



Betty Lillenthal

St. John's College

Santa Fe, New Mexico and Annapolis, Maryland

1978

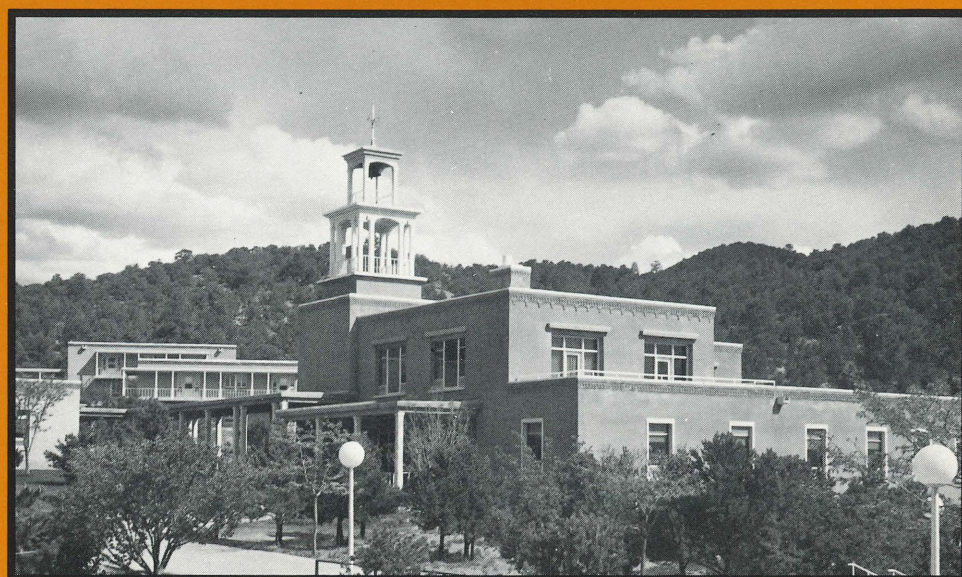
*Graduate
Institute in
Liberal Education*

St. John's College

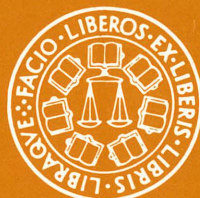
of Santa Fe, New Mexico and Annapolis, Maryland
announces the twelfth annual session of the

Graduate Institute in Liberal Education

An eight-week summer program
Conducted by the faculty of St. John's College, together with visiting faculty
From June 25 to August 18, 1978
Designed for teachers and other college graduates
Leading to the degree of Master of Arts



Betty Lillenthal



Address all inquiries to:

Geoffrey J. Comber, Associate Director
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The College

Reading and discussion of great books of the past and present illuminate the accomplishments, frustrations and fundamental inquiries of western civilization. These books constitute a major fraction of the meaningfully accessible human culture, history and thought. They stand as fresh and direct statements at the highest level of understanding, and at the same time serve as primary models of the liberal arts—the disciplines of freedom. St. John's College is exclusively devoted to providing occasions for cooperative and open-minded study of such books.

St. John's is an independent college with no religious affiliations. Founded as King William's School in Annapolis, Maryland, in 1696, and having adopted its present program in 1937, the College opened its second campus in Santa Fe, New Mexico, in 1964. The Graduate Institute was initiated in 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, together with a small number of visiting faculty members selected from other institutions. The program is divided into four segments: Politics and Society, Philosophy and Theology, Literature and Mathematics and Natural Science, in Santa Fe. A History segment is offered in Annapolis only, in 1978, along with Philosophy and Theology. By enrolling in one segment students may earn nine hours of graduate credit in eight weeks. Those who complete successfully four segments (four summers) are awarded the degree of Master of Arts. Students having nine hours of qualifying credits from other institutions 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 130 students from all parts

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of the country are enrolled each summer.

The Graduate Institute in Liberal Education is an equal opportunity institution.

The City and the Campus

Santa Fe, founded by Mission priests more than three and one-half centuries ago, is the oldest capital 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 expansion. 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.

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.

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.

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.

