover-Newton Theological School, 1972; Visiting Tutor, Graduate Institute, 1972.

Ray A. Williamson

B.A., The Johns Hopkins University, 1961; Ph.D., University of Maryland, 1968; Assistant Astronomer, Institute for Astronomy, University of Hawaii, 1967-69; Tutor, St. John's College, 1969-.