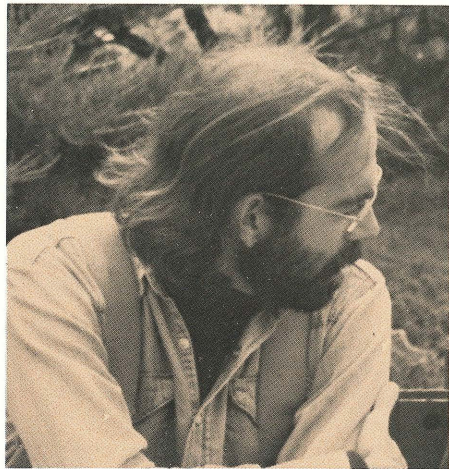
Students and faculty at the Graduate Institute participate in that conversation by reading and discussing these books, and by confronting the books and themselves with possibilities and difficulties that they find. They try to ascertain not how things were, but how things are.

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 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 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 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 pre-fixed ideas. 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.

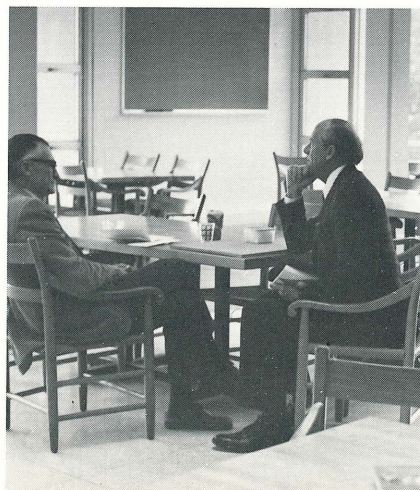
Near the end of the eight-week session there is a thirty-minute oral examination for each student based on the Seminar assignments. This examination is not intended to test for rote memory of the texts; at its best it is an intimate seminar in which new problems and insights are generated.

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

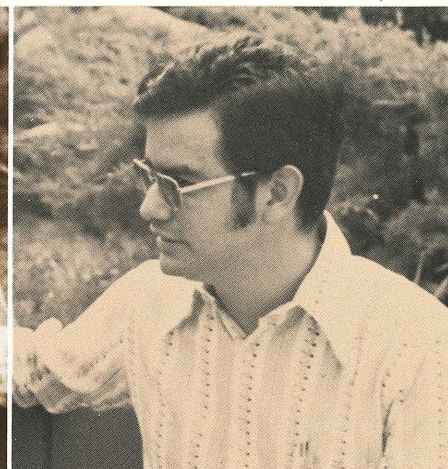


to the discussion with two brief papers during the early weeks of the session. The PRECEPTORIAL is a class of eight to twelve students and one Tutor studying a single book or problem, meeting usually for two or three hours per week, although laboratory Preceptorials may meet for longer periods. Each 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 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



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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.

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) at a level of achievement appropriate to graduate students. The different segments may be taken in any order and need not be taken in consecutive summers. However, under normal circumstances all credits offered for the degree must have been taken within a period of eight years.

Students may offer up to nine hours of acceptable graduate credits from another institution, thus reducing the number of required summers 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 concerning the appropriateness and acceptability of transferred credits. All transfer credits offered for the degree must be completed prior to the student's last summer at the Institute.

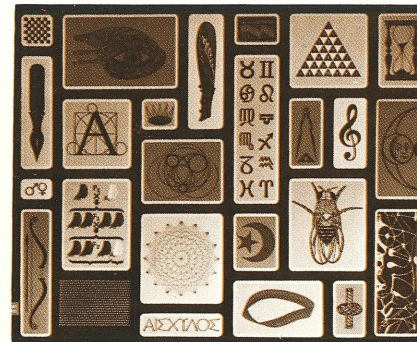
Post-M.A. Studies

Graduates of the Institute who have pursued just three or four of the five curriculum segments may enroll for a fourth or fifth summer in the segment that they missed. 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 New Mexico State Board of Education.

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 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



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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—.

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 Associate Director or the Registrar.

Applications will be considered at any time, but it is advantageous to the applicants and helpful to the Institute if applications for the 1978 session are submitted by April 1. Enrollment may be closed when admissions reach a pre-determined level; 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 almost all admitted students are required to remit an advance deposit (see Fees).

Fees

The tuition fee is \$65 per credit hour, or \$585 for a full-time student. A matriculation fee of \$25 is charged to new students.

Room rent for the eight-week session is \$160. On-campus students also purchase a meal ticket for 21 meals per week in the College dining hall; the cost is \$245. The total fee for a new student, full-time and on-campus, is therefore \$1,015; for a continuing student, \$990.

The total fee for a new student, full-time and off-campus, is \$610; for a continuing student, \$585. Off-campus students may purchase a meal ticket for five lunches (Monday through Friday) and two dinners (Monday and Thursday) weekly; the cost is \$95.

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 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.

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 need. Because requests exceed available funds, preference is given to continuing Institute students. Part-time students are not eligible. The average amount awarded is \$350 for one summer session; reapplication is permitted.



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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 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; application should be made in advance.

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 prorated basis for students who withdraw or move off-campus at any time. Room and matriculation fees are not refundable under any circumstances. In the case of students holding fellowships, refunds are not paid to the student unless the fellowship fund has been completely reimbursed.



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Dormitory Accommodations

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 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 dorm-

itory 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 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.



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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	\$160
First child over 11	\$160
Other children over 2	\$80

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 7	\$245
Children 2 through 7	\$125
Children under 2	no charge

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 through 12 living in the dormitories are required to enroll these children in this program. The fee for the session is \$160 for each of the first two children in one family; \$80 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. A physician and registered nurse hold sick call each weekday, and referrals to Santa Fe physicians are made when necessary.

The Curriculum

Mathematics and Natural Science

Santa Fe, New Mexico

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

PRECEPTORIAL

Preceptorial topics are selected and announced about April 15. Preceptorials in this segment of the curriculum include experimental or observational work in the laboratory or in the field; in some cases reports on original projects may replace the Preceptorial essay. Some typical Preceptorials previously offered to Mathematics and Natural Science students follow.

The Atomic Theory in Chemistry
The Copernican Revolution
The Development of a Theory: The Origin of Species
Genetics and Evolution
The Ecology of Evolution
The Size and Structure of the Universe
Organic Evolution

*These lists record the reading assignments for the summer of 1977. There may be some changes for 1978; students will be notified accordingly about April 15.

The Curriculum

Literature

Santa Fe, New Mexico

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

PRECEPTORIAL

Preceptorial topics are selected and announced about April 15. Some typical Preceptorials offered in previous sessions to Literature students follow.

- Cervantes: Don Quixote

Dante: The Divine Comedy

Dickens: The Pickwick Papers

Joyce: Ulysses

Mann: The Magic Mountain

Plato: Symposium

Saussure: Introduction to Linguistics
- Shakespeare: Hamlet

Speeches of Abraham Lincoln

The Theory of Comedy

Tolstoy: What is Art?

Vergil: Aeneid

Whitman: Leaves of Grass

Yeats: Selected Poetry

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The Curriculum

Philosophy
and Theology

Santa Fe, New Mexico and Annapolis, Maryland

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

PRECEPTORIAL

Preceptorial topics are selected and announced about April 15. Some typical Preceptorials offered in previous sessions to Philosophy and Theology students follow.

- Aristotle: Ethics, and Kant: Metaphysics of Morals

Aristotle: On the Soul

Berkeley: Three Dialogues

Education in a Republic

Edwards: Freedom of the Will

Genesis and Exodus

Kierkegaard: Philosophical Fragments
- Modern Protestant Theology

Thomas More: Utopia

Pascal: Pensees

Plato: Republic

Plato: Symposium

Unamuno: The Tragic Sense of Life

Wittgenstein: Philosophical Investigations

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Politics
and Society

Santa Fe, New Mexico

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

PRECEPTORIAL

Preceptorial topics are selected and announced about April 15. Some typical Preceptorials offered in previous sessions to Politics and Society students follow.

Aristotle: Politics	The Pentagon Papers
The Corporation and the Polity	Plato: Republic
Education in a Republic	Rousseau: The Social Contract
Justice and the Judicial Process	Smith: Wealth of Nations
Law, Language and Ethics	Speeches of Abraham Lincoln
Locke: Of Civil Government	Tocqueville: Democracy in America
Machiavelli: Discourses	Tolstoy: War and Peace
Montequeieu: The Spirit of the Laws	Weber: Politics and Philosophy

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Graduate Institute in Liberal Education
Santa Fe, New Mexico and Annapolis, Maryland
Application for Admission

Date_____

Full Name_____

(Last Name) (First Name) (Middle Name) (Maiden Name)

Home Address_____ Home Telephone_____

(Street Address, City, State and Zip Code)

Date of Birth_____ Age_____ Marital Status_____ No. of Children_____

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. (Santa Fe and the St. John's campus are located at an altitude of 7,000-7,300 feet; persons with health conditions liable to be affected by altitude should consult their physician before applying.)

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

☐ Politics and Society_____ ☐ Literature_____

☐ Philosophy and Theology_____ ☐ Mathematics and Natural Science_____

What housing arrangements would you desire?

☐ Dormitory accomodations for myself only.

☐ Dormitory accomodations for myself plus: ☐ Spouse ☐ Children

Children: Ages on June 25, 1978; Names; Sex;_____

☐ No dormitory accomodation; 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:

Geoffrey J. Comber, Associate Director
Graduate Institute in Liberal Education
St. John's College
Annapolis, Maryland 21404
Phone 301/263-2371 Ext 27

Barbara L. Skaug, Registrar
Graduate Institute in Liberal Education
St. John's College
Santa Fe, New Mexico 87501
Phone 505/982-3691 Ext 26

The Faculty

(in 1977)

RICHARD D. WEIGLE, President
St. John's College

B.A., 1931, M.A., 1937, Ph. D. in American Diplomatic History, 1939, Yale University; LL.D., 1957, Washington College, 1958, LaSalle College, 1960, Wabash College, 1965, College of Notre Dame in Maryland, 1969, The Colorado College; L.H.D., 1970, Bard College, 1972, St. Francis College; Instructor, Yali Union Middle School, Changsha, China, 1931-33; Executive Secretary, Yale-in-China Association, 1934-38; Instructor in History, International Relations and Economics, Carleton College, 1939-42; active duty with the Army Air Corps, 1942-45; Documents Officer, Far Eastern Commission, and Executive Officer, Office of Far Eastern Affairs, Department of State, 1945-49; President, St. John's College, 1949-; Vice-Chairman, Maryland Hall of Records Commission, 1952-; Chairman, Commission on Liberal Education, Association of American Colleges, 1955-57, Treasurer, 1963-66, Vice-Chairman, 1966-67, Chairman, 1967-68; Board of Education of Anne Arundel County, Member, 1951-63, President, 1958-62; President, Maryland Association of Boards of Education, 1961-62; Vice-Chairman, Independent College Funds of America, 1967-68; Chairman, Maryland Commission on the Capital City, 1967-; President, Board of Trustees, The Key School, 1972-74.

ROBERT LOUIS SPAETH, Director
Graduate Institute in Liberal Education

B.S., St. John's University (Minnesota), 1959; U.S. Army Signal Corps, 1954-56; graduate study in physics, University of Illinois, 1959-60; graduate study in mathematics, University of Wisconsin, 1961-62; Teacher, Cathedral High School, St. Cloud Minnesota, 1960-61; Mathematics Writer, Educational Research Council of Greater Cleveland, 1962-63; Tutor, St. John's College, 1963-, Assistant Dean, 1966-71, Director of the Summer Program, 1969, 1970, 1975; Alderman of the City of Annapolis, 1969-73; Member of the Anne Arundel County Democratic State Central Committee, 1970-73; Fellow of the Institute for Ecumenical and Cultural Research, Collegeville, Minnesota, 1973-74; Co-Director of Admissions, 1974-75; Assistant Director of the Graduate Institute, 1974-75; Director of the Graduate Institute, 1975-77.

WILLIAM B. ALLEN

B.A., Pepperdine College, M.A., Claremont Graduate School; Fullbright Advanced Teaching Fellow, France, 1970-71; Harvey Mudd College Research Grant, 1973; Graves Award, 1973-75; Harvey Mudd College Research Grant, 1975; Associate Professor of Government, Harvey Mudd College; Visiting Tutor, Graduate Institute, 1977.

EVA T.H. BRANN

B.A., Brooklyn College, 1950, M.A., 1951; Ph. D., 1956, Yale University; Fellow of the American Numismatic Society, Summer, 1952; Fellow of the American School of

Classical Studies at Athens, 1952-53; member of the staff of the American Agora Excavations at Athens as Sibley Fellow of Phi Beta Kappa; Instructor in Archaeology, Stanford University, 1956-57; Member, Institute for Advanced Study, Princeton, 1958-59; Tutor, St. John's College, 1957-; Addison E. Mullikin Tutorship, 1971-.

SAMUEL EMMONS BROWN

Harvard College, 1936-37; Diploma, Black Mountain College, 1945, M.A., 1956; Ph.D., 1962, Indiana University; private tutoring, 1946-48; Director of Music, Windsor Mountain School, 1948-49; Director of Music, Verde Valley School, 1950-53; John H. Edwards Fellow, 1955-56; Part-time teacher, Indiana University, 1956-57; Tutor, St. John's College, 1958-, Santa Fe, 1965-.

PHILIP P. CHANDLER, II

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R.D. Hotelling